



LIBERTY
COLLEGIATE ACADEMY

Liberty Collegiate Academy

A Proposed Metropolitan Nashville Public School Charter School

Application for Charter

September 30, 2010

Respectfully submitted by:

Liberty Collegiate Academy Founding Board

- Linda Mendez, Lead Founder, Fellow, Building Excellent Schools, Proposed Principal
- John Baird, Attorney, White & Reasor, PLC
- Berry Brooks, Director of Development, YMCA of Middle Tennessee
- Wood Caldwell, Principal, Southeast Venture, LLC
- Katie Hill, Account Executive, McNelly Pigott & Fox Public Relations
- Mike Kopp, Senior VP/Partner, MMA Creative
- Emily Lewis, Program Director, Teach For America
- Christine McCarthy, President and CEO, Nashville Area Habitat for Humanity
- Brian Williams, Executive Director, Hands On Nashville

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Assurances Form

Assurances Form

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **Liberty Collegiate Academy** to be located at **(location not yet confirmed) Nashville, Tennessee** is true to the best of my knowledge and belief; and further I understand that, 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 charter school act;
2. will meet the same performance standards and requirements adopted by the state board of education for public schools;
3. will provide special education services for students as provided in Title 49, Chapter 10;
4. 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;
5. will follow any federal and state court orders in place in the local school district;
6. will comply with federal and state applicable health and safety standards;
7. will not be a conversion of any private, parochial, cyber-based, or home-based school;
8. will not be a cyber-based school;
9. (if conversion school) will demonstrate that parents of sixty percent of the children enrolled at a public school or sixty percent of the teachers assigned to the school have consented their support to conversion (please provide petitions as attachment);
10. will open to bid all contracts for goods and services in excess of five thousand dollars (\$5,000);
11. will be subject to the provisions of Tenn. Code Ann. §12-4-101 and 12-4-102 with regard to conflicts of interest;
12. will deem meetings of the governing body as public business and be held in compliance with Title 8, Chapter 44, Part 1;
13. will employ individuals to teach who hold a license to teach in a public school in Tennessee or meet the minimum requirements for licensure as defined by the state board of education;
14. will follow state audit procedures and audit requirements;
15. will not charge tuition, unless the governing body of the charter school approves a transfer from another district to a public charter school in its district pursuant to the provisions of Tenn. Code Ann. §49-6-3003;

16. will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
17. will prepare a budget in the same format as that required by the state department of education for local education agencies;
18. will maintain its accounts and records in accordance with generally accepted accounting principles and in conformance with the uniform chart of accounts and accounting requirements prescribed by the comptroller of the treasury;
19. will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school;
20. will require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by Tenn. Code Ann. §8-19-101;
21. will at all times maintain all necessary and appropriate insurance coverage;
22. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular;
23. 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;
24. will follow any and all federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Linda Mendez

Name of Authorized Signer (Print or type)

Lead Founder, Proposed Principal

Title of Authorized Signer


Signature

9/30/10

Date

CHARTER APPLICATION INFORMATION SHEET

Please type on this form or use a computer to generate the required information.

Name of Proposed Public Charter School

Liberty Collegiate Academy Charter School

Proposed School Address (if known)

Nashville, TN – final address to be determined

City, County, and School System in which Proposed School is Located

Nashville, Davidson, Metropolitan Nashville Public Schools

Legal Name of Group (Sponsor) Applying for Charter

Liberty Collegiate Academy, Inc.

Primary Contact Person Linda Mendez

Address 2201 8th Avenue South #301

City Nashville **State** Tennessee **Zip** 37204

Daytime Telephone (615) 767-9249 **Fax** (617)227-4551

Email Address lmendez@buildingexcellentschools.org

Proposed Grade Levels and Total Student Enrollment

	Grade Levels	Total Student Enrollment
Year One	5	100
Year Two	5, 6	200
Year Three	5,6,7	290
Year Four	5,6,7,8	371
Year Five	5,6,7,8,9	444

Ultimately, once all grade spans have been added, what is the proposed grade configuration of the school? 5-12

Brief description of the proposed school's focus and mission:

Liberty Collegiate Academy prepares students in grades five through twelve to enter, succeed in and graduate from the college of their choice. The vision of Liberty Collegiate Academy is to develop successful college graduates and engaged citizens who will serve as the next generation of leaders in our country. Liberty Collegiate Academy ensures students are on a path to college starting in fifth grade. We believe that all children, regardless of race, background or socioeconomic status, can achieve at high levels. Through a structured, disciplined and academically rigorous environment, our students will be prepared to live a life of scholarship, discipline and service. By exposing students to life's opportunities, urgently pursuing rigorous academic goals and laying the foundations for a strong, ethical character our students will be prepared to succeed in college and beyond.

Signature of Primary Contact Person



Date 9/30/10

Mission and Goals

Provide a statement defining the mission and goals of the proposed public charter school.

Explain the mission of your proposed public charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should in one or two sentences indicate what the school intends to do, for whom, and to what degree.

Explain the need for this particular school in the community it will serve and the target student population. If your school currently exists and is applying for a conversion to charter status, explain how the school will benefit from becoming a public charter school and how the conversion will more adequately meet the needs of the students being served.

State the goals for the proposed school. Specify in clear and measurable terms what you hope to accomplish in the areas of (1) academic performance, (2) organizational performance, and (3) other school-specific goals.

Mission and Goals

Liberty Collegiate Academy prepares students in grades five through twelve to enter, succeed in and graduate from the college of their choice. The vision of Liberty Collegiate Academy is to develop successful college graduates and engaged citizens who will serve as the next generation of leaders in our country.

Liberty Collegiate Academy (“Liberty Collegiate”) ensures students are on a path to college starting in fifth grade. We believe that all children, regardless of race, background or socioeconomic status, can achieve at high levels. Through a structured, disciplined and academically rigorous environment, our students will be prepared to live a life of scholarship, discipline and service. By exposing students to life’s opportunities, urgently pursuing rigorous academic goals and laying the foundations for a strong, ethical character our students will be prepared to succeed in college and beyond.

Our mission and vision directly align with the academic goals of Dr. Jesse Register, Superintendent of Nashville Metro Public Schools, who has stated that “all students, no matter what their race, background or circumstances, will graduate from a Metro Nashville public school and know that all doors are open.”¹

¹ <http://www.tennessean.com/article/20091129/OPINION03/91129006/We-must-shoot-for-the-moon-on-improving-schools>.

Need

The Tennessee Charter School Law was enacted to serve the most at-risk children in our state. Metropolitan Nashville Public Schools (MNPS) serves a largely economically disadvantaged, minority population. Approximately 50% of the MNPS student population is African-American, 33% is Caucasian, and 15% of the student population is Hispanic.² Nearly 76% of the MNPS population is considered economically disadvantaged. In East Nashville, these statistics are even more pronounced. In the Maplewood and Stratford Clusters there are four open enrollment, public middle schools: Bailey, Gra-Mar, Jere Baxter and Isaac Litton. Nearly 88% of students enrolled in these schools is considered economically disadvantaged – a number more than 12% higher than the MNPS average.³

There is a compelling need for strong, college-preparatory charter schools serving middle and high school students in East Nashville. Charter school student enrollment, as defined by Tennessee Code Annotated (T.C.A.) §49-13-106(a)(1), is limited to the following population:

- a) Students who were previously enrolled in a charter school;
- b) Students who are assigned to, or were previously enrolled in a school failing to make adequate yearly progress, as defined by the state's accountability system, giving priority to at-risk students;
- c) Students who, in the previous school year, failed to test proficient in the subjects of language arts/reading or mathematics in grades three (3) through eight (8) on the Tennessee comprehensive assessment program examinations;
- d) Students who, in the previous school year, failed to test proficient on the gateway examinations in language arts/reading or mathematics;
- e) Students who are eligible for free or reduced-price lunch and who are enrolled in Local Education Agencies (LEAs) that have an average daily membership (ADM) of fourteen thousand (14,000) students or more and three (3) or more schools which have missed the same benchmark for adequate yearly progress for two (2) or more consecutive years resulting in such schools being designated as high priority schools; or
- f) Students, who are under the jurisdiction of a juvenile court and who, in the court's judgment, would benefit from a work experience and career exploration program.

According to the most recent publicly available data on the No Child Left Behind status of schools in the Metropolitan Nashville Public Schools District, there are a total of 30 schools on the 2009-2010 High-Priority List. Of those 30 schools, 20% (or six schools) are in the Maplewood and Stratford Clusters of East Nashville. All four open-enrollment, public middle schools in East Nashville – Bailey, Jere Baxter, Gra-Mar and Isaac Litton – are on that list. This means that under the current NCLB ratings, every fifth grade student in the Maplewood and Stratford clusters is eligible to attend a charter school.

While there have been recent academic gains within the district and strong programs and reforms enacted by MNPS and the state of Tennessee there still exists a need and opportunity to continue

² <http://quickfacts.census.gov/qfd/states/47/4748000.html>.

³ <http://mnps.org/AssetFactory.aspx?did=12430>.

to push the students in East Nashville to achieve at the levels required for true college preparation.

The data in **Tables 1.01 – 1.04⁴** outline the variance in achievement levels between middle schools in East Nashville and those in the state as a whole.

Table 1.01: Bailey Middle School

2009 TCAP Criterion Referenced Academic Achievement Bailey Middle School				
3 Year Average	Bailey		State	
CRT	Score	Grade	Score	Grade
Mathematics	32	F	50	B
Reading/Language	33	F	50	B
Social Studies	30	F	50	B
Science	31	F	50	B

Table 1.02: Gra-Mar Middle School

2009 TCAP Criterion Referenced Academic Achievement Gra-Mar Middle School				
3 Year Average	Gra-Mar		State	
CRT	Score	Grade	Score	Grade
Mathematics	33	F	50	B
Reading/Language	34	F	50	B
Social Studies	34	F	50	B
Science	32	F	50	B

Table 1.03: Isaac Litton Middle School

2009 TCAP Criterion Referenced Academic Achievement Isaac Litton Middle School				
3 Year Average	Isaac Litton		State	
CRT	Score	Grade	Score	Grade
Mathematics	36	F	50	B
Reading/Language	37	F	50	B
Social Studies	37	F	50	B
Science	36	F	50	B

⁴ The 2009 baseline provides a fixed transition point prior to the 2009-10 school year implementations of the new curriculum standards and assessments more reflective of national and international student performance in the 21st Century. The 2009 achievement scores and all grades connected with these scores are considered the new baseline for future public reporting. These converted achievement scores and grades are based on restructured calculations and a redefined grade scale that are updated to reflect the current status of educational attainment in the state. The 2009 change has prohibited comparisons to previous years' data for achievement reporting, including state, district, and school-level scored and grades. For 2009 only, the most appropriate and meaningful comparison would be to State level data.

Table 1.04: Jere Baxter

2009 TCAP Criterion Referenced Academic Achievement Jere Baxter Middle School				
3 Year Average	Jere Baxter		State	
CRT	Score	Grade	Score	Grade
Mathematics	35	F	50	B
Reading/Language	34	F	50	B
Social Studies	34	F	50	B
Science	33	F	50	B

The data in **Table 1.05** shows the variance in achievement levels between Metro Schools and those in the state as a whole.

Table 1.05: Metropolitan Nashville Public Schools and State

2009 TCAP Criterion Referenced Academic Achievement Metropolitan Nashville Public Schools				
3 Year Average	MNPS		State	
CRT	Score	Grade	Score	Grade
Mathematics	44	D	50	B
Reading/Language	44	D	50	B
Social Studies	44	D	50	B
Science	42	D	50	B

It is evident that middle schools in East Nashville are far underperforming state and district averages. Further, Tennessee is cited as having the largest gap between the percentage of students proficient in reading and math on state assessments and the percentage of students proficient as measured by the more rigorous National Assessment of Educational Progress (NAEP). In 2007, 90% of students in Tennessee were deemed proficient by the TCAP, whereas 26% of students were labeled proficient on the NAEP. Put differently, more than 60% of students in the state of Tennessee were proficient on state benchmarks but not by a more widely accepted national standard.⁵

This low performance on state assessments translates into an alarming number of students failing to graduate high school. The high school dropout rate in Nashville stands at 26.9%, meaning that out of 10,000 entering freshman, 2,690 will not graduate high school four years later.⁶ At Maplewood and Stratford High Schools, the dropout rates are even higher at 30.8% and 32.4%, respectively. Nearly 1 in every 3 students who walks into Stratford High School will not walk out having earned a high school diploma. Those students who do graduate often lack the skills necessary to be successful in college and the workforce. The average Composite ACT score for seniors at Maplewood and Stratford High Schools in 2009 was 15.9 and 15.7, respectively. Students who earn a Composite ACT score of 16 rank in the 20th percentile of all high school

⁵ *Truth in Advertising About Student Proficiency*, United States Chamber of Commerce, 2005.

⁶ <http://edu.reportcard.state.tn.us/pls/apex/f?p=200:50:3015164052637634::NO>.

students. Put differently, 80% of high school students from across the country who took the ACT scored higher than students in East Nashville.⁷

This information paints a grim picture for families in East Nashville who yearn to provide their children with a college-preparatory education. Comparatively, middle schools in East Nashville serving middle-income, white students have a far different trajectory. The data in **Table 1.06** shows the variance in achievement levels between Bailey Middle School and those of Meigs Magnet Middle School, a high-performing, selective magnet located in East Nashville.

Table 1.06: Bailey and Meigs Magnet Middle Schools

2009 TCAP Criterion Referenced Academic Achievement Metropolitan Nashville Public Schools				
3 Year Average	Bailey		Meigs Magnet	
CRT	Score	Grade	Score	Grade
Mathematics	32	F	74	A
Reading/Language	33	F	75	A
Social Studies	30	F	75	A
Science	31	F	68	A

Meigs Middle School is 2.4 miles from Bailey Middle School, yet students attending this school are receiving an education that allows them to far outperform students attending Bailey, other public schools in the city of Nashville and in the state of Tennessee as a whole. In contrast to Bailey's 87.8% economically disadvantage students, Meigs' student population is 14.2% low-income. In demographic comparison, Bailey's student population is 74.3% Black, Meigs' student population is 68.4% White.

Liberty Collegiate Academy is founded on the belief that demographics need not be the determinant of one's destiny, yet in East Nashville students' futures are being determined by just that. Low-income, minority students continue to be deprived of a fundamental right in this country: access to a free, college-preparatory public education. We know that a quality education is the key variable in breaking the chains of poverty. Researchers have found that earning a bachelor's degree reaps real benefits in the workplace, doubling one's earning power, when compared to those with only a high school diploma.⁸ The recently released McKinsey report on *The Economic Impact of the Achievement Gap in America's Schools* finds that "avoidable shortfalls in academic achievement impose heavy and often tragic consequences, via lower earnings, poorer health, and higher rates of incarceration." Moreover, the study contends that if the United States had closed the gap between its achievement levels and those of better-performing nations, "Gross Domestic Product in 2008 could have been \$1.3 trillion to \$2.3 trillion higher...representing 9 to 16 percent of GDP."⁹

Approximately 40% of students are expected never to graduate from high school.¹⁰ Studies show

⁷ <http://www.actstudent.org/scores/norms1.html>.

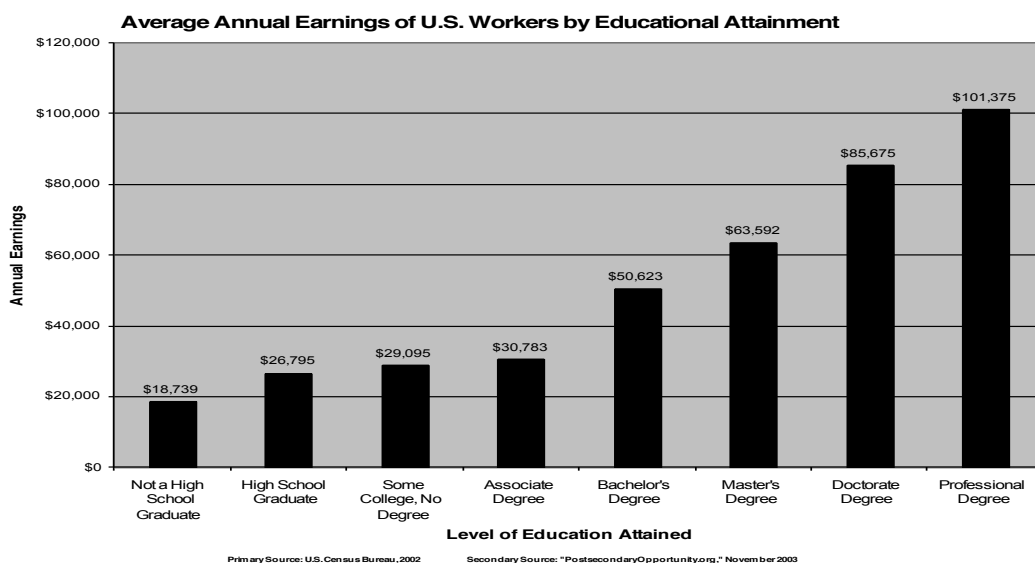
⁸ "The Role of Higher Education in Social Mobility," *Future of Children* (Vol. 16, No. 2 Fall 2006).

⁹ http://www.mckinsey.com/client/service/socialsector/achievement_gap_report.pdf.

¹⁰ *The Graduation Project 2007*, EPE Research Center, supplement to Education Week's *Diploma's Count*.

that the key determinant to life success is level of education: over a lifetime, college graduates earn over one million dollars more than adults with a high school degree.¹¹ **Figure 1.01** outlines the average annual earnings of workers based on education level.

Figure 1.01: Average Annual Earnings of U.S. Workers by Educational Attainment



Due to the critical impact of education on future earnings power and quality of life, it is incumbent upon Liberty Collegiate to help students catch up as quickly as possible by offering a seamless middle and high school college preparatory education to some of East Nashville's most at-risk students. Doing so will create the greatest likelihood that higher education will be accessible to them later in life.

We believe that a strong academic and character foundation is critical to future academic and life success. Nine-year-olds living in low-income communities are, on average, three (3) grade levels behind their high-income peers.¹² We recognize that even in fifth grade, many of our students will come to us with significant literacy and numeracy deficiencies relative to their more affluent peers. This is no excuse for underperformance. Rather, we view this expected gap as a tremendous opportunity to provide our students with the rigorous and supportive education they need – preemptively and proactively. This education, based on the highest academic standards and a powerful focus on strong literacy acquisition, will allow the students we propose to serve to attain the foundation necessary to excel in the college and to ultimately be competitive in their community and globally.

¹¹ <http://www.postsecondary.com>.

¹² National Assessment of Educational Progress, 2005.

City Impact

The quality of education in a community correlates to the economic viability of the city. We believe that without an educational system of uncompromising quality, the full potential of a metropolitan area cannot be unlocked.

While the effects of education on individual wealth and economic growth are clear as evidenced by **Figure 1.01**, so too are the consequences of educational inequity on health and social outcomes. According to the Kaiser Family Foundation, “[E]ducation, not income or race, is the most important indicator of life span and health.” The study goes on to state that high rates of infectious disease, poorer health, and shorter life expectancy are outcomes associated with low educational attainment.¹³ Bridging the impact on health and the economy, the Alliance for Excellent Education finds that “if the 1.2 million students who drop out each year earned high school diplomas, states could save \$17 billion in health-care costs over the graduates’ lifetimes.”¹⁴

We recognize the many challenges facing Nashville. We believe that strong public education options ultimately drive the economic and social engines of our city. Recognizing this opportunity, there are many individuals and organizations in our community, such as the Center for Charter School Excellence in Tennessee and Teach For America, working alongside Metropolitan Nashville Public Schools to ensure a high quality public education for all children. Our mission is to be a part of this tremendous opportunity to partner with Metro Nashville Public Schools and place some of our most at-risk and under-resourced students on the path to college. We fully support and embrace the strategic goals of Nashville Public Schools, including the acceleration of academic achievement for all students, strong academic and organizational accountability, safety and discipline, and parent and community involvement. We strongly believe that in order for all of the children of Nashville to achieve at the highest levels, charter schools must work in true collaboration with traditional district schools, optional schools, and other forms of public schools. Innovative ideas and resources must be shared readily and proactively to ensure the academic achievement of all students. We fully support the priorities and initiatives of Nashville Mayor Karl Dean, who has stated that, “[A]ll of our students, regardless of race or economic status, [should have] an opportunity to graduate from our schools ready to succeed in college and careers. And if we do this, as a city, there will be no stopping us.”¹⁵

Academic and Organizational Goals

We believe that accountability is a strong driver of student achievement, and that accountability requires clear, measurable, data-driven goals that fully align with the school’s mission. We

¹³ Henry J. Kaiser Family Foundation. (2007, January 3). Kaiser Daily Health Policy Report: “Education level a leading factor in good health, longevity, according to health economists.” Retrieved from http://www.kaisernetwork.org/daily_reports/rep_index.cfm?hint=3&DR_ID=41907.

¹⁴ Carroll, T. (2008, March 25). “Education beats incarceration.” *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2008/03/26/29carroll.h27.html?r=253264415>.

¹⁵ <http://www.nashville.gov/mayor/stateofmetro09.asp>.

believe that a comprehensive and transparent assessment system will best support student achievement as it ensures all stakeholders are aware of individual, class-wide, subgroup, and school-wide performance results. The goals and objectives of Liberty Collegiate fully support the state-mandated requirement as outlined in T.C.A. §49-13-102 that the school meets or exceeds the minimum state standards and improve student learning. In addition, our goals and objectives directly correlate with our school’s mission to provide a learning environment that is rigorous, structured, and supportive.

1. Academic Performance Goals

Liberty Collegiate has developed a series of performance-based academic goals using absolute, comparative, and longitudinal measures that support the goals of the Metropolitan Nashville Public Schools District, the state of Tennessee, and federal No Child Left Behind legislation. Our detailed and rigorous Accountability Plan will guide our academic and organizational goals for the first five years of operation. Students will participate in criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas. **Tables 1.07 - 1.10** detail the academic performance goals of Liberty Collegiate.

Table 1.07: Academic Performance Goals - Reading/Language Arts

Goal 1: Students will achieve mastery in Reading/Language Arts		Reporting
Measure	Each subgroup of Liberty Collegiate students will make Adequate Yearly Progress (AYP) in Reading/Language Arts as defined by No Child Left Behind legislation and as measured by the Tennessee Comprehensive Assessment Program.	AYP mid-cycle and end-of-cycle reports
Measure	60% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Reading/Language Arts on the Tennessee Comprehensive Assessment Program. 70% of all students who have attended the school for three or more years will score in the proficient or advanced category. 80% of students who have attended the school for four or more years will score in the proficient or advanced category. ¹⁶	Annual Report: Pursuant to T.C.A. §49-13-120, Liberty Collegiate will provide data on student performance and growth, as well as comparative and trend analyses; reporting will include all subgroups. Annual Reports will be distributed to the chartering authority, sponsor, and Tennessee Department of Education.
Measure	All students at Liberty Collegiate who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the surrounding district average as measured by	Annual Report

¹⁶ Our goal is to set achievement benchmarks that are rigorous and progressively improve over time at the school. We look forward to analyzing the recent re-calibration of TCAP scores as they are made publicly available, and as appropriate, adjusting our quantitative goals accordingly. We believe strongly that raising the collective achievement bar is critical to the success of Liberty Collegiate and to all MNPS students.

	the Tennessee Comprehensive Assessment Program.	
Measure	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Liberty Collegiate students on the Reading Comprehension section of the Stanford 10, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.	Annual Report
Measure	90 percent of 5 th , 8 th and 11 th grade students will score at least a four (4) on the Tennessee Comprehensive Assessment Program Writing Assessment.	Annual Report
Measure	90% of all students who have been enrolled at the school for two or more years will read on or above grade level as defined by performance on the Scholastic Reading Inventory or similar reading assessment.	Annual Report

Table 1.08: Academic Performance Goals - Mathematics

Goal 2: Students will achieve mastery in Mathematics		Reporting
Measure	Each subgroup of Liberty Collegiate students will make Adequate Yearly Progress (AYP) in Mathematics as defined by No Child Left Behind legislation.	AYP mid-cycle and end-of-cycle reports
Measure	60% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Mathematics on the Tennessee Comprehensive Assessment Program. 70% of all students who have attended the school for three or more years will score in the proficient or advanced category. 80% of students who have attended the school for four or more years will score in the proficient or advanced category. ¹⁷	Annual Report
Measure	All students at Liberty Collegiate who have attended the school for two or more years will, on average, attain a rate of proficiency at least five (5) percent higher than the	Annual Report

¹⁷ Ibid.

	surrounding district average as measured by the Tennessee Comprehensive Assessment Program.	
Measure	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Liberty Collegiate students on the Stanford 10, or similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.	Annual Report
Measure	90% of all students who have attended the school for two or more years will demonstrate mastery of grade level math objectives as measured by interim math assessments, such as those included in the Saxon Math curriculum and those created by the Liberty Collegiate staff.	Annual Report

Table 1.09: Academic Performance Goals - Science

Goal 3: Students will achieve mastery in the Sciences		Reporting
Measure	60% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Science on the Tennessee Comprehensive Assessment Program. 70% of all students who have attended the school for three or more years will score in the proficient or advanced category. 80% of students who have attended the school for four or more years will score in the proficient or advanced category. ¹⁸	Annual Report
Measure	All students at Liberty Collegiate who have attended the school for two or more years will, on average, attain a rate of proficiency in Science at least five (5) percent higher than the surrounding district average as measure of the Tennessee Comprehensive Assessment Program.	Annual Report

Table 1.10: Academic Performance Goals - Social Studies

Goal 4: Students will achieve mastery in Social Studies		Reporting
Measure	60% of all students who have attended the	Annual Report

¹⁸ Ibid.

	school for two or more years will score in the Proficient or Advanced category in Social Studies on the Tennessee Comprehensive Assessment Program. 70% of all students who have attended the school for three or more years will score in the proficient or advanced category. 80% of students who have attended the school for four or more years will score in the proficient or advanced category. ¹⁹	
Measure	All students at Liberty Collegiate who have attended the school for two or more years will, on average, attain a rate of proficiency in Social Studies at least five (5) percent higher than the surrounding district average as measure of the new Tennessee Comprehensive Assessment Program.	Annual Report

2. Organizational Performance Goals

The school's organizational viability will be measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization over time. We also will specifically measure student enrollment and retention and parent satisfaction with the organization.

Table 1.11: Organizational Performance Goals - Finances

Goal 1: Liberty Collegiate will maintain organizational strength by demonstrating fiduciary and financial responsibility.		Reporting
Measure	External, annual audit reports will demonstrate that Liberty Collegiate meets or exceeds professional accounting standards.	Financial Audit Report
Measure	Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective delivery of the school's mission as measured by yearly balanced budgets submitted to Nashville City Schools. The Finance Committee of the Board of Directors will review this budget monthly.	Management Letter Financial Audit Report Annual Budgets Monthly Cash Flow Reports

Table 1.12: Organizational Performance Goals - Attendance and Retention

Goal 2: Liberty Collegiate will be fully enrolled and demonstrate high levels of daily attendance and student retention.	Reporting
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¹⁹ Ibid.

Measure	85% of students who begin the school year at Liberty Collegiate will remain in the school throughout the academic year.	Annual Report SIMS Reports
Measure	85% of students who complete the school year at Liberty Collegiate will re-enroll for the following school year. (Reasons for attrition will include geographic relocation, transportation, or illness.)	Annual Report SIMS Reports
Measure	Liberty Collegiate will average 95% or higher daily student attendance in each school year.	AYP Report DOE Report Annual Report

Table 1.13: Organizational Performance Goals - Parent Satisfaction

Goal 3: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of Liberty Collegiate.		Reporting
Measure	Parent satisfaction with the clear and open communication by the faculty and staff of Liberty Collegiate, as measured by an annual survey at the conclusion of the school year, will on average exceed 85%. The percentage of parents completing the survey will average at least 85%.	Parent Survey Annual Report
Measure	Parent satisfaction with the academic program, as measured by an annual survey conducted at the conclusion of the school year, will on average exceed 85%. The percentage of parents completing the survey will average at least 85%.	Parent Survey Annual Report

Table 1.14: Organizational Performance Goals - Governance

Goal 4: The Board of Directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the essential work of the school to promote teaching and learning in schools.		Reporting
Measure	The Board of Directors will conduct a formal annual review to measure the effectiveness of the school's leadership using one formal evaluation per year.	Board of Directors Meeting
Measure	The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.	Board of Directors Meeting
Measure	The Board of Directors will annually review the bylaws and policies and update as necessary.	Annual Report Required DOE Approvals

Measure	The Board of Directors will conduct an annual analysis of the school's organizational strengths and weaknesses.	Strategic Plan
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We believe in the value of standardized assessment data and also recognize that no single assessment provides a comprehensive picture of student academic progress. In addition to the standardized measures noted in the above tables, including TCAP and Stanford 10, Liberty Collegiate will use a variety of daily, weekly, trimester, and annual tools and assessments to monitor the progress of our students toward our stated academic goals. Information on these assessments, including authentic, classroom-based assessments can be found in **Section 3** of this application.

Table 1.15: Other School-Specific Goals – Internal Reading Goals

Goal 1: Students will achieve mastery in Reading		Reporting
Measure	Each year, all students will read at least 20 minutes a day as measured by individual Reading Logs.	Annual Report
Measure	90 percent of each cohort of students who have been enrolled at the school for two of more years will read above grade level as defined by performance on the Scholastic Reading Inventory or similar reading assessments.	Annual Report

Table 1.16: Other School-Specific Goals – Internal Mathematics Goals

Goal 2: Students will achieve mastery in Mathematics		Reporting
Measure	90 percent of all students who have attended the school for two of more years will demonstrate mastery of grade level math objectives as measured by interim math assessments, such as those included in the Saxon Math curriculum and those created by the Liberty Collegiate staff.	Annual Report

Table 1.17: Other School-Specific Goals – Internal Social Studies Goals

Goal 3: Students will achieve mastery in Science and Social Studies		Reporting
Measure	90% of all students who have attended the school for two of more years will demonstrate mastery of grade level science and social studies objectives as measured by interim science and social studies assessments, such as those included in the	Annual Report

	FOSS and Scott Foresman curriculum and those created by the Liberty Collegiate staff.	
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Table 1.18: Other School-Specific Goals – Internal Homework Goals

Goal 4: Students will complete Homework		Reporting
Measure	For each day that school is in session, an average of 90% of students will complete and turn in all homework as measured by daily homework checks.	Annual Report

In addition to the data reporting that occurs at the close of each trimester and at the close of the year, Liberty Collegiate Academy will also produce a monthly Academic Dashboard to share with key stakeholders that tracks progress towards each of these goals. A sample of the Dashboard can be found in **Appendix 5**.

Instructional Goals and Methods

Detail the proposed instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods that will be used to provide students with the knowledge, proficiency, and skills needed to reach the goals of the school.

Provide a general description of the teaching and classroom instruction methods that will be used by the proposed school. Explain the theory and research base supporting these approaches to educating the target population.

Describe the school's curriculum by summarizing the levels of knowledge, proficiency, and skill expected to be achieved by students in core subject areas at each grade level. Demonstrate how the school's curriculum meets state content standards. Explain how your school will educate children with special needs. Provide details about how limited English proficient learners, disabled students, and at-risk students will benefit from your proposed teaching and classroom instruction methods.

Educational Philosophy

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development." - Kofi Annan

The central focus of our educational program is college preparation. All children must be expected to achieve success in school and be prepared to achieve success in college.

Our mission requires that we develop in all students the foundational skills, core content knowledge, critical-thinking ability, and personal characteristics necessary to succeed in our middle school and the advanced literacy, math, and other core content knowledge and skills in our high school as they move successfully on their way to college. We can only accomplish this through a highly-structured and disciplined environment in which rigorous instruction drives every classroom and frequent assessment allows us to ensure every student is receiving the ongoing academic support necessary for success.

Our educational philosophy and program are built on three core values.

Core Value 1: All students have the ability to achieve academic excellence.

Core to our mission, we hold the unequivocal belief that all children, regardless of race, socioeconomic status or incoming academic placement can achieve at high levels when provided with the appropriate structures and supports. It is the fundamental right of all children in this nation to receive a high-quality, free, public education.

As a country, we have often discussed public education as the great equalizer, a tool by which all citizens gain access to equal opportunities. Too often the challenges that face urban public school students negate this ideal, decreeing that a student's social position determines their ultimate success. Currently, 1 in 10 students from low-income communities will graduate from college.²⁰ We believe that with a rigorous curriculum, frequent standards-based assessments, and a culture of urgency, accountability and unwaveringly high expectations, this cycle can be broken and our students will be ready to succeed in college and beyond.

The **expectations** we provide: All students are college bound – every, single one. We expect students to behave well and work hard. We expect students, families and staff to be accountable to each other for maintaining high expectations and we specifically enculturate all members of the school community to the details of those expectations. All members of the school community sign a contract of commitment²¹, a pledge to do all in their power and whatever is necessary to achieve academic success. We expect families to attend annual family orientations and participate in parent conferences throughout the year, and we follow up immediately with any family struggling to meet this unwavering expectation. Quantitative and qualitative progress reports are distributed regularly. We expect students to arrive at school on time, attend classes prepared to work and learn, and complete homework assignments thoughtfully, carefully, and on time, and we implement systems to train, support, and hold students accountable to such expectations. We expect teachers to raise the bar by developing lessons that reflect passion for and knowledge of their subject, assign work that is challenging and engaging, and assess student progress thoughtfully, fairly, and regularly, and we provide a professional development calendar, daily schedule, and staffing model to allow teachers to meet these expectations.

The **structures** we provide: All students participate in a highly disciplined school environment based upon respect and accountability for one's actions, participate in an extended school day, an extended school year, and complete challenging homework every night.²²

The **supports** we provide: All students receive 110 minutes of literacy and 110 minutes of math instruction, tutoring sessions, and Homework Club daily, and Saturday Academy support multiple weeks through the year.²³

Core Value 2: Quality teachers, with a focus on data and reflection, drive exceptional results.

We must invest in exceptional teachers to achieve exceptional results. Though our mission, curriculum, and school culture are the foundation from which our students will excel, we must recruit, support, and retain the nation's highest quality teachers. We firmly believe that this investment is critical to the academic success of our students.

Research shows that teacher quality is the most significant indicator of a student's academic performance. A University of Tennessee Value-Added Research and Assessment Center study finds that students with teachers who rank in the top quartile in effectiveness make gains over the

²⁰ Mortenson, Tom. "Family Income and Higher Education Opportunity," *Postsecondary Education Opportunity*, 2005.

²¹ Please see Appendix 1.

²² For more detail, please see pages 25 and 111.

²³ For more detail, please see page 81.

school year that nearly quadruple those of the students with the least effective 25% of teachers.²⁴ The National Commission on Teaching and America's Future finds that students with quality teachers make five (5) times the academic gains as students placed in smaller classrooms.²⁵ Put differently, teacher effectiveness is found to have a significantly higher impact on student academic achievement than class size. We will recruit the most committed and most capable teachers, offer competitive salaries²⁶, a mission-oriented and achievement-focused team environment, and provide comprehensive professional development. Our teachers will be united under the belief that all children can learn, work relentlessly so that all students achieve, use data to effectively drive instruction, and uphold unwaveringly high behavioral expectations.

Though hiring quality staff is of the utmost importance so is supporting them and arming them with the most important tool for student success: data. Like all strong businesses, it is critical that our school set ambitious goals, constantly monitor our progress towards those goals and adjust approach when necessary. Liberty Collegiate staff will spend the summer prior to opening solidifying a fully-integrated assessment system. By incorporating frequent formal and informal assessments into the curriculum, teachers (and students) will know exactly where students stand in relation to our academic goals and can ensure that each student receives the support they need to be successful.

Liberty will build a strong professional learning community that enables teachers to share their expertise, build their own skill set, and ultimately improve student outcomes. Teachers will engage in weekly meetings to collaborate across the grade level, to discuss trends in data and to revisit pacing against student progress. The Principal and the Dean of Curriculum and Instruction will provide ongoing and direct mentoring and support for teachers to develop them as professionals.

Core Value 3: A culture of respect and discipline is core to student success.

"You have to build the culture first or you will never get to the academics." - Dr. Howard Fuller²⁷

A highly disciplined school environment allows students to learn and teachers to teach. It is our responsibility to implement a culture of discipline, respect, and hard work every minute of every day. School staff explicitly teaches values like respect, citizenship, and hard work. The school culture makes it "cool" to do well – and to help others. Liberty Collegiate implements clear, high expectations for student conduct and a strict discipline policy. Through clear rules and constant positive reinforcement, all Liberty Collegiate students learn to take responsibility for themselves, their school, and their community. Older students are expected to provide leadership to their younger peers by modeling hard work and respectful behavior. We adhere to a "broken

²⁴ Saunders, William L., and June C. Rivers. "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." *Research Progress Report*. University of Tennessee Value-Added Research and Assessment Center. November 1996.

²⁵ "What Matters Most: Teaching for America's Future." *Report of the National Commission on Teaching & America's Future*. 1996.

²⁶ Due to our high expectations, longer hours, and the quality teachers we intend to employ, all beginning teachers at Liberty Collegiate will earn a higher salary than that provided to beginning teachers in Metropolitan Nashville Public Schools. Teachers, on average, will earn 10% more than their district counterparts.

²⁷ Presentation by Dr. Howard Fuller at Building Excellent Schools.

windows”²⁸ approach to school discipline and a “tipping point”²⁹ approach to school culture. Liberty Collegiate focuses relentlessly on appropriate consequences for small issues to ensure that more significant negative behaviors are unlikely to occur. Liberty Collegiate staff will:

1. Teach and Model Appropriate School Behavior
2. Sweat the Small Stuff
3. Consistently Enforce Rules
4. Develop and Reinforce Strong Character
5. Recognize the Positives

1. Teach and Model Appropriate School Behavior

At Liberty Collegiate Charter School we believe that appropriate scholastic behavior is not innate, but learned. For our students, this learning must take place before students begin their academic lessons. As part of orientation, students and families learn the behaviors, routines, rituals and rules of Liberty Collegiate. During orientation, students learn organizational skills, how to take notes, appropriate classroom behavior, tone and volume, and study skills. In addition, students learn social lessons such as how to walk in lines, holding doors for others, saying please, thank you and excuse me, making eye contact, apologizing for mistakes and using cafeteria manners. These lessons are revisited throughout the year as needed to maintain a highly respectful, achievement-oriented school culture.

2. Sweat the Small Stuff

In accordance with a “broken windows” theory, Liberty Collegiate sweats the small stuff. We believe that a school that looks, sounds and feels collegial is more likely to be collegial. Student dress code is strictly enforced: school polo tucked in to professional khaki pants, black dress shoes, black belt, white undershirt, no distracting jewelry for girls, no jewelry for boys. Teachers and students maintain orderly classrooms. All students are taught to and held accountable for Acting SMART (Sit Up Straight, Make Eye Contact, Articulate Clearly, Respond Appropriately, and Track the Speaker/Take Notes) at all times. We believe that by focusing intently on these “small” details, major infractions are less likely to occur.

3. Consistently Enforce the Rules

At Liberty Collegiate, 100% of discipline infractions are met with an appropriate consequence. The student code of conduct outlines specific behavior infractions and assign demerits to each infraction. Students who accumulate a specified number of demerits, will earn detention. Part of staff members’ evaluations reflect the consistency with which they implement the rules and

²⁸ The “Broken Windows” thesis, developed by James Q. Wilson and George Kelling, indicates that as environmental characteristics (accumulated trash, broken windows, minor crimes, deteriorating buildings, etc.) remain unaddressed, people feel more vulnerable and withdraw. They become less willing to intervene to maintain public order or to address physical signs of deterioration. http://www.cityofseattle.net/police/prevention/Tips/broken_window.htm.

²⁹ The thesis was popularized in “Tipping Point: How Little Things Can Make a Big Difference” by Malcolm Gladwell who proposed that social behaviors reach a point at which their growth changes from linear to exponential. When a group of committed people behave differently in small ways, their behavior ripples outward until it reaches a critical mass or “tipping point” which can change the world.

consequences outlined in the student code of conduct. Our philosophy with discipline is simple: consistency, consistency, consistency. We believe that nothing undermines the efficacy of high expectations like making exceptions. Too often, society lowers its expectations of our students. We do not. We make time to teach discipline and to address infractions when we see them.

It is equally important that the delivery method of consequences is consistent. Staff avoids emotional giving of consequences, and instead maintains a warm/strict voice and gives the “why” often. Students come to understand that expectations are not personal, but universal, and staff understands that our role is not simply to point out bad behavior, but to teach good behavior.

4. Develop and Reinforce Strong Character

Discipline is not synonymous with character. Though the two are inter-linked, it is critical that students receive strong and explicit support in both. Liberty Collegiate students and teachers abide by our core values to instill in students a strong ethical character:

P	Perseverance
R	Respect
I	Integrity
D	Discipline
E	Enthusiasm

Students take PRIDE in all the work they do. We teach PRIDE values within the framework of the academic curriculum, in advisory and in weekly Community Meetings, as well as through explicit character development lessons.

5. Recognize the Positives

In addition to consistently noticing and redirecting undesirable behaviors, staff is trained to recognize especially good behavior. Merits are issued for going above and beyond expectations, for example: committing random acts of kindness, showing empathy, helping a teammate in need, making significant academic achievement, displaying extraordinary courtesy. We encourage staff to give merits publicly and liberally. Students are taught that true character is being good when no one else is watching, and that teachers are always aiming to “catch” them doing good.

Students who earn merits are recognized in monthly school newsletters, on hallways throughout the school, in class and to parents. Students can use merits to enter prize drawings or to win specific prizes such as a new book or breakfast with their teacher.

Instructional Goals

Currently, one (1) in 10 students from low-income communities graduate from college.³⁰ We believe that all children deserve the opportunity to be prepared to succeed academically in college. This success should not be predicated on receiving a private school education, nor should it be limited to public schools within affluent neighborhoods. All public schools, especially those serving the most disadvantaged students, must prepare students to compete academically in a world in which college completion is an increasing necessity and not a luxury. The reality is that too often disadvantaged children are left out of the college education picture. As Dr. Lorraine Monroe, founder of the Frederick Douglass Academy in Harlem, NY, pointedly states, “The number two pencil does not know the color of the hand holding it.”³¹

A future of academic success that includes college cannot be built on a weak foundation. A strong foundation is one built upon well-developed skills in literacy and mathematics. As E.D. Hirsch points out in *The Schools We Need and Why We Don't Have Them*, “The ability to learn something new depends on an ability to accommodate the new thing to the already known.”³² To do more advanced work, students must have skills and content “already known,” and to achieve mastery students must be given rigorous instruction and mandatory supports to develop that skill and knowledge base. The road to college and the higher-level thinking that college requires begins with the ability to read well, write well, and compute accurately.

All students at Liberty Collegiate immediately develop a clear and convincing understanding that they are college bound. This expectation is infused in the school’s culture and supported by the culture present within all classrooms, teacher-student interactions and teacher-family interactions. Visual aids support this culture, such as college banners and bulletin boards displaying pictures of college campuses. Through the use of chants and common language, students reinforce this expectation within themselves. Listed below are additional ways in which the expectation that our students will attend college are set:

- All students and parents know and understand our college-preparatory mission.
- All staff consistently reinforce college expectations to lessons and within conversations.
- School chants and expressions reflect college matriculation and graduation expectations.
- Classes are addressed by their year of college graduation.
- Rooms bear the names of colleges and universities.
- Classrooms adopt the mascots of colleges and universities.
- Students attend trips to colleges and universities.
- Money and donations are solicited for college savings bonds.

³⁰ Mortenson, Tom. “Family Income and Higher Education Opportunity,” *Postsecondary Education Opportunity*, 2005.

³¹ Comments by Dr. Lorraine Monroe, founder of the Frederick Douglass Academy and the Lorraine Monroe Leadership Institute, during a training provided at Building Excellent Schools.

³² Hirsch, E.D.. *The Schools We Need and Why We Don't Have Them*. New York: Anchor Books, 2003. .3.

The concept of college attainment is clear for more advantaged students, and one we must instill in all students as early as possible. With a mindset and goal of college, it is our responsibility as a school to ensure that students are prepared to execute on this promise.

Embedded in the school's design are: belief in student capacity; adherence to an outcome-focused mission; strong discipline code within a highly structured, uniform learning environment; and a strong curriculum focus on skill and content mastery. We use a data driven instructional model with extra time to learn to ensure college readiness for our students. We implement this school construct to counteract the inequalities in cultural and academic capital students from minority or low-income families often have, leading to lower rates of college preparation.

Our college-preparatory mission, the implementation of successful proven practice of high performing urban public charter schools, and the academic needs of our target student population, inform the instructional goals of Liberty Collegiate. Our school design, modeled after the nation's most successful middle and high schools, contains two main elements: (1) A strong, achievement-focused and data-driven educational program; and (2) an integrated approach to character development and leadership growth.

With quality classroom instruction based on frequent internal assessments and data analysis, our relentless focus on early literacy and math lays the foundation for high academic achievement at the middle and high school levels. An extended school year of 185 days and an extended school day from 8:00AM– 4:15PM allows for a more intensive educational program. Through this preparation, students come quickly to:

- read and write independently on or above grade level;
- develop an extensive grade-appropriate vocabulary;
- demonstrate mastery of math facts and problem-solving skills; and
- acquire a strong foundational understanding in social studies and the sciences.

Within the context of our rigorous academic curriculum, Liberty Collegiate students receive daily character development training. Students are taught the values of PRIDE - Perseverance, Respect, Integrity, Discipline, and Enthusiasm (PRIDE). Through these core values, students develop character, critical thinking, and decision-making skills as they work toward college readiness. From the first day of school, students are exposed to a positive school culture of urgency, accountability, and high expectations.

Instructional Methods

“In running a successful school, there are no 100% solutions. Rather, there are a whole series of 1% solutions that add up to success” – Brett Peiser, Founder, Boston Collegiate

The road to college and the higher-level skills and thinking that college requires begins with the ability to read well, write well, and compute accurately. We build this foundation through the implementation of our instructional strategies and core beliefs, all of which are supported by the practice of high-performing urban charter schools that inspire our school design.³³ Strategies include:

- **Extended Time.** For children to learn more, we must provide more time for them to learn. Liberty Collegiate’s academic year will provide an extended school day within an extended school year – both proven effective in urban settings with low-performing public school students. Enrichment programs, tutoring, and homework support enhance the school day, providing students with an in-depth knowledge of the curriculum and the confidence to achieve in a high-expectation environment. Along with a longer school year of 185 days instead of the traditional state standard of 180 days, our extended school day of 8:00AM – 4:15PM for all students allows for the academic instruction and support necessary to meet our ambitious goals. Research shows that a longer school year has a strong, positive impact on the academic achievement of a largely low-income, minority student population.³⁴ All students receive the equivalent of at least 42 additional full MNPS school days each year. Additionally, students requiring remedial action beyond what can be addressed during specials (Art, Physical Education, etc.) or after school.
- **Standards-Based Instruction.** Our educational goals at each grade level are clear and ambitious; we use state and national standards as our foundation and standards-driven assessments as our benchmarks. Teachers use the Understanding by Design framework to backwards plan from cumulative, standard-aligned assessments. A detailed explanation of the standards used by Liberty Collegiate can be found within the **Academic Standards** section of this application.
- **Flexible Ability Groupings.** Instructional supports and strategies will be most effective through the use of Flexible Ability Groupings in the core subjects of Language Arts and math. Students are responsible for mastery of the same concepts and are required to take the same internal and external assessments regardless of grouping. Using differentiated instructional strategies, teachers maximize the learning of all students.³⁵
- **Data-Driven.** To be academically competitive, students must be able to excel above their local, state and national peers. We create and implement trimester and end-of year standards-based assessments to ensure students are reaching those expectations, and enabling us to effectively addresses any student deficiencies within the extended day,

³³ For more detail on the research base as provided by highly successful, urban charter schools, please see page 73.

³⁴ Hoxby, Caroline M., Sonali Murarka, and Jenny Kang. “How New York City’s Charter Schools Affect Achievement, August 2009 Report.” Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

³⁵ This approach is modeled after that at Roxbury Preparatory Charter School. For more detail, please see www.roxburyprep.org.

week, and year supports and to adjust classroom instruction and materials as needed. This data-driven approach has proven an invaluable tool in many of the highest performing middle and high schools in the country.

- **Common Blackboard Configuration.** All teachers use the Blackboard Configuration (BBC). Supported by the work of Dr. Lorraine Monroe, founder of the Frederick Douglass Academy, the BBC is an instructional accountability system that systematizes the manner in which expectations surrounding the scope and content of that day's lesson are shared with students. Liberty Collegiate's BBC consists of the Aim, Do Now, Agenda, and Homework Assignment. The BBC sets clear academic expectations of what students will learn during that lesson and serves as a visual cue for the teacher to manage his/her instructional pacing effectively. Leaders use the BBC as a tool to identify how well the teacher is following the content, pacing and activities set forth in the lesson plan. When consistently practiced, the blackboard configuration: strengthens teachers' planning and pacing skills; standardizes expectations school-wide, provides students with an example of how to organize and plan; increases student achievement; and provides the school leaders with a management tool for short, daily observation of classes.³⁶
- **Gradual Release, "I do," "We do," "You do" Instructional Model.** The strategy of teacher-led instruction, guided classroom practice, and individual practice for mastery has proven to be a highly effective instructional technique for ensuring all students learn. Using this approach, the lesson begins with the teacher demonstrating the lesson concept or skill - "I do." After sufficient examples have been taught, the teacher provides opportunities for the class to learn and practice the concept together - "We do." This may be achieved through the formation of small classroom groups, for example, that work on a series of questions together and under the guidance of the teacher. Lastly, students practice the concept independently - "You do" - to further strengthen their understanding and develop individual mastery of the material being taught. This allows students to gradually become more independent and responsible for their own learning of the content.³⁷

Direct Instruction Research Base and Serving Our Target Population

Liberty Collegiate has gathered empirical evidence on the benefits of direct instruction for students, especially, our target population of students. Direct Instruction (DI) is an explicit, scientifically-based model of effective instruction developed by Siegfried Engelmann in the 1960s.³⁸ Guiding principles of DI include every child can learn if we teach him or her carefully and all teachers can be successful when given effective programs and instructional delivery techniques.³⁹ Ultimately it is the teacher's responsibility for student learning; students are not blamed for their failure to learn.

³⁶ *Charter School Association of Indiana Resource Guide – Leadership*, quoting Dr. Lorraine Monroe of the Frederick Douglass Academy in Harlem.

³⁷ Pearson, P.D., and M. Gallagher. (1983) "The Instruction of Reading Comprehension," *Contemporary Educational Psychology*, p. 8.

³⁸ <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

³⁹ Ibid.

Engelmann's theoretical framework for Direct Instruction asserts that "faultless" communication by the teacher leads to effective understanding by students. A faultless presentation "rules out the possibility that the learner's inability to respond appropriately to the presentation, or to generalize in the predicted way, is caused by a flawed communication rather than by learner characteristics."⁴⁰ Students learn more if instructional presentations are clear, which rules out misinterpretations and helps students generalize skills in different contexts.⁴¹

We understand that under Tennessee law, our enrollment preference must be for those students who are academically or economically at risk. Therefore, our enrollment will most likely be comprised of students who are behind academically. Our model of Direct Instruction works to address this concern so that we can effectively and efficiently move our children up to grade level, thereby allowing us to accelerate the pace of learning in preparation for college preparatory courses in high school. The goal of DI is to "do more in less time"—accelerating student learning by carefully controlling the features of curriculum design and instructional delivery.⁴² There are three main components of DI programs. These include: (a) program design, (b) organization of instruction, and (c) teacher/student interactions.⁴³

Program design relates to: (a) careful content analysis that promotes generalization (teaching the "big ideas" of instruction); (b) clear communication (the "wording of instruction" as well as how instruction is sequenced and examples are introduced); (c) clear instructional formats (specifies what teachers are to do/say and what responses students should produce); (d) sequencing of skills (prerequisites are taught before a strategy is taught; easy skills are taught before more difficult skills; strategies/information likely to be confused are separated; instances consistent with a rule are taught before exceptions); and (e) track organization (activity sequences are targeted that teach skills over multiple lessons to ensure firm responding).⁴⁴

Organization of instruction centers on: (a) instructional grouping (using flexible skill grouping as compared to "tracking"); (b) instructional time (increasing academic learning time—the time students are engaged with high success rates); and (c) continuous assessment (providing ongoing in-program assessments to inform instructional practice).⁴⁵

Teacher-student interactions include: (a) active student participation (increasing opportunities for students to respond and receive feedback); (b) unison responding (increasing students' responding by having them chorally respond); (c) signals (providing a cue to evoke unison oral responses); (d) pacing (promoting active student engagement with brisk teacher pacing); (e) teaching to mastery (ensuring firm responding over time); (f) error corrections (minimizing student errors by carefully sequencing instruction; when errors do occur, using careful error

⁴⁰ Baltimore Public School study quoting, Engelmann, S., and Carnine, D. (1991). *Theory of instruction: Principles and Applications*. Eugene, OR: ADI Press, p.3.

⁴¹ <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

⁴² Ibid.

⁴³ Marchand-Martella, N. E., T.A. Slocum, and R.C. Martella. (Eds.). (2004). *Introduction to Direct Instruction*. Boston, MA: Allyn and Bacon.

⁴⁴ Ibid.

⁴⁵ <http://www.newhorizons.org/spneeds/inclusion/teaching/marchand%20martella%20ausdemore.htm>.

correction procedures—model, lead, test, retest); and (g) motivation (enhancing motivation through high levels of student success).⁴⁶

Empirical Evidence on Direct Instruction

Direct Instruction has been proven highly effective in high poverty schools where students come in academically behind. A 2003 four-year study of direct instruction in six Baltimore City schools concludes that Direct Instruction “is a viable whole-school reform option for raising student achievement in reading and mathematics.” The 2003 study, published by the Center for Research on the Education of Students Placed at Risk (CRESPAR), states that “there have been sufficient achievement gains to justify its continuation as a reform option. In schools where teachers have become heavily invested in the program and scores are rising, we believe *it is particularly important to continue implementing the reform, as change would be potentially disruptive*.”⁴⁷ In addition, a 2002 study by Bonnie Grossen of the University of Oregon demonstrates the effectiveness of Direct Instruction at Charles M. Goethe Middle School, a high-poverty, low performing school in Sacramento City USD, California where students improved by two grade levels during the first year in both reading comprehension and mathematics. During year one, the number of English language learners reading at approximately grade level (grade 7 and above) increased more than 3.5 times. In year two, students again achieved a two-year gain for one year of instruction at all instructional levels. Goethe Middle School achieved the highest gains among all low-achieving middle schools in California.⁴⁸

School-wide Systems and Structures

A 2005 article in *Reading Today*⁴⁹ linked urgency to reading achievement. The article points out that the most frequently underutilized times are the first and last 20 minutes of each day. The highly structured school-wide systems and routines at Liberty Collegiate help teachers to minimize lost time and maximize instruction. We devote time in the beginning of the year to establish procedures that increase the efficiency of routine procedures such as checking homework or passing out papers. Although time spent on basic tasks may seem minor, effective teachers and schools realize that the aggregate of all time spent on such tasks becomes cumulatively significant. Doug Lemov, Managing Director of the Uncommon Schools True North Network, points out the value of cutting back on time spent on these minor tasks. Lemov explains that at an average school, students pass back or collect papers about twenty times per day. If the average class takes one minute and twenty seconds to complete this task they are spending an incredible amount of instructional time on a relatively banal task. However, a school that focuses on cutting this back to a twenty second procedure saves 20 minutes per day for additional instruction. Over the course of a year, that amounts to eight (8) full days of instruction saved simply by streamlining a simple task.⁵⁰

⁴⁶ Ibid.

⁴⁷ Baltimore Curriculum Project: http://www.baltimorecp.org/docs/DI_OPEN_COURT_FACT_SHEET.pdf.

⁴⁸ Ibid.

⁴⁹ Allington, Richard, “Urgency and Instructional Time,” *Reading Today*, August/September 2005.

⁵⁰ Lemov, Doug. *Teach Like a Champion*. San Francisco: Jossey-Bass, 2010. 7.

At Liberty Collegiate we establish highly efficient classroom routines, and continually strive to improve upon them. We believe in implementing practices that maximize the amount of time a student is engaged in learning and minimize the amount of time spent on non-instructional activities. These systems aid teachers in focusing all of their work on designing lessons and furthering the goals of their students. These include:

- Weekly Community Meeting
- Common School Schedules
- Common School Uniform
- Common Classroom Entry and Exit Procedures
- Long-term and Daily Lesson Planning

Weekly Community Meeting

To foster a sense of community in the school, support and celebrate an atmosphere of academic achievement and character development, and foster students' ability to enjoy the successes of others and enjoy the experience of recognition of their own achievements, Liberty Collegiate students participate in a weekly community meeting led by the school's leadership and staff, and eventually, led by students. Every Friday, the entire school gathers to hear inspirational thoughts from a student or staff member, and participate in "shout outs" to students who have performed exemplary in some area of their work at the school. For example, a student who goes above and beyond to help another one of his or her peers would be "shouted out" in the community meeting for exhibiting such strong character and the school's PRIDE values. Community Meetings are an integral part of our character development program, allowing students to participate in an interactive and fun manner that maximizes engagement and celebrates student achievement. These meetings also are a time to reinforce our focus on literacy. Students and staff do "book talks" and share their favorite new literature to encourage and excite others about reading. Additionally, students struggling to meet school expectations may be required to make commitments to rectify their behaviors. We believe these community meetings, which are commonplace at every high performing urban charter school studied in the design of Liberty Collegiate, will activate, encourage and reinforce each student's intrinsic desire to belong to a group and to receive acknowledgement for their good work. This, we believe, will only contribute to each student's ability to add to the focused and disciplined school culture, a key element of the school.

Common School Schedules

We implement common daily academic schedules to ensure that the same instruction is happening in all classrooms of the same grade level.⁵¹ This instructional consistency will ensure that all students receive the same amount of learning time in the core academic subjects, including 110 minutes a day of literacy instruction. Common school schedules also aid leaders in completing teacher evaluations, and conducting instructional and cultural audits on each grade level and the school as a whole.

⁵¹ Please see **Section 6** for a detailed school schedule.

Common School Uniform

Like other high performing college-preparatory charter schools, Liberty Collegiate requires all students to wear a common school uniform. This policy ensures that no instructional time is lost to discussion over student attire. We believe that every second at school is sacred, and must ensure we maximize time spent on our core academic program. A clear and appropriate dress code is an important component of Liberty Collegiate's school culture. Central to this dress code is the Liberty Collegiate uniform which consists of a neat collared shirt featuring the school logo and a pair of khaki slacks (or knee-length skirt for girls). Beyond the uniform:

1. All Liberty Collegiate students must wear the school uniform properly (i.e. shirt tucked in) at all times during their time at school. This also applies to uniform completeness (shirt without proper pants would be unacceptable, etc.).
2. Students must wear a solid black or brown dress belt.
3. Students may not sag their pants below their natural waistline.
4. Students may not wear a shirt over or have a shirt other than the Liberty Collegiate shirt visible during their time at school.
5. Students may not wear hats, caps, skullies, bandanas, do rags, or any other inappropriate headwear as determined by the school.
6. Students may not wear inappropriately tight or cutoff pants and skirts must be of an acceptable length.
7. Only closed toe and closed back black dress shoes are permitted.
8. Girls may not wear distracting jewelry and no jewelry is permitted for boys.
9. Hair must be appropriately groomed and may not be dyed unnatural colors, nor may it contain shaved designs.

Common Classroom Entry and Exit Procedures

Student misbehaviors often occur during transitions within the school day or general movement within the classroom. It is critical that detailed and explicit systems are created for these transitions. To further develop our safe and structured learning environment, we implement common classroom entry and exit procedures. This includes how students line up prior to entering the class, what they do immediately upon entering, and what they do after they take their seats.

Long-Term and Daily Lesson Planning

Long-term lesson plans are created using McTighe and Wiggins' concept of Understanding by Design. This method of lesson planning, sometimes referred to as "backward planning," begins with the standards and uses them to create meaningful assessments. With this end in mind, teachers then write the lessons that allow students to master the content for the assessment. Long-term lessons and the corresponding assessments are written collaboratively during student-free staff days before the beginning of the school year. It is expected that data from assessments throughout the year will impel some revisions to the long-term plans. Weekly lesson plans, listing a daily learning objective, agenda, and homework for each subject, are submitted to leadership and sent home with each student at the beginning of the week. This practice keeps

parents informed of the daily learning goals and homework expectations and is modeled after a similar practice that has been very successful at Roxbury Preparatory Charter School.⁵²

Standards and Curriculum

Liberty Collegiate’s curriculum is driven by clear performance standards for what students should know and be able to do by the end of each school year. For each grade level, standards are based on state and national curriculum frameworks. The curriculum is based on clearly-defined expectations for student learning. Teachers use six-week interim assessments and end-of-year comprehensive exams to measure how well students are mastering the standards. The assessments are created internally and aligned to state and national standards.

Teachers are guided to understand and apply Tennessee Curriculum Standards as well as the concepts, skills, and abilities outlined within each domain of the TCAP to inform planning. In addition to aligning our standards to state and national standards, we also use Common Core Standards⁵³ to supplement our curriculum. Liberty Collegiate has completed a very detailed set of Tennessee Standards for each academic subject. A sample overview of the standards in the core subjects is listed in **Tables 2.01 – 2.20**.

Table 2.01: 5th Grade English Language Arts Standards

5 th Grade English Language Arts	
TN Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1 Language	<ul style="list-style-type: none"> Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects and pronouns (i.e., agreement, subject, object) within context. Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context. Identify the correct use of adjectives (i.e., common/proper, imparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within
Standard 2 Communication	<ul style="list-style-type: none"> Identify the audience for a given speech. Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with thers, keeps the group on task). Choose the best summary of a speech.
Standard 3 Writing	<ul style="list-style-type: none"> Identify the audience for which a text is written. Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report). Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
Standard 4 Research	<ul style="list-style-type: none"> Identify the most reliable information sources available for preparing a research report. Identify information that should or should not be included in a citation. Complete a graphic organizer (e.g., chart, web) organizing material collected

⁵² From a presentation to Building Excellent Schools Fellows by Dana Lehman, Managing Director, Roxbury Preparatory Charter School, September, 2010.

⁵³ A full listing of the Common Core Standards can be found at <http://www.corestandards.org/the-standards>.

	from text or technological sources.
Standard 5 Logic	<ul style="list-style-type: none"> Locate information to support opinions, predictions, and conclusions. Identify stated or implied cause and effect relationships in text. Distinguish between fact/opinion and reality/fantasy.
Standard 6 Informational Text	<ul style="list-style-type: none"> Select questions used to focus and clarify thinking before, during, and after reading text. Select and use common text features to make meaning from text (e.g. headings, key words, graphics, captions, sidebars). Locate information using available text features (e.g., maps, charts, graphics)
Standard 7 Media	<ul style="list-style-type: none"> Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation. Determine the main idea in a visual image. Identify the mood created by a visual image.
Standard 8 Literature	<ul style="list-style-type: none"> Identify setting, characters, plot, and theme. Recognize reasonable predictions of future events within a given context. Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

Table 2.02: 6th Grade English Language Arts Standards

6th Grade English Language Arts	
TN Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Language	<ul style="list-style-type: none"> Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context. Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context. Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.
Standard 2 Communication	<ul style="list-style-type: none"> Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain). Identify the targeted audience of a speech. Identify the thesis and main points of a speech.
Standard 3 Writing	<ul style="list-style-type: none"> Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade). Identify the audience for which a text is written. Select an appropriate thesis statement for a writing sample.
Standard 4 Research	<ul style="list-style-type: none"> Select the most focused research topic. Rank research resources according to reliability. Determine the most appropriate research source for a given research topic.
Standard 5 Logic	<ul style="list-style-type: none"> Predict future events of a given text. Determine whether a given statement in text is fact or opinion. Identify stated or implied cause-effect relationships.
Standard 6 Informational Text	<ul style="list-style-type: none"> Formulate clarifying questions for use before, during, and after reading. Identify the main idea and supporting details in a text. Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes). Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).
Standard 7 Media	<ul style="list-style-type: none"> Select the medium that best reinforces a viewpoint or enhances a presentation. Select the visual image that best reinforces a viewpoint or enhances a presentation. Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe). Draw an inference from a non-print medium.

Standard 8	<ul style="list-style-type: none"> Distinguish among various literary genres (e.g., fiction, drama, nonfiction, poetry). Identify the setting and conflict of a passage. Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.
Literature	

Table 2.03: 7th Grade English Language Arts Standards

7th Grade English Language Arts	
TN Standard	
<i>By the end of the 7th grade, students will be able to:</i>	
Standard 1	<ul style="list-style-type: none"> Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context. Recognize usage errors occurring within context (i.e., double negatives, troublesome word pairs: {to/too, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery}).
Standard 2	<ul style="list-style-type: none"> Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate). Organize ideas in the most effective order for an oral presentation. Discern the organizational pattern of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
Standard 3	<ul style="list-style-type: none"> Identify the sentence(s) irrelevant to a paragraph's theme or flow. Select an appropriate concluding sentence for a well-developed paragraph. Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas. Select an appropriate title that reflects the topic of a written selection.
Standard 4	<ul style="list-style-type: none"> Distinguish between primary (i.e., interviews, letters, diaries, newspapers, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies) sources. Discern irrelevant research material from written text.
Standard 5	<ul style="list-style-type: none"> Identify an example of deductive or inductive reasoning in text. Identify a false premise in text. Make inferences and draw conclusions based on evidence in text.
Standard 6	<ul style="list-style-type: none"> Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams). Choose the correct order of a set of instructions. Identify the organizational structure of an informational text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).
Standard 7	<ul style="list-style-type: none"> Draw an inference from a non-print medium. Choose the statement that best summarizes/communicates the message presented by a medium. Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.
Standard 8	<ul style="list-style-type: none"> Identify flashback, foreshadowing, and symbolism within context. Analyze the effects of sound (i.e., accent, alliteration, onomatopoeia, repetition, rhyme, internal rhyme) in context. Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology). Identify and analyze figurative language (i.e., hyperbole, simile, metaphor, personification, pun) within context. Recognize and identify words within context that reveal particular time periods and cultures.
Literature	

Table 2.04: 8th Grade English Language Arts Standards

8th Grade English Language Arts	
TN Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Language	<ul style="list-style-type: none"> Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context. Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context. Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context. Identify within context a variety of appropriate sentence-combining
Standard 2 Communication	<ul style="list-style-type: none"> Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect). Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority). Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper). Distinguish between a summary and a critique.
Standard 3 Writing	<ul style="list-style-type: none"> Select an appropriate thesis statement for a writing sample. Rearrange multi-paragraphed work in a logical and coherent order. Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample. Choose the supporting sentence that best fits the context and flow of ideas in a paragraph. Write an expository essay (tested on TCAP).
Standard 4 Research	<ul style="list-style-type: none"> Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source). Determine the most appropriate research source for a given research topic.
Standard 5 Logic	<ul style="list-style-type: none"> Identify a false premise in text. Identify instances of bias and stereotyping in print and non-print texts. Make inferences and draw conclusions based on evidence in text.
Standard 6 Informational Text	<ul style="list-style-type: none"> Choose the correct order of a set of instructions. Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).
Standard 7 Media	<ul style="list-style-type: none"> Draw an inference from a non-print medium. Choose the statement that best summarizes/communicates the message presented by a medium. Select the type of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.
Standard 8 Literature	<ul style="list-style-type: none"> Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks). Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone). Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.

Table 2.05: 9th Grade English Language Arts Standards

9th Grade English I	
TN Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
Standard 1 Language	<ul style="list-style-type: none"> • Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs. • Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement). • Use a variety of techniques to correct sentence fragments. Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i>, <i>faux pas</i>, <i>du jour</i>, <i>bon voyage</i>, <i>alma mater</i>, <i>cum laude</i>, <i>femme fatale</i>, <i>esprit de corps</i>, verbatim, <i>E</i>
Standard 2 Communication	<ul style="list-style-type: none"> • Identify the thesis and main points of a challenging speech. • Distinguish between a summary and a paraphrase. • Distinguish between a critique and a summary.
Standard 3 Writing	<ul style="list-style-type: none"> • Proofread a passage for correct punctuation, mechanics, and usage. • Choose the most effective order of sentences in a paragraph. • Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
Standard 4 Research	<ul style="list-style-type: none"> • Select the research topic with the highest degree of focus. • Differentiate between primary and secondary sources. • Evaluate the reliability and credibility of sources for use in research.
Standard 5 Logic	<ul style="list-style-type: none"> • Make inferences and draw conclusions based on evidence in text. • Choose a logical word to complete an analogy. • Evaluate text for fact and opinion. • Analyze cause-effect relationships in text. • Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics). • Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {<i>ad hominem</i>}, false dilemma, false analogy) within a given argument. • Differentiate between the stated and implied evidence of a given argument.
Standard 6 Informational Text	<ul style="list-style-type: none"> • Discern the stated or implied main idea and supporting details of informational and technical passages. • Use the graphics of informational and technical passages to answer questions. • Determine the appropriateness of a graphic used to support an informational or technical passage.
Standard 7 Media	<ul style="list-style-type: none"> • Draw an inference from a non-print medium. • Select the type of conflict represented in a non-print medium. • Choose a visual image that best reinforces a viewpoint.
Standard 8 Literature	<ul style="list-style-type: none"> • Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose. • Differentiate among verbal, situational, and dramatic irony. • Identify and analyze an author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).

Table 2.06: 5th Grade Math Standards

5th Grade Math	
TN Content Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<ul style="list-style-type: none"> Given a series of geometric statements, draw a conclusion about the figure described. Estimate fraction and decimal sums or differences. Recognize the unit associated with the remainder in a division problem or the meaning of the fractional part of a whole given in either decimal or fraction
Standard 2 Number and Operations	<ul style="list-style-type: none"> Read and write numbers from millions to millionths in various contexts. Write the prime factorization of numbers through 50 using both exponential and standard notation. Select a reasonable solution to a real-world division problem in which the remainder must be considered.
Standard 3 Algebra	<ul style="list-style-type: none"> Evaluate algebraic expressions involving decimals and fractions using order of operations. Evaluate multi-step numerical expressions involving fractions using order of operations. Find the unknown in single-step equations involving fractions and mixed numbers. Given a set of values, identify those that make an inequality a true statement.
Standard 4 Geometry and Measurement	<ul style="list-style-type: none"> Solve contextual problems that require calculating the area of triangles and parallelograms. Decompose irregular shapes to find perimeter and area. Identify a three-dimensional object from two-dimensional representations of that object and vice versa. Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.
Standard 5 Data Analysis, Statistics, and Probability	<ul style="list-style-type: none"> Depict data using various representations, including decimal and/or fractional data. Make predictions based on various data representations, including double bar and line graphs. Calculate measures of central tendency to analyze data.

Table 2.07: 6th Grade Math Standards

6th Grade Math	
TN Content Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<ul style="list-style-type: none"> Make conjectures and predictions based on data. Judge the reasonableness of the results of rational number estimates and/or computations. Use concrete, pictorial, and symbolic representation for integers. sentence structures.
Standard 2 Number and Operations	<ul style="list-style-type: none"> Solve problems involving the multiplication and division of fractions. Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers. Solve problems involving the addition, subtraction, multiplication, and division of decimals.

Standard 3 Algebra	<ul style="list-style-type: none"> • Represent on a number line the solution of a linear inequality. • Use order of operations and parentheses to simplify expressions and solve problems. • Write equations that correspond to given situations or represent a given mathematical relationship. • Rewrite expressions to represent quantities in different ways.
Standard 4 Geometry and Measurement	<ul style="list-style-type: none"> • Identify, define or describe geometric shapes given a visual representation or a written description of its properties. • Find a missing angle measure in problems involving interior/exterior angles and/or their sums. • Solve problems using the Triangle Inequality Theorem.
Standard 5 Data Analysis, Statistics, and Probability	<ul style="list-style-type: none"> • Determine the theoretical probability of simple and compound events in familiar contexts. • Identify features of graphs that may be misleading. • Determine whether or not a sample is biased.

Table 2.08: 7th Grade Math Standards

7th Grade Math	
TN Content Standard	
<i>By the end of the 7th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<ul style="list-style-type: none"> • Use proportional reasoning to solve mixture/concentration problems. • Generalize a variety of patterns to a symbolic rule from tables, graphs, or words. • Recognize whether information given in a table, graph, or formula suggests a directly proportional, linear, inversely proportional, or other nonlinear relationship.
Standard 2 Number and Operations	<ul style="list-style-type: none"> • Simplify numerical expressions involving rational numbers. • Compare rational numbers using appropriate inequality symbols. • Use rational numbers and roots of perfect squares/cubes to solve contextual problems. • Determine the approximate location of square/cube roots on a number line. • Solve contextual problems that involve operations with integers.
Standard 3 Algebra	<ul style="list-style-type: none"> • Evaluate algebraic expressions involving rational values for coefficients and/or variables. • Determine whether a relation (represented in various ways) is a function. • Given a table of inputs x and outputs $f(x)$, identify the function rule and continue the pattern. • Interpret the slope of a line as a unit rate given the graph of a proportional relationship. • Represent proportional relationships with equations, tables and graphs. • Solve linear equations with rational coefficients symbolically or graphically.
Standard 4 Geometry and Measurement	<ul style="list-style-type: none"> • Solve contextual problems involving similar triangles. • Use SSS, SAS, and AA to determine if two triangles are similar. • Apply scale factor to solve problems involving area and volume.
Standard 5 Data Analysis, Statistics, and Probability	<ul style="list-style-type: none"> • Interpret and employ various graphs and charts to represent data. • Select suitable graph types (such as bar graphs, histograms, line graphs, circle graphs, box-and-whisker plots, and stem-and-leaf plots) and use them to create accurate representations of given data. • Calculate and interpret the mean, median, upper-quartile, lower-quartile, and interquartile range of a set of data. • Use theoretical probability to make predictions.

Table 2.09: 8th Grade Math Standards

8th Grade Math – Pre-Algebra	
TN Content Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<ul style="list-style-type: none"> Solve problems involving rate/time/distance (i.e., $d = rt$). Interpret a qualitative graph representing a contextual situation. Calculates rates involving cost per unit to determine the best buy.
Standard 2 Number and Operations	<ul style="list-style-type: none"> Order and compare rational and irrational numbers and locate on the number line. Identify numbers and square roots as rational or irrational. Use scientific notation to compute products and quotients. Solve real-world problems requiring scientific notation.
Standard 3 Algebra	<ul style="list-style-type: none"> Find solutions to systems of two linear equations in two variables. Solve the linear equation $f(x) = g(x)$. Solve and graph linear inequalities in two variables. Translate between various representations of a linear function. Determine the slope of a line from an equation, two given points, a table or a graph. Analyze the graph of a linear function to find solutions and intercepts. Identify, compare and contrast functions as linear or nonlinear.
Standard 4 Geometry and Measurement	<ul style="list-style-type: none"> Use the Pythagorean Theorem to solve contextual problems. Apply the Pythagorean theorem to find distances between points in the coordinate plane to measure lengths and analyze polygons and polyhedra. Find measures of the angles formed by parallel lines cut by a transversal. Convert between and within the U.S. Customary System and the metric system. Identify the intersection of two or more geometric figures in the plane.
Standard 5 Data Analysis, Statistics, and Probability	<ul style="list-style-type: none"> Calculate probabilities of events for simple experiments with equally probable outcomes. Use a variety of methods to compute probabilities for compound events (e.g., multiplication, organized lists, tree diagrams, area models). Generalize the relationship between two sets of data using scatterplots and lines of best fit. Recognize misrepresentations of published data in the media.

Table 2.10: 9th Grade Math Standards

9th Grade Algebra	
TN Content Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
Standard 1 Mathematical Processes	<ul style="list-style-type: none"> Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation. Write an equation symbolically to express a contextual problem. Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems. Translate between representations of functions that depict real-world situations. Recognize and express the effect of changing constants and/or coefficients in problem solving.
Standard 2 Number and Operations	<ul style="list-style-type: none"> Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions. Multiply, divide, and square numbers expressed in scientific notation. Describe and/or order a given set of real numbers including both rational and irrational numbers.
Standard 3	<ul style="list-style-type: none"> Express a generalization of a pattern in various representations including algebraic and function notation.

Algebra	<ul style="list-style-type: none"> • Operate with polynomials and simplify results. • Factor polynomials. • Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables. • Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value. • Interpret various relations in multiple representations. • Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value. • Determine the equation of a line and/or graph a linear equation. • Solve systems of linear equation/inequalities in two variables. • Find the solution of a quadratic equation and/or zeros of a quadratic function. • Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.
Standard 4 Geometry and Measurement	<ul style="list-style-type: none"> • Develop and apply strategies to estimate the area of any shape on a plane grid. • Solve contextual problems using the Pythagorean Theorem. • Solve problems involving the distance between points or midpoint of a segment. • Convert rates and measurements.
Standard 5 Data Analysis, Statistics, and Probability	<ul style="list-style-type: none"> • Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set). • Identify the effect on mean, median, mode, and range when values in the data set are changed. • Using a scatter-plot, determine if a linear relationship exists and describe the association between variables. • Generate the equation of a line that fits linear data and use it to make a prediction. • Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency.

Table 2.11: 5th Grade Social Studies Standards

5th Grade Social Studies	
TN Content Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1 Culture	<ul style="list-style-type: none"> • recognize components of American culture (i.e., holidays, language, <ul style="list-style-type: none"> ◦ clothing, food, art, music, and religion) • interpret how culture changes over time as a consequence of <ul style="list-style-type: none"> ◦ industrialization, technology or cultural diffusion (i.e., railroad transportation, ◦ telecommunication, building design, varied types of music and the growth of government services). • recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, etc)
Standard 2 Economics	<ul style="list-style-type: none"> • differentiate between needs and wants on a personal and national level. • differentiate between an economic boom and bust. • recognize the concept of buying on credit. • interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).
Standard 3 Geography	<ul style="list-style-type: none"> • locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi rivers). • determine America's population shifts by interpreting a population map.

	<ul style="list-style-type: none"> locate information from an atlas entry. locate a major United States city using latitude and longitude. identify the physical and political boundaries of Tennessee.
Standard 4 Governance and Civics	<ul style="list-style-type: none"> distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government. select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion). recognize the rights established by the 13th, 14th, 15th and 19th amendments. recognize the differences between the Tennessee State Constitution and the United States Constitution. differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
Standard 5 History	<ul style="list-style-type: none"> interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources). recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis). interpret timelines that depict major historical post-Civil War events. recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
Standard 6 Individuals, Groups, and Interactions	<ul style="list-style-type: none"> recognize the interdependence of all America's people by researching an issue that involves several American communities. explain the development of the United States as a nation to include the struggles and the accomplishments of individuals and groups. examine patterns of behavior, reflecting values, and attributes that contribute to cross cultural understanding. explain how individuals, groups, and nations interact through conflict, cooperation, and interdependence.

Table 2.12: 6th Grade Social Studies Standards

6th Grade Social Studies	
TN Content Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Culture	<ul style="list-style-type: none"> Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles). Identify the job characteristics of archaeologists, anthropologists, geologists, and historians. Recognize the world's major religions and their founders (i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Moses, Jesus, and Mohammed). Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana).
Standard 2 Economics	<ul style="list-style-type: none"> Recognize an example of a barter economy. Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, ocean routes). Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and, domestication of plants and animals). Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus). Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European).

	<ul style="list-style-type: none"> Analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization).
Standard 3 Geography	<ul style="list-style-type: none"> Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans). Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains). Identify the location of early civilizations on a map (i.e. Mesopotamian, Egyptian, Ancient Chinese, Indian.). Identify geographic reasons for the location of population centers prior to 1500 (i.e. coastal plains, deserts, mountains, river valleys). Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps). Interpret a graph that illustrates a major trend in world history (i.e. population growth, economic development, governance land areas, growth of religions).
Standard 4 Governance and Civics	<ul style="list-style-type: none"> Recognize types of government (i.e. formal/informal, monarchy, direct/indirect democracy, republics, theocracy). Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states). Identify the development of written laws (i.e., Hammurabi's Code, Justinian Code, Magna Carta). Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems). Compare and contrast the lives of individual citizens in various governmental organizations (i.e. monarchical systems, feudal systems, caste systems, democratic systems-Greek).
Standard 5 History	<ul style="list-style-type: none"> Read a timeline and order events of the past between prehistory and the Renaissance. Recognize the types of early communities (i.e., nomadic, fishing, farming). Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance). Recognize the forms of early world writing (i.e., cuneiform and Egyptian/Native American Hieroglyphics). Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written language, and printing press). Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic.) Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance). Identify conclusions about early world historical events using primary and secondary sources. Recognize and order major historical events on a timeline between the Middle Ages and Renaissance. Identify the development of written and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages). Identify characteristics including economy, social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek City-States, Roman Empire, Indian, Medieval). Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases). Identify the impact of advances in technology on history (i.e. agricultural revolution, Renaissance scientists, exploration during the 1400s). Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art). Evaluate to what extent civilizations build on the accomplishments of previous

	<p>civilizations. Compare and contrast the historical development of the Western, Eastern, and African cultures.</p> <ul style="list-style-type: none"> Recognize the significant mythologies of the Sumerians, Egyptian, Greeks, and Romans.
<p>Standard 6</p> <p>Individuals, Groups, and Interactions</p>	<ul style="list-style-type: none"> Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors.) Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg). Describe the ways in which individuals can change groups (i.e., Martin Luther – Christian church, William of Normandy – English Monarchy, Joan of Arc – Hundred Years War, Buddha – Chinese Culture).

Table 2.13: 7th Grade Social Studies Standards

7th Grade Social Studies	
TN Standard	
<i>By the end of the 7th grade, students will be able to:</i>	
<p>Standard 1</p> <p>Culture</p>	<ul style="list-style-type: none"> Recognize cultural definitions (i.e., language, religion, customs, political system, economic system). Locate cultural information on a thematic map (i.e., languages, political systems, economic systems, religions). Compare and contrast the tenets of the five major world religions (i.e., Christianity, Buddhism, Islam, Hinduism, and Judaism).
<p>Standard 2</p> <p>Economics</p>	<ul style="list-style-type: none"> Recognize basic economic concepts (i.e. imports, exports, barter system, tariffs, closed and emerging markets, supply and demand, inflation, recession, depression). Define renewable and nonrenewable resources. Define demographic concepts. (i.e. population, population distribution, population density, growth rate). Interpret economic issues as expressed with maps, tables, diagrams, and charts. Select the major resources, industrial, and agricultural products for the three grand divisions from a map of Tennessee.
<p>Standard 3</p> <p>Geography</p>	<ul style="list-style-type: none"> Identify and use the basic elements of maps and mapping. Locate the Earth's major physical characteristics (i.e., 7 continents, 4 oceans). Identify the major river systems of Tennessee. Distinguish the differences among rural, suburban, and urban communities. Select the natural resources found in the 3 grand divisions of Tennessee (coal, copper, timber, plants, animals.) Locate on a map specific lines of longitude and latitude. (i.e., Prime Meridian, International Date Line, Equator, North and South Poles, Tropics of Cancer and Capricorn, Arctic Antarctic circles). Compare the five largest cities of Tennessee using a bar graph. Define demographic concepts (i.e., population, population distribution, population density, growth rate, family size, and infant mortality). Identify the location of Earth's major landforms and bodies of water (i.e., Rockies, Andes, Himalayas, Alps, Urals, Sahara desert, Nile River Valley, Great Plains, Mississippi River, Amazon River, Thames River, Seine River, Rhine River, Danube River, Tigris River, Euphrates River, Ganges River, Volga River, Yellow River). Identify the characteristics that define a region geographically. Recognize specific physical processes that operate on the Earth's surface (i.e.,

	<p>erosion, volcanoes, earthquakes, wind and water currents, plate tectonics, and weathering).</p> <ul style="list-style-type: none"> • Identify the six physical regions of Tennessee (i.e. Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, Gulf Coastal Plain). • Recognize the definitions of modifications on the physical environment (i.e. global warming, deforestation, desert, urbanization). • Distinguish between types of maps. (i.e. political, physical, climatic, land-use resource, contour, elevation, topographic.) • Interpret a map indicating scale, distance and direction. • Demonstrate understanding of characteristics and implications of a diverse global culture. • Read and interpret a time zone map. • Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, global warming). • Examine reasons and patterns of human migration through the use of maps, charts, diagrams (i.e., famine, natural disasters, political and religious oppression, wars). • Predict the consequences of population changes on the Earth's physical and cultural environments. • Interpret a population pyramid.
<p>Standard 4</p> <p>Governance and Civics</p>	<ul style="list-style-type: none"> • Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, dictatorship). • Using a map key, locate various governance systems. • Recognize how the boundaries of Congressional districts change in the state of Tennessee. (i.e. statutory requirements, population shifts, political power shifts). • Identify political leaders from selected contemporary settings (i.e. United States, India, Canada, Mexico, Great Britain, Russia, China).
<p>Standard 5</p> <p>History</p>	<ul style="list-style-type: none"> • Identify the causes and consequences of urbanization (i.e. industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime). • Identify reasons why people choose to settle in different places (i.e., occupation, family, climate, natural resources). • Map large civilizations to discover the impact of water as a main reason behind a society's founding. • Analyze the causes and effects of change in a place over time from a written passage.
<p>Standard 6</p> <p>Individuals, Groups, and Interactions</p>	<p>A. Identify ways family, groups, and community influence daily life and personal choices.</p> <ul style="list-style-type: none"> • Differentiate between the rights, roles and state of the individual in relation to the general welfare in various regions of the world. • Recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issue (i.e., health, security, resource allocation, economic development, environmental quality.)

Table 2.14: 8th Grade Social Studies Standards

8th Grade Social Studies	
TN Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Culture	<ul style="list-style-type: none"> • Recognize the definition of religion. • Identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German). • Recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation). • Compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, Quakerism). • Identify how religion contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance). • Interpret a timeline of technological innovations. • Recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, British v. French influences).
Standard 2 Economics	<ul style="list-style-type: none"> • Recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla). • Interpret a diagram showing the steps of changing a resource into a product. • Differentiate between credit and debt. • Recognize the economic activities of early America (i.e., agriculture, industry, and service). • Identify various forms of taxation (i.e., tariffs, sales tax, excise tax). • Interpret a variety of economic graphs and charts with topics (i.e. the Columbian exchange, numbers of slaves, population of colonies, population diversity). • Differentiate between a commercial and subsistence economy. • Recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market). • Analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography), why slavery flourished in the South as opposed to the North. • Distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligopoly, free competition).
Standard 3 Geography	<ul style="list-style-type: none"> • Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery). • Identify and use the key geographic elements on maps (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau). • Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building). • Use various geographic data from maps and globes to determine longitude, latitude, distance, direction. • Interpret a geographic map of the early United States. • Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems). • Interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).

<p>Standard 4</p> <p>Governance and Civics</p>	<ul style="list-style-type: none"> • Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights). • Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial). • Recognize the purpose of government and how its powers are acquired, used, and justified. • Recognize the rights and responsibilities of individuals throughout the development of the United States. • Identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions and nations. • Recognize the rights guaranteed in the Bill of Rights. • Recognize the impact of major court decisions have had on American life, (i.e., <u>Marbury v. Madison</u>, <u>McCulloch v. Maryland</u>, <u>Dred Scott v. Sandford</u>). • Recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury); • Analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).
<p>Standard 5</p> <p>History</p>	<ul style="list-style-type: none"> • Contrast the characteristics of major native civilizations of the Americas; • Read a timeline and order events of the past. • Differentiate between a primary and secondary source. • Recognize causes and consequences of conflict, (i.e., French and Indian, revolutionary War, War of 1812). • Recognize consequences of the westward expansion of the United States. • Classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War). • Recognize the historical impacts of European settlement in North America. • Determine the social, political, and economic factors that contribute to the institution of slavery in America. • Interpret a timeline, detailing the development of political parties in the United States to the Civil War. • Interpret maps, time lines and charts that illustrate key elements of history (i.e., expansion, economics, politics, society). • Identify conclusions about historical events using primary and secondary sources. • Differentiate between primary and secondary source documents. • Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation). • Recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.
<p>Standard 6</p> <p>Individuals, Groups, and Interactions</p>	<ul style="list-style-type: none"> • Identify the impact of individual and group decisions on historical events. • Recognize the impact groups have on change at the local, state, national, and world levels. • Recognize examples of stereotyping, prejudice, conformity, and altruism in early American history. • Identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, communities). • Recognize how groups and institutions work together to meet common needs.

Table 2.15: 9th Grade Social Studies Standards

9th Grade World History	
TN Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
Standard 1 Culture	<ul style="list-style-type: none"> • Recognize various cultural groups such as Western, Asian, African, Middle Eastern and indigenous. • Compare and contrast diverse world cultures in order to identify, comprehend, and appreciate the contributions of various cultural groups. • Evaluate the idea that cultures both enhance and impede individuals and groups in societal and global interactions. • Understand the development and migration of art, architecture, language, religion, music and theater. • List several major cultural works from each of the world cultural groups. • Explain the connection between artistic and or religious expression, language usage and cultural development. • Study original works, which reflect a historical understanding of diverse cultures. • Understand the ways in which individuals and group contributed to changes in social conditions.
Standard 2 Economics	<ul style="list-style-type: none"> • Understand the major economic systems that developed globally. • Describe the basic components of economic systems such as monetary systems and methods of value determinations. • Explain the origins and development of major economic systems. • Test and critique various economic systems through simulations. • Recognize the importance of technologies for economic development. • Define technology and list examples of technological developments. • Analyze how various technological developments impact economic systems. • Rank the importance and impact of various technological developments. • Understand the impact of the Industrial Revolution on the global economy. • Identify the economic and production components of the Industrial Revolution. • Analyze the change from individual production to mass production and examine factors that led to the spread of industrialization throughout the world's economies. • Determine and weigh the factors that contributed most to the development of the global industrial economy. • Understand the rapid change of the global economy after the Industrial Revolution in the 20th century.
Standard 3 Geography	<ul style="list-style-type: none"> • Understand the importance of physical geographic features on world historic events. • Recognize and name major physical geographic features. • Examine the ways in which physical geographic features influence interaction of individuals and civilizations. • Assess the relative importance of physical geographic features on world historic and current events. • Understand human geographic interactions and their impact on world historic events. • Recall examples of exploration, conquest, urbanization, migration environmental impacts and cultural adaptations. • Analyze factors related to human geographic interaction including patterns of exploration, conquest, urbanization, migration, environmental impacts, and cultural adaptations. • Determine which factors have been most significant in the development of the modern world. • Understand the importance of population growth and distribution on world historic events.
Standard 4	<ul style="list-style-type: none"> • Understand the development of major systems of world governance. • Distinguish between various governance and legal systems such as democracy,

Governance and Civics	<p>dictatorial fascism, feudalism, monarchy, theocracy, totalitarian, and tribal systems.</p> <ul style="list-style-type: none"> Analyze the origins and evolution of these major systems of world governance including an understanding of the philosophical tenets which influence political thought such as ancient Greece, Early Rome, Enlightenment, and the 19th and 20th century political philosophers. Rate the implementation and relative success of governance systems. Understand how individuals are affected differently by varied forms of governance.
Standard 5 History	<ul style="list-style-type: none"> Understand the chronological flow of historical eras and events in World History. <p><i>Describe the major historical eras and major events associated with those eras from the beginnings of civilization through the modern world. These include:</i></p> <p>The Beginnings of Human Society (prehistory-4000 BCE) Early Civilizations and Pastoral Societies (4000 BCE-1000 BCE) Mediterranean and Southwest Asian Civilizations (1000 BCE-399CE) Cultural Exchange and Encounters (300-1500CE) First Global Age (1450-1770 CE) Age of Revolution (1750-1914) Increasing Global Interaction (1900-present)</p> <ul style="list-style-type: none"> Understand the processes that gave rise to the earliest human civilizations. Describe the interaction between early human groups, the environmental and survival methods that led to the formation of civilizations. Minimal understanding would include Mesopotamia, Egypt, China, and the Indus Valley. Compare the development of several different early human civilizations including agrarian, hunter-gather, nomadic, warrior and pastoral. Develop an "imaginary" civilization consistent with early human civilizations, given a set of environmental conditions. This would include an understanding of social, religious, and economic factors. Understand the maturation of Africa, Asia, Europe, Australia, the Middle East, Oceanic, and the Americas and their continuing impact on the modern world.
Standard 6 Individuals, Groups, and Interactions	<ul style="list-style-type: none"> Understand the impact of one's culture on identity, lifestyle, and socioeconomic status. Assess the impact of culture on the individual; Measure the exchange between an individual's identity and cultural groups. Recognize the impacts of bias, conformity, and stereotyping; Define and give examples of bias, conformity, and stereotyping. Detect and explain the existence of bias and stereotyping in historical context such as social class, caste systems, ethnic identifications, gender roles, and religious persecutions; Evaluate the social pressures within a culture that create bias, conformity, and stereotyping. Recognize the role of individuals in various cultures such as Western, Asian, African, Middle Eastern, and indigenous cultures.

Table 2.16: 5th Grade Science Standards

5th Grade Science	
TN Standard	
<i>By the end of the 5th grade, students will be able to:</i>	
Standard 1	<ul style="list-style-type: none"> Select an investigation that could be used to answer a specific question.
Embedded Inquiry	

Standard 2 Embedded Technology & Engineering	<ul style="list-style-type: none"> • Select a tool, technology, or invention that was used to solve a human problem. • Recognize the connection between a scientific advance and the development of a new tool or technology.
Life Science Standard 1 Cells	<ul style="list-style-type: none"> • Identify the major parts of plant and animal cells such as, the nucleus, cell membrane, cell wall, and cytoplasm. • Compare and contrast basic structures and functions of plant and animal cells.
Life Science Standard 2 Interdependence	<ul style="list-style-type: none"> • Describe the different types of nutritional relationships that exist among organisms. • Distinguish among symbiotic, commensal, and parasitic relationships. • Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.
Life Science Standard 3 Flow of Matter and Energy	<ul style="list-style-type: none"> • Identify photosynthesis as the food manufacturing process in plants. • Compare how plants and animals obtain energy.
Life Science Standard 4 Heredity	<ul style="list-style-type: none"> • Recognize that information is passed from parent to offspring during reproduction. • Distinguish between inherited traits and those that can be attributed to the environment.
Life Science Standard 5 Biodiversity and Change	<ul style="list-style-type: none"> • Identify physical and behavioral adaptations that enable animals such as, amphibians, reptiles, birds, fish, and mammals to survive in a particular environment. • Explain how fossils provide information about the past.
Earth and Space Standard 6 The Universe	<ul style="list-style-type: none"> • Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion. • Select information from a complex data representation to draw conclusions about the planets. • Identify methods and tools for identifying star patterns.
Earth and Space Standard 7 The Earth	<ul style="list-style-type: none"> • Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.
Earth and Space Standard 8 The Atmosphere	<ul style="list-style-type: none"> • Describe the effects of the oceans on weather and climate. • Explain how mountains affect weather and climate.
Physical Science Standard 9 Matter	<ul style="list-style-type: none"> • Distinguish between physical and chemical properties. • Describe the differences among freezing, melting, and evaporation. • Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.

Physical Science Standard 10 Energy	<ul style="list-style-type: none"> Differentiate between potential and kinetic energy. Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.
Physical Science Standard 11 Motion	<ul style="list-style-type: none"> Explain the relationship that exist among mass, force, and distance traveled.
Physical Science Standard 12 Forces in Nature	<ul style="list-style-type: none"> Recognize that the earth attracts objects without touching them. Identify the force that causes objects to fall to the earth. Use data to determine how shape affects the rate at which a material falls to earth.

Table 2.17: 6th Grade Science Standards

6th Grade Science	
TN Standard	
<i>By the end of the 6th grade, students will be able to:</i>	
Standard 1 Embedded Inquiry	<ul style="list-style-type: none"> Design a simple experimental procedure with an identified control and appropriate variables. Select tools and procedures needed to conduct a moderately complex experiment. Interpret and translate data experimental error into a table, graph, or diagram.
Standard 2 Embedded Technology & Engineering	<ul style="list-style-type: none"> Identify the tools and procedures needed to test the design features of a prototype. Evaluate a protocol to determine if the engineering design process was successfully applied. Distinguish between the intended benefits and the unintended consequences of a new technology.
Life Science Standard 1 Cells	Not addressed at this level
Life Science Standard 2 Interdependence	<ul style="list-style-type: none"> Classify organisms as producers, consumers, scavengers, or decomposers according to their role in a food chain or food web. Interpret how materials and energy are transferred through an ecosystem. Identify the biotic and abiotic elements of the major biomes. Identify the environmental conditions and interdependencies among organisms found in the major biomes
Life Science Standard 3 Flow of Matter and Energy	Not addressed at this level
Life Science Standard 4 Heredity	Not addressed at this level

Life Science Standard 5 Biodiversity and Change	Not addressed at this level
Earth and Space Standard 6 The Universe	<ul style="list-style-type: none"> • Use data to draw conclusions about the major components of the universe. • Explain how the relative distance of objects from the earth affects how they appear. • Distinguish among a day, lunar cycle, and year based on the movements of the earth, sun, and moon. • Explain the different phases of the moon using a model of the earth, moon, and sun. • Predict the types of tides that occur when the earth and moon occupy various positions. • Use a diagram that shows the positions of the earth and sun to explain the four seasons.
Earth and Space Standard 7 The Earth	Not addressed at this level
Earth and Space Standard 8 The Atmosphere	<ul style="list-style-type: none"> • Analyze data to identify events associated with heat convection in the atmosphere. Recognize the connection between the sun's energy and the wind. • Describe how temperature differences in the ocean account for currents. • Interpret meteorological data to make predictions about the weather
Physical Science Standard 9 Matter	Not addressed at this level
Physical Science Standard 10 Energy	<ul style="list-style-type: none"> • Distinguish among gravitational potential energy, elastic potential energy, and chemical potential energy. • Interpret the relationship between potential and kinetic energy. • Recognize that energy can be transformed from one type to another. • Explain the Law of Conservation of Energy using data from a variety of energy transformations.
Physical Science Standard 11 Motion	Not addressed at this level
Physical Science Standard 12 Forces in Nature	<ul style="list-style-type: none"> • Identify how simple circuits are associated with the transfer of electrical energy when heat, light, sound, and chemical changes are produced. • Identify materials that can conduct electricity.

Table 2.18: 7th Grade Science Standards

7th Grade Science	
TN Standard	
<i>By the end of the 7th grade, students will be able to:</i>	

Standard 1 Embedded Inquiry	<ul style="list-style-type: none"> • Design a simple experimental procedure with an identified control and appropriate variables. • Select tools and procedures needed to conduct a moderately complex experiment. • Interpret and translate data experimental error into a table, graph, or diagram. • Draw a conclusion that establishes a cause and effect relationship supported by evidence. • Identify a faulty interpretation of data that is due to bias or experimental error.
Standard 2 Embedded Technology & Engineering	<ul style="list-style-type: none"> • Differentiate between adaptive and assistive bioengineered products (e.g., food, biofuels, medicines, integrated pest management). • Distinguish between the intended benefits and the unintended consequences of a new technology.
Life Science Standard 1 Cells	Not addressed at this level
Life Science Standard 2 Interdependence	Not addressed at this level
Life Science Standard 3 Flow of Matter and Energy	Not addressed at this level
Life Science Standard 4 Heredity	Not addressed at this level
Life Science Standard 5 Biodiversity and Change	<ul style="list-style-type: none"> • Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment. • Analyze data on levels of variation within a population to make predictions about survival under particular environmental conditions. • Identify several reasons for the importance of maintaining the earth's biodiversity. • Compare fossils found in sedimentary rock to determine their relative age.
Earth and Space Standard 6 The Universe	Not addressed at this level.
Earth and Space Standard 7 The Earth	Not addressed at this level.
Earth and Space	Not addressed at this level.

Standard 8 The Atmosphere	
Physical Science Standard 9 Matter	<ul style="list-style-type: none"> • Recognize that all matter consists of atoms. • Identify the common outcome of all chemical changes. • Classify common substances as elements or compounds based on their symbols or formulas. • Differentiate between a mixture and a compound. • Describe the chemical makeup of the atmosphere. • Compare the particle arrangement and type of particle motion associated with different states of matter. • Apply an equation to determine the density of an object based on its mass and volume. • Interpret the results of an investigation to determine whether a physical or chemical change has occurred.
Physical Science Standard 10 Energy	Not addressed at this level.
Physical Science Standard 11 Motion	Not addressed at this level.
Physical Science Standard 12 Forces in Nature	<ul style="list-style-type: none"> • Recognize that electricity can be produced using a magnet and wire coil. • Describe the basic principles of an electromagnet. • Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet. • Distinguish between mass and weight using appropriate measuring instruments and units. Determine the relationship among the mass of objects, the distance between these objects, and the amount of gravitational attraction. • Illustrate how gravity controls the motion of objects in the solar system.

Table 2.19: 8th Grade Science Standards

8th Grade Science	
TN Standard	
<i>By the end of the 8th grade, students will be able to:</i>	
Standard 1 Embedded Inquiry	<ul style="list-style-type: none"> • Design a simple experimental procedure with an identified control and appropriate variables. • Select tools and procedures needed to conduct a moderately complex experiment. • Interpret and translate data experimental error into a table, graph, or diagram. • Draw a conclusion that establishes a cause and effect relationship supported by evidence. • Identify a faulty interpretation of data that is due to bias or experimental error.
Standard 2 Embedded Technology & Engineering	<ul style="list-style-type: none"> • Identify the tools and procedures needed to test the design features of a prototype. • Evaluate a protocol to determine if the engineering design process was successfully applied. • Distinguish between the intended benefits and the unintended consequences of a new technology.

Life Science Standard 1 Cells	<ul style="list-style-type: none"> Identify and describe the function of the major plant and animal cell organelles. Interpret a chart to explain the integrated relationships that exist among cells, tissues, organs, and organ systems. Explain the basic functions of a major organ system. Sequence a series of diagrams that depict chromosome movement during plant cell division. Explain how materials move through simple diffusion.
Life Science Standard 2 Interdependence	Not addressed at this level
Life Science Standard 3 Flow of Matter and Energy	<ul style="list-style-type: none"> Compare the chemical compounds that make up the reactants and products of photosynthesis and respiration. Interpret a diagram to explain how oxygen and carbon dioxide are exchanged between living things and the environment.
Life Science Standard 4 Heredity	<ul style="list-style-type: none"> Classify methods of reproduction as sexual or asexual. Match flower parts with their reproductive functions. Describe the relationship among genes, chromosomes, and inherited traits. Interpret a Punnett square to predict possible genetic combinations passed from parents to offspring during sexual reproduction.
Life Science Standard 5 Biodiversity and Change	Not addressed at this level.
Earth and Space Standard 6 The Universe	Not addressed at this level.
Earth and Space Standard 7 The Earth	<ul style="list-style-type: none"> Use a table of physical properties to classify minerals. Label a diagram that depicts the three different rock types. Identify the major processes that drive the rock cycle. Differentiate among the characteristics of the earth's three layers. Recognize that lithospheric plates on the scale of continents and oceans continually move at rates of centimeters per year. Describe the relationship between plate movements and earthquakes, mountain building, volcanoes, and sea floor spreading. Analyze and evaluate the impact of man's use of earth's land, water, and atmospheric resources.
Earth and Space Standard 8 The Atmosphere	Not addressed at this level.
Physical Science Standard 9 Matter	Not addressed at this level.

Physical Science Standard 10 Energy	Not addressed at this level.
Physical Science Standard 11 Motion	<ul style="list-style-type: none"> • Differentiate between the six simple machines. • Determine the amount of force needed to do work using different simple machines. • Apply proper equations to solve basic problems pertaining to distance, time, speed, and velocity. • Identify and explain how Newton's laws of motion relate to the movement of objects. • Compare and contrast the different parts of a wave. • Differentiate between transverse and longitudinal waves in terms of how they are produced and transmitted.
Physical Science Standard 12 Forces in Nature	Not addressed at this level.

Table 2.20: 9th Grade Science Standards

9th Grade Biology	
TN Standard	
<i>By the end of the 9th grade, students will be able to:</i>	
Biology Embedded Inquiry	<ul style="list-style-type: none"> • Select a description or scenario that reevaluates and/or extends a scientific finding. • Analyze the components of a properly designed scientific investigation. • Determine appropriate tools to gather precise and accurate data. • Evaluate the accuracy and precision of data. • Defend a conclusion based on scientific evidence. • Determine why a conclusion is free of bias.
Biology Embedded Technology & Engineering	<ul style="list-style-type: none"> • Distinguish among tools and procedures best suited to conduct a specified scientific inquiry. • Evaluate a protocol to determine the degree to which an engineering design process was successfully applied. • Evaluate the overall benefit to cost ratio of a new technology. • Use design principles to determine if a new technology will improve the quality of life for an intended audience.
Biology Embedded Mathematics	<ul style="list-style-type: none"> • Interpret a graph that depicts a biological phenomenon. • Predict the outcome of a cross between parents of known genotype.
Biology Standard 1 Cells	<ul style="list-style-type: none"> • Identify the cellular organelles associated with major cell processes. • Distinguish between prokaryotic and eukaryotic cells. • Distinguish among proteins, carbohydrates, lipids, and nucleic acids. • Identify positive tests for carbohydrates, lipids, and proteins. • Identify how enzymes control chemical reactions in the body.

	<ul style="list-style-type: none"> • Determine the relationship between cell growth and cell reproduction. • Predict the movement of water and other molecules across selectively permeable membranes. • Compare and contrast active and passive transport.
Biology Standard 2 Interdependence	<ul style="list-style-type: none"> • Predict how population changes of organisms at different trophic levels affect an ecosystem. • Interpret the relationship between environmental factors and fluctuations in population size. • Determine how the carrying capacity of an ecosystem is affected by interactions among organisms. • Predict how various types of human activities affect the environment. • Make inferences about how a specific environmental change can affect the amount of biodiversity.
Biology Standard 3 Flow of Matter and Energy	<ul style="list-style-type: none"> • Interpret a diagram that illustrates energy flow in an ecosystem. • Distinguish between aerobic and anaerobic respiration. • Compare and contrast photosynthesis and cellular respiration in terms of energy transformation.
Biology Standard 4 Heredity	<ul style="list-style-type: none"> • Identify the structure and function of DNA. • Associate the process of DNA replication with its biological significance. • Recognize the interactions between DNA and RNA during protein synthesis. • Determine the probability of a particular trait in an offspring based on the genotype of the parents and the particular mode of inheritance. • Apply pedigree data to interpret various modes of genetic inheritance. • Describe how meiosis is involved in the production of egg and sperm cells. • Describe how meiosis and sexual reproduction contribute to genetic variation in a population. • Determine the relationship between mutations and human genetic disorders. • Evaluate the scientific and ethical issues associated with gene technologies: genetic engineering, cloning, transgenic organism production, stem cell research and DNA fingerprinting.
Biology Standard 5 Biodiversity and Change	<ul style="list-style-type: none"> • Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments. • Recognize the relationship between form and function in living things. • Recognize the relationships among environmental change, genetic variation, natural selection, and the emergence of a new species. • Describe the relationship between the amount of biodiversity and the ability of a population to adapt to a changing environment.

Our approach is to draw effectively and strategically from research-proven materials, and use those materials through internally created curricula which are (a) developed through the curriculum alignment process (explained in further detail below) and (b) fully aligned with Tennessee standards.

Curriculum Development and Alignment Process

The curriculum development process that we intend to adopt is based upon Roxbury Preparatory Charter School - one of the highest performing urban charter schools in the country. Multiple assessments standards guide Roxbury Prep's curriculum and instruction. The Curriculum

Alignment Development process is based on the understanding that teachers must be able to answer the following three questions with uncompromising clarity and specificity in order to get students to achieve at high levels:

1. What do my students need to know or be able to do at the end of the year? (curriculum)
2. What is the most effective way for me to teach students these important concepts? (instruction)
3. How do I make sure that students have really learned the concepts I wanted them to know? (assessment)

The Curriculum Alignment and Development process is designed to ensure that teachers have a deep understanding of the answers to those questions for an entire course of study before instruction begins. By knowing this, they can make fully informed decisions about assessments, scope and sequence and instructional delivery.

During the summer, the Dean of Curriculum and Instruction (DCI) in coordination with the Principal oversee the curriculum development process, beginning with professional development training for teachers during the extended four-week summer orientation. Before the summer orientation, to identify the precise areas of content knowledge and skills our students should master in each course at each grade level, the DCI performs a detailed item analysis of all standardized assessments that our students will take, including released TCAP item samplers and Stanford 10 exams at the middle school level, and PSAT, SAT and ACT. The DCI also guides the instructional team in this same type of detailed analysis so that teachers have a crystal clear understanding of what students must know and be able to do.

Once thoroughly analyzed and identified, those specific, measurable areas of skills and content are combined with Tennessee's Content Standards and Common Core Standards to create the specific, rigorous and measurable internal academic standards for Liberty Collegiate for each course in each grade. The instructional team then carefully considers the best methods for teaching and assessing these standards. **Table 2.21** provides an excerpt from a seventh grade math Curriculum Alignment Template.

Table 2.21: Seventh Grade Curriculum Alignment Template Excerpt

LCA Standard	Clear and Measurable Standard/Benchmark (what will students know and be able to do?)	Learning Activity	Assessment	TN Standard	Common Core Standard
	Probability				

7.1	Students will be able to define and use theories of probability including theoretical, experimental, equally likely events, and total and desired outcomes.			GLE 0706.5.5	7.SP 5 7.SP 6 7.SP 7 7.SP 8
7.1.1	Students will be able to describe and use theoretical and experimental probability in problem solving situations.	<p>*Word study: experiment, theoretical</p> <p>*Do an experiment (maybe heads/tails), determine probability, determine theoretical probability. Have students in groups do small amount of trials, add trial results together for all classes in increments. Determine when the experimental probability gets closer to the theoretical probability (also have several more “trials” ready). Decide which is better to use in most situations.</p> <p>*Identifying experimental and theoretical situations. Give the theoretical probability of the event.</p> <p>*Use problems where the choosing out of one bag has two</p>	<p>Give a situation, determine if it is an example of experimental or theoretical probability, explain why.</p> <p>Given a situation, determine probabilities.</p> <p>Given experimental probability, discuss what this means (basing prediction on what has happened).</p>		

		categories and two total outcomes.			
7.1.2	Students will determine if an event(s) is equally likely and create conditions that make the event equally likely.	<p>*Find the theoretical probability of an event.</p> <p>*Spinner activity with unequal portions. Describe which spinner represents equally likely scenarios. Describe what you might do to make each event more equally likely. Which events are probable, which are possible?</p> <p>*Detail the vocabulary of probability very well here; unlikely, possible, probable, etc and have students give examples. Use these vocab words to make statements about probability of events and have students agree/disagree with these and explain.</p>	<p>Give an example of two outcomes that are equally likely to happen.</p> <p>Adjust the rules of an unfair game to make them fair.</p> <p>Adjust the rules of an unfair game to make them CLOSER to fair without actually being fair.</p>		
7.1.3	Students will use probability to determine the actual number of desired and/or total events	<p>*Find simple probability given desired and total outcomes.</p> <p>*How to find total and desired outcomes given other information.</p> <p>*Connect to</p>	<p>Given probability, determine the LEAST number of desired outcomes there could be.</p> <p>Given probability and</p>		

		simplified and equivalent fractions.	number of desired outcomes, determine total number of outcomes. Given probability and number of a certain outcome, determine number of desired outcomes.		
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From these internal standards and specified learning outcomes and goals, the DCI along with the teachers then develop the End-of-Year Comprehensive Assessments. Under the guidance of the DCI, teachers map backwards from the Liberty Collegiate Standards (which are marriage of Tennessee State and Common Core Standards) and End-of-Year exam, and create lesson plans and trimester interim assessments in each subject.

This process of careful analysis of assessments and standards from multiple sources allows our teachers to internalize exactly what it is that students must know and be able to do in each subject on a daily, weekly, trimester and annual basis.

After each assessment is administered, results are imported into an excel matrix by the DCI and every teacher subsequently meets with the DCI to receive specific feedback on how many students have met the standards with respect to each question on the assessment. The Principal and DCI work closely to ensure that teachers are re-teaching standards as needed, and providing the additional student supports beyond the classroom as needed.

Through this process Liberty Collegiate relies on a predominantly internally-created curriculum; however, we also rely on research-based curricula to guide and supplement its development. **Table 2.22** is a sample of potential supplemental curricula Liberty teachers might use in the curriculum development process:

Table 2.22: Potential Supplemental Curricula

English Language Arts	<ul style="list-style-type: none"> • Achievement First Network Reading Program • Reading Mastery • Corrective Reading Decoding • Scholastic Guided Reading • Jamestown Signature Reading • Writer's Workshop • Power Writing Plus • College Board AP and Pre-AP Course Materials
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Math	<ul style="list-style-type: none"> • Saxon Math • Knowledge is Power Program (KIPP) National Math Curriculum • College Board AP and Pre-AP Course Materials
Science	<ul style="list-style-type: none"> • Full Options Science Systems (FOSS) • College Board AP and Pre-AP Course Materials
Social Studies History	<ul style="list-style-type: none"> • Core Knowledge Sequence • Houghton Mifflin Curriculum • College Board AP and Pre-AP Course Materials

The Roxbury Prep curriculum development process has demonstrated excellent results. As measured by the Massachusetts state assessment (MCAS), Roxbury Prep continues to be the highest performing urban public middle school in Massachusetts and one of the highest performing middle schools across all demographic groups. The student population at Roxbury Prep is 78% African-American, 22% Latino, and the majority of students are eligible for free or reduced-priced lunch.

We are confident that this combination of internally-developed curriculum and the strategic use of research-proven curriculum will give our students the foundational skills and knowledge necessary to become advanced readers, writers, and mathematicians, and will ensure that they have the foundation necessary for college preparatory courses.

Course of Study for Liberty Collegiate Academy Students

College Preparatory Program - Middle School

The middle school academic program focuses on building a solid foundation of literacy and mathematics skill and content knowledge. We believe that students ultimately need to master critical thinking skills and apply them in a wide array of contexts to demonstrate deep mastery of a subject, but we also believe that we must be deliberate in achieving that end goal. The development of real-world problem solving and critical thinking skills must first involve the creation of a solid foundation of basic skills upon which all advanced learning rests. We believe that “expertness in the skill depends upon the automation, through a great deal of practice, of the repeated, formal elements of the skill, thus freeing the mind of conscious thought. Second, expertness depends upon the acquisition of the relevant vocabulary, conventions, and schemas that form the relevant knowledge base for the skills.”⁵⁴ Because of this, Liberty Collegiate designs its middle school program around a rigorous, core literacy and mathematics curriculum. We begin by building a solid foundation of literacy with students demonstrating fluency at comprehension on or above grade level and clear, organized, and detailed writing of five-paragraph essays so that students are prepared for a demanding Literature and Composition

⁵⁴ Hirsch, E.D. *The Schools We Need and Why We Don't Have Them*. NY; First Anchor Books, 1999.

course by ninth grade. We build and strengthen students' numeracy skills so that by the end of middle school, students complete a rigorous, full-year Algebra I course and are prepared to excel in Algebra II or Geometry classes upon entering high school.

College Preparatory Program - High School

The high school program builds upon the skills and knowledge mastered in the middle school. Students are enrolled in an accelerated, academically rigorous college preparatory program that exceeds the Tennessee graduation requirements and prepares them for success in college and in life. Students have a solid foundation of core skills and are prepared to deeply analyze literature and text, write college level essays, solve higher order mathematical problems, design sophisticated scientific experiments, and understand the relationships between U.S. and world history, government, and economics. Beginning in ninth grade, students will also begin to expand their learning through the close study of a foreign language and culture. A minimum of three years of foreign language will be required for all Liberty Collegiate students. Additionally, they travel to colleges around the country and prepare for college entry.

Language Arts (Reading and Writing)

- **Reading.** In middle school, the reading curriculum begins in the fifth grade with a concentration on fluency, comprehension, and if necessary phonics and with an introduction to sophisticated pieces of literature for study and analysis. Instruction and skill development focus on identifying perspective, drawing supporting details, increasing vocabulary, and identifying literary elements such as tone and mood.

High school extends the reading capabilities of the students, and focus on specific genres of literature, progressing from world literature, to American literature and then to comparative literature. Students develop a deeper understanding of both the structure and the meaning of a work of literature, studying how the form and style of a work of literature is affected by region and historical period. In addition, students analyze how themes are influenced by society and will start to identify recurring themes in a broadly representative collection of literary works.

- **Writing.** In middle school, the writing curriculum begins in the fifth grade by focusing on grammar, the writing process, and basic writing conventions. In addition, students are introduced to the editing and proofreading process. They then start to expand their use of descriptive words and complex sentences, and start to explore different styles of writing. By the end of the eighth grade, students develop a personal style of writing, write varying types of essays and narratives, and critique and proofread writing samples.

In high school, students continue to improve their writing skills based upon the Tennessee Content Standards. In ninth grade, students become proficient at technical writing, while in later grades students explore persuasive and expository writing, culminating in the successful completion of a senior thesis by the end of twelfth grade.

Table 2.23 displays the typical course of study for English/Language Arts.

Table 2.23: ELA

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Reading I	Reading II	Reading III	Reading IV	English I	English II	English III	English IV
Writing I	Writing II	Writing III	Writing IV	Composition I	Composition II	Composition III	Senior Thesis

Mathematics

In middle school, students have double periods of mathematics to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. The mathematics courses have a dual focus: procedures (skills/computation) and problem solving (application). Initially, fifth grade students focus on mastery of arithmetic operations, fractions, percentages, basic geometric concepts, simple variable use, and probability. Throughout middle school, they study linear equations and symbolic algebra, planar geometry, theoretical probability and statistical analysis. By the end of eighth grade, all students will complete Algebra I class, setting them up to begin high school in Geometry. In middle school, the problem solving class complements the skills/computation class; the same concepts are taught using word problems, scenarios, and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills through logical reasoning. This focus on mathematics allows for accelerated remediation of students who lack basic skills and preparation for a college preparatory focus in high school.

In high school, students focus on an advanced curriculum that prepares them to complete college-preparatory math courses. In eleventh grade, math tracks begin to personalize. All students are required to take math every year. Additionally, each student is required to complete, minimally, a Pre-Calculus course before graduation. Liberty Collegiate will also provide a Calculus course to eligible seniors. These courses are aligned to the Tennessee State Content Standards. **Table 2.24** displays the typical course of study for Mathematics.

Table 2.24: Mathematics

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math Procedures I	Math Procedures II	Pre-Algebra	Algebra I	Geometry	Algebra 2	Pre-Calculus or Trigonometry	Calculus or Pre-Calculus
Problem Solving I	Problem Solving II	Pre-Algebra Problem Solving	Algebra Problem Solving				

Science

In middle school, the curriculum for science is informed directly by the State of Tennessee Curriculum Standards. As a result, students complete a course in Science encompassing Life, Earth and Space, and Physical Science in grades 5-8. Students utilize standard safety practices, analyze data proficiently, communicate scientific ideas, and conduct scientific inquiry experiments.

In high school, students are held accountable to the TN standards as they complete focused, college preparatory courses designed to cultivate deeper understanding of the different branches of science. In ninth grade, students take a Biology I course. In the tenth grade, students take Chemistry I. Students explore chemistry through inquiry, hands-on laboratory investigations, individual studies, and group activities. Their study includes both qualitative and quantitative descriptions of matter and the changes that matter undergoes. Students practice the necessary precautions for performing safe inquiries and activities and appreciate the risks and benefits of producing and using chemical substances. In the eleventh grade, students take a course on Physics and in the twelfth grade, students will elect to take either AP Biology or Environmental Science.

Table 2.25 displays the typical course of study for Science.

Table 2.25: Science

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Science (Life, Earth & Space, Physical)	Biology I	Chemistry I	Physics	AP Biology or Environmental Science

Social Studies

In middle school, the curriculum for social studies is informed directly by the Tennessee Curriculum Standards. Fifth graders complete a general social studies course with a focus on geography. Students in the sixth grade complete a general social studies course with a focus on World History. Students in the seventh grade complete a general social studies course with a focus on Comparative History and Civilization. Students in the eighth grade complete a general social studies course that focuses on American History. Each course is split into six strands: culture, economics, geography, governance and civics, history, individuals, groups and interactions.

In high school, students expand their existing knowledge by completing a series of advanced history courses, one in World History in the ninth grade and U.S. History in the tenth grade. Students then take a course in U.S. Government and Politics in the eleventh grade, culminating their social studies course of study with a course in African American History in the twelfth grade.

Table 2.26 displays the typical course of study for Social Studies and History.

Table 2.26: Social Studies and History

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Social Studies (Geography)	Social Studies (World History)	Social Studies (Comparative History and Civilization)	Social Studies (American History)	World History	U.S. History	U.S. Government	African American History

At-Risk Students

The anticipated student population for Liberty Collegiate is predominately students defined as at-risk, either by economic or academic indicators. The overall school design and instructional practices are designed to support and accelerate the learning for all students, especially those at risk for academic failure. These instructional practices include additional learning time, frequent assessments and data-driven instruction, flexible ability grouping, small group instruction, and a student supports team. Students identified as needing additional support to meet the school's goals are proactively and preemptively provided with these supports.

In order for Liberty Collegiate to achieve its mission of preparing all students for admission to and success in college and in life, we have developed supportive measures, especially for those students at risk of failing. We understand that under Tennessee law our enrollment preference must be for those students who: (1) are zoned to attend or come from a school that is failing to meet AYP; or (2) are failing or at-risk themselves; or (3) qualify for free- or reduced-price lunch. Liberty Collegiate has intentionally structured supports into our academic program to help students succeed and enable teachers to take corrective action immediately when a student does not meet performance expectations.

Liberty Collegiate's support for at-risk students is designed to ensure that each student is not just physically present at school, but is able to access the educational program being offered. Our support focuses progressively on prevention, intervention, and the creation of an improved learning environment. Policy recommendations have been made suggesting that early identification and intervention should be treated as a priority for minority children at risk for reading problems. This recommendation stems from the fact that this student subgroup is disproportionately placed in special education.⁵⁵ We explicitly address this issue by our aggressive approach to literacy instruction.

⁵⁵ Minority Students in Special Education: Disproportionality and Learning Disabilities, National Research Council Report (2004).

Further, aspects of Liberty Collegiate's school design and culture maximize the ability of all-risk students to succeed academically. These aspects include:

Frequent assessment and instructional use of academic data

The intent of our frequent assessment system detailed in **Section 3** is to collect and analyze data on student progress toward academic goals. We must be responsive and flexible to the individual and group needs of our students in order to maximize instructional time and the impact of instruction on student learning. Results from assessments are analyzed by teachers and instructional staff, including the Dean of Curriculum and Instruction (DCI). Staff professional development time, including two (2) hours per week on Friday afternoons, is strategically allocated to assessment analysis following such assessments to ensure quick and appropriate adjustment, when necessary, to the instruction of each student.

In addition, daily informal assessments such as verbal responses, written journal entries, and impromptu quizzes provide data points for teachers regarding student achievement. Liberty Collegiate believes that if this real-time data is to be useful, it should immediately impact the instructional delivery and student supports provided to struggling students. The data driven approach to instruction is implemented to provide the diagnostic information that will allow teachers to address students' needs swiftly.

Gradual Release instructional model

The strategy of teacher led instruction, guided classroom practice, and individual practice for mastery has proven to be a highly effective instructional technique for ensuring all students learn. Using this approach, the lesson begins with the teacher demonstrating the lesson concept or skill - "I do." After sufficient examples have been taught, the teacher then provides opportunities for the class to learn and practice the concept together - "We do." This may be achieved through the formation of small classroom groups that work on a series of questions together and under the guidance of the teacher. Lastly, students practice the concept independently - "You do" - to further strengthen their understanding and develop individual mastery of the material being taught.

Flexible ability grouping

We believe that flexible ability grouping is the most effective way to differentiate instruction for students at different academic levels; classes present the same content, but the degree of depth varies according to the ability levels of the group. All students are placed into one of three flexible ability groups based on the baseline data generated from testing during the student orientation period. As students develop skills and master content, they are able to transfer to different ability level groupings throughout the year. Flexible ability grouping allow teachers to implement a differentiated learning program to meet the needs of all children, including our at-risk students.

Extended daily learning time for all students

To ensure a strong academic foundation for our students, we offer an extended school day and extended school year. Our academic year is 185 days compared to the traditional 180 days of the Nashville Metro Public Schools district. In addition, our school day on Monday – Thursday begins at 8:00AM and end at 4:15PM, allowing for a 8.25 hour academic day to ensure that our

students are fully supported. Our Friday schedule, from 8:00AM to 1:20PM allows more than 6 hours of instructional time. Our extended day includes tutoring to provide an extra layer of support for our students that may be at-risk or struggling academically.

One-on-one and small group tutoring

Students who require assistance beyond the supports built into the daily structure of the school day have access to content specific tutoring during and after school. The instructional focus of tutoring is determined by data from the frequent assessments given to students in each subject. Additional remediation in the form of tutoring gives our at-risk students every opportunity to gain skill mastery and excel academically.

Parental and community involvement

Parents are informed of their child's academic and behavioral progress at regular intervals during the year. They receive regular PRIDE reports detailing their child's ability to uphold the core values of Liberty Collegiate and phone calls to update them on their student's academic and behavioral progress. Parents review and sign these PRIDE reports weekly. In addition, parents receive regular progress reports and additional reports after each interim assessment to inform them of student grades, academic strengths and weaknesses and any concerns about promotion to the next grade. A carefully monitored system of home-school communication also provides a support for students: the emphasis of the education program is proactive in nature, and regular assessment allows for diagnosis and early intervention.

A tightly-disciplined, “no-excuses” school culture where rules are clearly communicated and expectations are taught and practiced in clear and developmentally appropriate ways

We provide a disciplined, structured, and engaging educational environment that enables teachers to teach and students to learn. It is imperative that the school environment be safe and supportive and that the school culture and climate be conducive to the rigorous pace of instruction and learning that takes place at the Liberty Collegiate. In support of all of our students, particularly those most at-risk, through a consistently enforced Code of Conduct (please see **Section 10** for more detail) we provide a setting that is free from disruption, misbehavior and lost instructional time.

Working with a sense of urgency

Teachers and administrators always maintain a high level of urgency. The school is filled with a sense of immediacy, particularly with a middle school population that is challenged to remediate two or three years of skill and content acquisition within the first year. Therefore, teachers do not waste a minute of instructional time. From the second students walk through the door they start a Do Now, flow right into the lesson, and work until it is time for the next class to begin.

Liberty Collegiate uniformly applies procedural steps to identify and educate at-risk students. In all instances, this procedure adheres to all the student protection, parent consent and notification requirements, and due process provisions of the relevant statutes and applicable regulations.

Communication with Parents

Given the differences in cultural and educational capital that parents from lower socio-economic backgrounds often bring, and in support of T.C.A. §49-2-305 addressing parent communication and involvement in public schools, communication with parents is an integral part of our school design. In *Home Advantage: Social Class and Parental Intervention in Elementary Education*, Lareau's research indicates that social class is a key determinant of the extent to which parents advocate for their children in school settings. Too often, parents feel that they are unable to navigate the landscape of school. As a result, they disengage from the schooling process, to the detriment of their children's achievement.⁵⁶ Liberty Collegiate engages in deliberate efforts to welcome parents into the school community, provide frequent communication, and encourage reciprocal engagement between home and school.

We believe that parental support is an integral part of a student's education, and makes every effort to ensure that parents are an active part of our community from day one. Parents are engaged through immediate outreach upon enrollment of their child, and the school holds annual family orientation meetings. We communicate proactively and frequently with families, inviting them into the life of the school and the success of their student. Parents are taught how to be a successful Liberty Collegiate parent, and are asked to sign the Liberty Collegiate Family Contract (please see **Appendix 1**) to support their children and the educational mission of the school. These parental commitments include ensuring that their child is at school and on time, in their uniform each day, helping with homework and ensuring that it is complete, reading with their child each night, assisting their child in contacting the teacher regarding any problems or questions on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises. Parents understand that they may get a phone call from the school for any reason regarding their child.

Family input is sought in multiple ways throughout the year, including through an annual family survey, the results of which are included in our Annual Report and as a measure of success on our Accountability Plan.

Students with Special Needs

As part of our mission to provide a college preparatory education to all students, Liberty Collegiate ensures all students receive robust support within the school community for them to excel and meet our high academic performance standards.

In serving students identified as having disabilities under the law or who we suspect may have such disabilities, Liberty Collegiate provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the

⁵⁶ Lareau, Annette (2000) *Home Advantage: Social Class and Parental Intervention in Elementary Education*. Rowman & Littlefield.

least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP). Liberty Collegiate does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities.

Liberty Collegiate will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares all of them for success in the college of their choice and active citizenship. Our approach and design emulate high-performing urban schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure.

The guiding philosophy at Liberty Collegiate is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum. We embrace the approach of Dr. Thomas Hehir with respect to "Universal Design" and "Eliminating Ableism in Education." Dr. Hehir is director of the School Leadership Program at the Harvard Graduate School of Education and a former special education teacher and administrator and director of the Office of Special Education Programs (OSEP) at the Department of Education. Liberty Collegiate believes that students with disabilities fall along a wide continuum of difference in learners, but they are not a discrete category when it comes to instructional methodology. This means that adjustments will occur for all students, not just those with disabilities.

The school's Student Supports Coordinator (SSC) will be the administrator charged with coordinating and monitoring the school's special education programming and performance. Specifically, the SSC will:

- Participate in the engagement of qualified and where appropriate, licensed personnel to compose the school's multidisciplinary teams which will conduct special education assessments and evaluations.
- Ensure that all services are provided in direct accordance with each student's IEP in as efficient and effective manner possible. This extends to ensuring that any subsequent reevaluations are performed and that all required special education and related services are being provided and that all IEPs are appropriate.
- Train and support instructional staff on issues relevant to special education.
- Ensure that all special education reporting requirements are met.
- Retain, monitor, and secure all relevant data in a confidential manner in strict compliance with prevailing federal and state laws.

Identifying Students with Special Needs

Upon student enrollment at Liberty Collegiate after the conclusion of the any school admissions lottery, if applicable, the school conducts intake activities, which may or may not include home visits, with families. During these intake activities, one of the issues that is discussed is whether or not the enrolling student has an existing Individualized Education Plan (IEP).

In order to identify students with exceptionalities who do not have an existing IEP, the SSC and others, as appropriate, train all teachers and administrators to carefully monitor individual

student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data. The SSC holds a formal training for all staff at the beginning of each school year during staff orientation to review specific tips and guidelines for the determination of student eligibility for special educational services, as outlined in the National Association of State Directors of Special Education Primer. The SSC also have ongoing informal professional contact and communication with Liberty Collegiate teachers and administrators to provide ongoing counsel and advice regarding the proper identification of all potential student exceptionalities. Cross communication among all staff members is critical to efficient and accurate identification of students with exceptionalities. For example, our weekly team level and whole-school teacher meetings every Friday allow teachers and administrators, with guidance from the SSC, to monitor, discuss, and remain updated on the academic and social progress of each student. If it becomes clear that a student is not meeting the appropriate expectations of academic or social progress, we interpret this as an important indicator of a potential larger issue and move to address the potential issue as quickly as possible.

Throughout the school year, Liberty Collegiate's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher reviews the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and the Dean of Curriculum and Instruction monitor student assessment data at regular intervals. This allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the SSC, in consultation with the Dean of Curriculum and Instruction, develops a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress is carefully monitored for up to six (6) weeks. In addition, other information is gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs

If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the student is referred, in writing, to the SSC for individual evaluation and determination of eligibility for special education programs and services. Any professional faculty member of Liberty Collegiate may make referrals. Such referrals will:

1. State the reasons for the referral and include any test results, records or reports upon which the referral is based;
2. Describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and
3. Describe the extent of parental contact or involvement prior to the referral.

A copy of such referral along with the procedural safeguards notice is sent to the student's parents. The Student Supports Coordinator and the Dean of Curriculum and Instruction convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. Liberty Collegiate then conducts such testing, either in-house or via the

services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the Student Supports Coordinator, the student's teacher, and other appropriate staff. At that time, a decision is made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student is developed. With parental consent and support, Liberty Collegiate will seek to re-evaluate students and consider revising an IEP if we do not believe that the current IEP allows the student free and appropriate public education in the least restrictive environment. Each IEP is reviewed at least once in each school year and each student will be re-evaluated at least every three years. We remain vigilant about student growth so that we are ensuring that our support is appropriate to meet the required needs.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Liberty Collegiate adheres to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment. The Student Supports Coordinator serves as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

Professional Development of Faculty

Professional training and development for faculty involved with the education of students with disabilities include the following: the referral process to the Student Supports Coordinator, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. In addition, as part of our summer orientation for teachers, training include specific focus on supporting our special education students, and ongoing weekly faculty development will allow for support of teachers providing accommodations and modifications in support of students' IEP goals.

Staffing

We believe that all students, regardless of ability, can learn at high levels if provided with the appropriate supports in an inclusion model. In support of our mission and in support of serving students with disabilities, Liberty Collegiate will comply with all relevant state and federal statutes including Title II of the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. To the greatest extent possible, Liberty Collegiate educates disabled students alongside their non-disabled peers in the regular education classroom and only removes them from the classroom if the severity of their disability requires. Liberty Collegiate does not discriminate in its admission and enrollment practices against students having—or suspected of having—disabilities.

Liberty Collegiate will hire at least one full-time special education certified professional to serve as our Student Supports Coordinator (SSC) in our first year of operation. This individual is charged with overseeing learning interventions and supports for all students, including those with disabilities. The SSC works closely with the Dean of Curriculum and Instruction and coordinates with any outside resources (speech therapist, counselors, etc.) as required by IEPs. For each student referred to as a child with a disability, Liberty Collegiate appoints an IEP team consisting of the school's Dean of Curriculum and Instruction, Student Supports Coordinator, faculty member(s) who teach the student, special education teacher, and the child's parents/guardians. Each year, this IEP team develops a special education plan that demonstrates appropriate staffing levels and an integrated comprehensive services approach to serving our students with special needs.

Though the school's preference is always to limit the impact of disability on a student's academic experience at Liberty Collegiate while maximizing their educational opportunities in the mainstream program, the school is committed to hiring, as needed, any providers of speech language, occupational, physical, or other therapy who can work with students to ensure their success at the school.

Liberty Collegiate believes that frequent and consistent parental communication regarding special education students is absolutely critical to ensuring that students' progress as expected and that parents are able to support the work of the school to the greatest extent possible. During the school's various intake activities, staff devotes special attention to ensuring that parents are made aware of the school's expectations around parental involvement and understand the school's philosophy of special education. Beyond that, the Student Supports Coordinator (SSC) is responsible for making every effort to ensure that one or both of a special education student's parents is present at every IEP meeting of the child. This includes at least one week's notice before scheduling an IEP meeting. Should parents be unable or unwilling to attend an IEP meeting, the school moves forward with the meeting, but the SSC will be sure to retain written records of the school's attempts to set an IEP meeting with parents present at a mutually agreeable time and place. Parents of students with exceptionalities receive regular reports of student progress in the general education program and IEP objectives through the school's school-wide monitoring and reporting process, including each trimester parent-teacher conferences and report cards. In addition, the SSC is responsible for making special phone calls home on a regular basis, no less than once per month, to update parent(s) on a special education student's academic and behavioral performance in the regular education performance, including updates of actual performance against benchmark goals set in the student's IEP, when applicable. Parental involvement is an integral part of Liberty Collegiate's educational program for every child, and students with exceptionalities receive priority attention from all staff to go above and beyond the school's standard expectations and policies for involvement of every child's parents or legal guardians.

English Language Learners

Liberty Collegiate complies with all applicable federal laws related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal

Education Opportunities Act of 1974. In addition, we follow the State of Tennessee Board of Education ESL (English as a Second Language) Program Policy (3.207), designed to set the minimum standards for Tennessee school districts in providing services to non-English language background.

English Language Learner (ELL) students at Liberty Collegiate are provided with equal access and full participation in school activities. ELL students study the same content and are held to the same rigorous standards as other students. While all classes are taught in English, the level of English used for instruction, both verbal and written, is modified as needed to facilitate the ELL students' acquisition of English. Reading programs like Success for All and Wilson, which focus and are grounded in phonics, have been shown to be particularly effective for low income and ELL students. For students identified as English Language Learners (ELL), we use Structured English language immersion to accelerate academic progress. We eliminate or limit the separation of English Language Learners from the mainstream classroom, acknowledging the immersion method of language acquisition as the most expedited effective manner to educate ELL students⁵⁷; it is a method that capitalizes on peer interactions that occur among students in classrooms in both formal and informal instruction. If a student's English language proficiency is so severely limited as to render the student incapable of following the activities in a regular classroom, the school provides instruction in English to speakers of other languages (ESOL) for a certain period of time every school day. Because the objective is for the student to transition to fully English classes, the ELL student is also expected to participate in part of the regular classroom schedule, where all students have the opportunity to hear and use English.

The Doing What Works web page established by the federal Department of Education⁵⁸ lists five specific strategies that have been proven to be highly effective for supporting ELL students, and we are confident that our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Screen and monitor progress
2. Provide reading interventions
3. Teach vocabulary
4. Develop academic English
5. Schedule peer learning

1. Screen and monitor progress

The federal recommendation is that an effective program for ELLs includes well-developed assessments for identifying student needs. This corresponds with Liberty Collegiate's principle of data-driven instruction. We assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. The Principal and/or Director of Curriculum of Instruction oversee this process while working closely with teaching staff.

⁵⁷ Arizona Department of Education, July 2004, "The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison" located at http://www.public.asu.edu/~macswan/ade/ade_document.pdf.

⁵⁸ http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13&Tab=2..

2. Provide reading interventions

Recognizing that ELLs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core reading program. As outlined previously, a key element to Liberty Collegiate's educational program is the daily small-group tutoring for students who are struggling in reading. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction."⁵⁹ This aligns with our philosophy that instruction should be delivered with a sense of urgency.⁶⁰

3. Teach vocabulary

One of the most important components in language acquisition is vocabulary development. According to Bill Honig, to be able to read and understand grade-appropriate material, students need to learn 3,000-4,000 new vocabulary words each year (or roughly 70 new words per week).⁶¹ In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. At Liberty Collegiate, there is formal vocabulary instruction using essential word lists and words in context. Our structured vocabulary program features child-friendly definitions and cumulative assessments to ensure regular review of all words learned.

4. Develop academic English

For ELLs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Liberty Collegiate, vocabulary development is part of all subjects—not only English language arts—and includes explicit scaffolding of higher-order academic tasks. Although language acquisition experts such as Jim Cummins predict that it could take ELLs five years or longer to become truly proficient in CALP⁶², we expect that the extended school day at Liberty Collegiate will accelerate this process through increased daily exposure to academic English.

5. Schedule peer learning

Students improve their mastery of language through use. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. We implement the practice of "turn and chat" in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

Assessment of English Language Learners

⁵⁹ Ibid.

⁶⁰ Please refer to section titled "Sense of Urgency" on page 64 of this document.

⁶¹ Honig, Bill. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001.

⁶² Cummins, J. (1981a) Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics*, 2, 132-149.

Students who have been identified ELL are assessed annually to determine improvement in English proficiency. Students who score above the established cut-off point are deemed no longer ELL.

We regularly evaluate the progress of our ELL students, with such evaluations being informed by student performance on the Comprehensive English Language Learner Assessment (CELLA), and ongoing teacher observations with the consultation of the Dean of Curriculum and Instruction and the Principal. Performance will be assessed in the following way:

- ELL students are making strong academic progress as measured by instructor-developed assessments.
- ELL students are proficient in English in three years or less.
- ELL students are proficient in English/Language Arts as evidenced by proficiency on state and standardized exams.
- ELL students are advancing from grade level to grade level, evidencing mastery of core subjects on par with native speaking students.

All ELL students learn with all other students in the classroom for instructional time. Our direct-instruction program is geared to all literacy learners, especially ELL students. In addition, ELL students have tutoring time in small like-skilled groups, homework tutors, and adequate homework time. ELL students who require supplemental instruction in English to fortify their core English language skills receive sheltered instruction and tutoring as appropriate. If students are not making sufficient academic progress, we modify our ELL program as needed.

Research Base

It is our steadfast belief that successful schools must be designed, built, and run based on both proven best practices in the field and quality educational research. In designing our education program we have consulted the programs of the nation's strongest schools achieving the highest academic results with a sharply similar student population as the one we intend to serve. These schools produce results because they, too, sought the advice and counsel of those who had come before them. This reliance on what has been *proven* to work, rather than on what we believe *should* work, will enable us to deliver on our ambitious mission of preparing our students to success at the best college preparatory middle and high schools. To further strengthen our program, we have married this practitioner-based research with proven research in the field of education that supports our curricular choices and instructional techniques.

School Visits and Best Practices

In a knowledge-based economy, students must be prepared to meet the challenges of entering and completing college. Students living in poverty are less likely than middle class students to

develop college aspirations without non-familial intervention.⁶³ Clearly, college preparation warrants a thematic, deliberate approach. High performing college preparatory urban charter schools embrace college preparation as their theme and share core characteristics which have been incorporated into Liberty Collegiate’s design.

Information gathered by the Liberty Collegiate Founding Board is absolutely essential to our educational approach. Nearly every element of our school model is based upon successful implementation and execution at other high performing schools. We believe that our design must be based on proven models of excellence, not experimentation. As such, we have used successful practices from schools around the country to guide our design process in all areas including academic curriculum, instruction, culture, routines, hiring, physical space, and character education. We believe strongly in the importance of ongoing school visits and will build time into the annual professional development schedule for at least four visits to successful urban charter schools by all of the staff of Liberty Collegiate.

Table 2.27 provides a partial list of the schools studied by the planning team during the designing phase of Liberty Collegiate. **Table 2.28** provides a list of shared characteristics of these schools, upon which Liberty Collegiate has been designed.

Table 2.27: School Visits

LOCAL SCHOOL STUDY

KIPP: Nashville Academy	Nashville TN	LEAD Academy	Nashville TN
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REGIONAL SCHOOL STUDY

STAR Academy	Memphis TN	Soulsville Charter School	Memphis TN
KIPP: Diamond Academy	Memphis TN	Freedom Preparatory	Memphis TN
Memphis College Prep	Memphis TN	Veritas College Prep	Memphis TN

NATIONAL SCHOOL STUDY

North Star Academy	Newark, NJ	Leadership Prep Charter School	Brooklyn, NY
Excel Academy	Boston, MA	Achievement First Bushwick Elementary	Brooklyn, NY
KIPP Academy Lynn	Lynn, MA	Boston Preparatory Charter School	Boston, MA
Roxbury Preparatory	Boston, MA	Elm City College Prep	New Haven, CT

⁶³ Hossler, Don, Jack Schmidt, and Nick Vesper. *Going to College*. Johns Hopkins University Press. 1998.

Charter School			
Boston Collegiate	Boston, MA	Robert Treat Charter School	Newark, NJ
Achievement Preparatory	Washington, DC	Excel Academy Public Charter School	Washington, DC
Noble Street College Prep	Chicago, IL	KIPP Academy Middle School	Houston, TX
KIPP McDonogh 15	New Orleans, LA	KIPP Houston High School	Houston, TX
YES Prep NE	Houston, TX	YES East End	Houston, TX

Table 2.28: Shared Characteristics of High Performing Urban Charter Schools

Firm belief that all students can learn and achieve at high levels.	Frequent internal assessments with data to drive instruction.
Clear, outcome-focused mission, understood by all, and evidenced throughout the school.	Strong discipline code enforced by all.
Leader(s) highly visible ensuring all are focused on mission.	Clear and frequent communications with parents regarding student performance.
Highly-structured learning environment and organization.	Strong curriculum focus on skill mastery.
Classroom practices promote continuity from one classroom to another.	Extended school day and school year.

Embedded in the school's design are: belief in student capacity, adherence to an outcome-focused mission; a strong discipline code within a highly structured, uniform learning environment; and a strong curriculum focus on skill mastery. We also use a data-driven instructional model with extra time to learn to complement the school's design to ensure college readiness for our students. We are implementing this school construct in order to counteract the inequalities in cultural and academic capital students from minority or low-income families often have, leading to lower rates of college preparation.

As part of our planning process, we continue to travel across the country visiting and studying closely high performing urban public schools as part of the work with Building Excellent Schools. (For more detail, please see **Appendix 6.**) We continue to meet with school leaders and closely examine the best practices, systems and structures that lead to strong student achievement with similar student populations. We continue to take what we learn and incorporate it strategically into our school design. We only plan to use methods that have proven successful and are supported by ample evidence of positive achievement outcomes for urban children.

School Leadership Residencies

Linda Mendez, the Lead Founder and proposed Principal of Liberty Collegiate Academy, will complete and intensive urban school leadership residency as a key component of her training at Building Excellent Schools. The exact location of Ms. Mendez's residency will be confirmed in the late fall, but regardless of the exact location, the residency will be in a high performing urban charter school in which Ms. Mendez will make real contributions to the successful academic operations of the school while deepening her own leadership capacities in preparation for her leadership at Liberty Collegiate in Nashville.

Academic Achievement and Remedial Action

Describe the plan for evaluating student academic achievement at the proposed public charter school and the procedures for remedial action that will be used by the school when the academic achievement of a student falls below acceptable standards.

To retain its charter, a charter school is required by law to make adequate yearly progress, as measured by the state, toward achievement of the state's accountability goals. All schools must participate in the state's assessment system, the Tennessee Comprehensive Assessment Program (TCAP).

Provide a detailed framework of the school's approach to assessment, including any external and internal measures that will be used to establish and monitor student academic and non-academic progress beyond the state testing requirements. Summarize how performance data will be collected, reported, and used to improve instruction. Provide details about your plan for intervention and remediation should students fail to demonstrate adequate yearly progress.

Evaluating Student Academic Achievement

For Liberty Collegiate to ensure dramatic academic results, student academic progress must be measured and analyzed frequently, and action plans must then be efficiently and effectively put into place in response to such measurement. We believe that rigorous, frequent, and measurable assessments are essential to the execution of our mission of preparing our students for college and life success. In addition to participating in the state assessment system (TCAP) and utilizing more frequent curriculum-generated and teacher-created tests and quizzes, we will administer norm-referenced assessments, such as the Stanford 10, literacy development assessments such as the Scholastic Reading Inventory and internal interim assessments in English/Language Arts, Math, and Science.

We believe in the value of standardized assessment data and also recognize that no single assessment provides a comprehensive picture of student academic progress. In addition to standardized criterion and norm-referenced assessments, Liberty Collegiate will use a variety of daily, weekly, trimester, and annual tools and assessments to monitor the progress of our students toward our stated academic goals. Teachers will implement a variety of informal and formal assessments, such as consistent checking of Homework and Reading Logs, individual and group projects, exit slips, and class work.

The Liberty Collegiate Accountability Plan will be used to evaluate school progress annually and for the term of the charter. The Board of Directors, through its Academic Accountability Committee, will review progress towards specific measures outlined in the Accountability Plan. The Principal will be evaluated on these measures and for every assessment described below, the school has critical goals outlined in the Accountability Plan, including goals that will be used to

measure whether we meet Adequate Yearly Progress (AYP) as outlined within the requirements of federal law (NCLB).

Assessment Schedule

To determine the efficacy of our instructional program, measure progress toward academic goals, and revise teaching accordingly, Liberty Collegiate will administer various assessments, as outlined below in **Table 3.01**.

Table 3.01: Assessment Schedule

Assessment	Purpose	Grade	Administration Timeline
Reading/Language Arts			
Internally Created Tests and Quizzes	Measure standards mastery	5-12	Weekly
Interim Assessments	Measure standards mastery	5-12	End of each trimester and end of year
Writing	Assess writing with a commonly applied quantitative and qualitative rubric	5-12	Upon enrollment, and at the end of each trimester
TCAP	Assess mastery of state standards through State Mandated Criterion-Referenced Assessment	5-8	Spring of each year
Scholastic Reading Inventory	Measure grade-level reading proficiency	5-12	Upon enrollment and at the end of each trimester
Stanford 10	Measure longitudinal growth and compare student performance to national cohort through National Norm-Referenced Assessment	5-12	Upon enrollment, and at end of each year
Mathematics			
Publisher-Designed or Internally-Created Tests and Quizzes	Measure standards mastery	5-12	Daily and/or weekly
Interim Assessments	Measure standards mastery	5-12	End of trimester and end of year
TCAP	Assess mastery of state standards through State Mandated Criterion-Referenced Assessment	5-8	Spring of each year
Stanford 10	Measure longitudinal growth and compare student performance to national cohort through National	5-12	Upon enrollment, end of the year

	Norm-Referenced Assessment		
Science			
Publisher-Designed or Internally-Created Tests and quizzes	Measure standards mastery	5-12	Bi-Weekly
Interim Assessments	Measure standards mastery	5-12	End of each trimester and end of year
TCAP	Assess mastery of state standards through State Mandated Criterion-Referenced Assessment	5-8	Spring of each year
Social Studies			
Internally-Created Tests	Measure standards mastery	5-12	Bi-Weekly
Interim Assessments	Measure standards mastery	5-12	End of each trimester and end of year
TCAP	Assess mastery of state standards through State Mandated Criterion-Referenced Assessment	5-8	Spring of each year

Types of Assessments

Criterion-Referenced Assessments. To demonstrate that Liberty Collegiate students are improving and succeeding academically and that all individual students and subgroups are meeting all state curriculum standards, the school will administer all state standardized tests at the same time as other Nashville Metro Schools. All students beginning in Grade 5 will be assessed on the Tennessee Comprehensive Assessment Program (TCAP) to determine mastery of state-mandated academic standards.

Norm-Referenced Assessments. To demonstrate that our students are progressing each year and to ensure that they are competitive with a local and national cohort, Liberty Collegiate will administer a nationally norm-referenced test such as the Stanford 10. Upon initial enrollment, all students will take such a test to establish a baseline performance score per individual student and per grade level cohort. We will then administer that same norm-referenced test at the end of each academic year, demonstrating longitudinal growth per individual student and per grade level cohort as well as providing a comparative measure with a local and national cohort. Each cohort of students at Liberty Collegiate will improve its average national percentile ranking each year in all tested subject areas, as measured by the Stanford 10 or a similar nationally norm-referenced test. “Cohort” in this context, and throughout this document, is defined as a specific set of students who remain at the school from year to year.

Interim Assessments. Liberty Collegiate will implement an internal standards-based system of interim assessments designed to measure student performance at specific points in the academic year as correlated with the scope and sequencing of the curriculum and in alignment with state

and national standards in the core subjects. Interim assessments will be administered each trimester (see full description in **Section 2**). These assessments will be created by teaching staff with the support of the Dean of Curriculum and Instruction. Interim assessments are derived from the school's curriculum and are aligned with Tennessee content standards. Assessments will be created prior to teaching each subject unit to ensure accountability of the content being taught. After each assessment, action plans will be created, which will identify:

- Skills/objectives to be re-taught to the **entire class** Skills/objectives to be re-taught to **small groups** during class
- Skills/objectives to be re-taught to **individual students** with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development needs for teachers to strengthen areas of instructional weakness

Authentic Assessments. We believe in the value of standardized assessment data and also recognize that no single assessment provides a comprehensive picture of student academic progress. In addition to the standardized measures noted in the above tables, including TCAP and Stanford 10, Liberty Collegiate will use a variety of daily, weekly, each trimester, and yearly authentic assessments to regularly monitor the progress of our students toward our stated academic goals.

- **Homework.** Every student has homework every night. It will consist of a combination of review from previous material as well as content that is being taught during that week. Students complete homework daily according to guidelines and rubrics that are clearly communicated to students during orientation. Homework is checked daily and students and families are notified immediately if homework is not turned in or completed at a satisfactory level.
- **Reading Logs.** Students are required to read at least 30 minutes per day outside of school. Students have access to a classroom-based, leveled school library from which they can select books aligned to their reading level.
- **Projects.** During the year, students complete longer term projects, essays, or lab reports that demonstrate organizational and time management skills, and the ability to show content mastery in different formats. Each project allows students to demonstrate their knowledge in authentic ways, and engage students' various learning styles.
- **Do Nows.** Do Nows are completed by each student during a 4-5 minute period at the beginning of each class. They consist of a series of questions that are a review of previous material and give the teacher a quick check for student understanding of a concept.

Using Student Data to Drive Instruction

The intent of our frequent assessment system is to collect and analyze data on student progress toward academic goals. We must be responsive and flexible to the individual and group needs of our students in order to maximize the impact of instructional time. Results from assessments are analyzed by teachers and instructional staff, including the Dean of Curriculum and Instruction (DCI). These results are immediately and effectively spiraled into the regular curricular scope and sequence through mediums such as direct lessons, remedial instruction, homework, and Do Nows. Interim assessment results allow us to adjust our instructional delivery before having the benefit of state assessment data. The combination of national norm-referenced exams with frequent internal assessments provides additional tools by which to hold ourselves accountable to our stated academic performance goals.

Using both external and internal standards-based assessments, we monitor student performance often, analyze data results closely, and convert results into specific measurable action plans that support strong academic achievement for every student. Prior to the start of the school year, we conduct a diagnostic, formative assessment of each student using an age- and grade-appropriate standardized assessment tool. The results from such diagnostics provide a clear picture of current student mastery, and inform ongoing lesson plan development and individual student academic action plans. These diagnostics also allow a benchmark against which all future academic growth can be measured.

Supporting our belief that all students can learn at the highest levels, we hold ourselves accountable for results through the use of a detailed data analysis tool adopted from the Uncommon Schools Network.⁶⁴ This data method allows us to track student mastery of standards and enables teachers to design a plan to reflect on their teaching methods in order to re-teach the standards which students have not mastered or provide small group and individualized support to students as needed.

⁶⁴ Knowledge of this data analysis method was informed by a workshop conducted at Building Excellent Schools by Doug Lemov, Managing Director of True North Network of Uncommon School, founder and former president of School Performance, Inc, and former principal of the Academy of the Pacific Rim Charter School.

Figure 3.01 illustrates our Outcomes Assessment Plan.



Steps which underlie the assessment of student learning:

1. Develop learning objectives.
2. Check for alignment between the curriculum and the objectives.
3. Develop an assessment plan.
4. Collect assessment data.
5. Use results to improve the program.
6. Routinely examine the assessment process and correct, as needed.

Source: *Assessing Academic Programs in Higher Education* by Mary J. Allen 2004

The Outcomes Assessment Plan summarizes the cyclical nature of curriculum and assessment design and implementation. As the diagrams indicate, the end result will always be to use student achievement data to drive improvements in our instructional program.

Derived from our mission and goals, each standard-aligned learning objective is taught with an expected outcome in mind. Students are assessed on knowledge and proficiency of these objectives through our assessment systems. Once assessment results are available, they are analyzed by teaching faculty under the guidance of the Dean of Curriculum and Instruction and the Principal. Student performance data is analyzed during weekly afternoon professional development and on full professional development days. The goal of each data analysis session is to make program improvements to ensure all students are achieving mastery on all objectives. This may require the re-teaching of a lesson in a different manner or spiraling in previously taught material with new objectives in the form of a class activity or homework exercise.

Student achievement data is reported to the Liberty Collegiate Board of Directors on a monthly basis through the Board's Academic Achievement Committee. Assessment results are broken down into racial and socioeconomic subgroups to ensure that all students are making progress toward our stated academic goals.

Measuring Non-Academic Performance

Non-academic performance, such as students' progress toward mastery of our character development curriculum, is carefully monitored. Merits, demerits and detentions are closely tracked and this information is included on all student progress reports. Tracking this information allows staff, students and parents to see progress over time. This data is analyzed at staff development to identify trends in behavior. Similar to academic data, if the staff recognizes gaps

in understanding or progress, they will create an intervention plan to address those needs. This might look like additional support or lessons in advisory related to a school value.

Intervention and Remediation

To ensure that all of our students are progressing toward our stated academic goals, we provide immediate and targeted intervention and remediation. More particularly, Liberty Collegiate provides students daily and weekly remediation as needed. Students in need of remediation outside of the extra literacy and math time afforded to all students are identified through our comprehensive assessment and data analysis system. We use results from state mandated assessments, nationally norm referenced assessments, and internal school implemented assessments to put together individualized remediation plans for students requiring remediation.

This comprehensive approach to data analysis allows: (1) school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; (2) teachers to know what needs to be effectively re-taught or reinforced with students and groups of students; and (3) most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns and learns well. Our approach to data analysis not only supports those students in need of remediation, but also accelerates our gifted and talented students.

Student Supports

Since we have set high expectations and ambitious goals for our students, we must provide the necessary support to ensure all of our students are on a path to college. The Liberty Collegiate academic supports system is in place to maximize our opportunity to meet or exceed all of our academic performance goals.

Our student support model is predicated on the belief that prevention and intervention should have equal weight. By operating in this manner, we are able to create school-wide systems that set students up for success and supplement those with intervention systems to help students who are struggling. These supports include:

- **Culture of Structure and Discipline.** For student achievement to occur, a school culture must emphasize structure and discipline, strength in character, and responsibility. Student achievement will not materialize from school chaos; we must eliminate distractions and maximize instructional time if we are to close the achievement gap. Students must understand that their effort has a direct correlation on their academic success. School culture is the first step towards that goal. To begin that process, students enrolled at Liberty Collegiate attend a student orientation at the start of each academic year. During the orientation period, there is a focus on school culture and high expectations. Routines,

structures, and behavioral expectations of Liberty Collegiate are explicitly taught and relentlessly practiced and students begin the process of developing the strength in character, perseverance and work ethic necessary to succeed. These systems are constantly enforced and monitored to ensure consistency in expectations. By providing an environment of structure and discipline, we proactively create a place where students are able to achieve academic success.

- **Advisory and Character Development.** Students are divided into small, grade-level advisories that operate as teams. The focus of advisory is two-fold. First, advisories function as a student's "family" on campus. They are led by a two-adult team that sees students most often, knows their families best, and closely monitors short and long term student progress. The other students in the advisory also know one another well and are able to rely on one another as supports in school. Second, advisories are the hub for character and value instruction. Advisors work in grade-level teams to create a scope and sequence for teaching the PRIDE values. These are taught in advisory and spiraled into classrooms and community gatherings. By providing students with strong character, we believe they are more likely to achieve. Additionally, by providing them with close and frequent adult and peer supports, we are better able to identify and address gaps as they materialize.
- **Student Schedule.** We view the student schedule as an important student support. By using diagnostic data to create flexible ability grouping, we proactively group students in a way that meets students where they are at academically, but pushes them towards the same rigorous academic goals. The "flexible" in flexible ability grouping allows us to use formal and informal assessment data to move students into the most appropriate groups as necessary. These groupings allow teachers to support struggling learners and to push academically advanced students, all while ensuring that every student meets school academic goals. Additionally, a student schedule that allows twice as much time in math and literacy proactively builds in time for more careful study of core curriculum. Extended school days and years help accomplish this same task.
- **Parent Communication.** We believe that communicating with parents early and often is an important student support. Parents meet their student's advisor early in the year. Advisors are expected to make, minimally, bi-weekly contact with parents to update them on students' progress and to check in on how things are going at home. Additionally, weekly progress reports are sent home through advisories and must be signed and returned for a grade. By keeping these lines of communication open, we are able to anticipate student struggles and leverage parents as an additional support in student achievement.
- **Tutoring.** We recognize that despite intricate planning and attention to detail by teachers, unanticipated academic challenges are bound to pop up. As a result, teachers are expected to build four (4) thirty-minute tutoring blocks into their weekly schedule. Teachers use formal and informal data and conversations with grade level teams to set the rosters and schedule for these tutoring sessions. Groups should be no more than five (5) students and should have clear objectives and lesson plans. By building these tutoring blocks into daily teacher plans, we are able to quickly and effectively address student misunderstandings.

- **Homework Detention.** Homework is a core component of the academic programming at Liberty Collegiate. We believe it is a critical element of student learning and informal assessment. As a result, we place an incredible emphasis on its quality and completion. There are two student support structures that help ensure quality homework is completed by students daily. First, any student who does not satisfactorily complete all of their homework on any given day is automatically required to stay in homework detention after the academic day closes. Additionally, during Afternoon Advisory, students work with their advisors to ensure they have all necessary materials to do their homework. They also use this time to begin their work in an safe, quiet environment with 1-2 adults who are there to support them. By holding students accountable to consistently complete quality homework and by providing them with a time and place in which to complete it, we increase student learning and build another proactive avenue for student support.
- **Open Lines of Teacher Communication.** All teachers provide students with their phone numbers as a way to reach out for help and questions outside of normal school hours. Students are trained in the appropriate procedures for phone calls - when they should call, how they should greet and speak to teachers and what phone calls should be used for. This additional access to students also proactively allows teachers to support student misunderstanding.
- **Re-Teaching/Re-Pacing:** Data from assessments is useless if not used quickly and efficiently. Teachers spend time immediately after assessments carefully analyzing data. Classroom assessment data is discussed at grade-level teams. Interim assessment data is analyzed at staff development days. This data is used to identify trends in misunderstanding and then used to create a plan to remediate it. This might happen in small groups during tutoring; it might be addressing pacing plans to build in time for re-teaching. The key is that teachers actively address gaps as soon as they surface.

While this list is vast and strategic, we also recognize that we may need to employ additional, targeted interventions determined by student performance, such as Saturday School. We are open to that possibility and proactively planning for such contingences. This list represents the key structures that must be in place to support students in year one. As our staff and student populations grow, we will continue to expand and diversify student supports.

Teachers are trained in these systems and procedures prior to school starting during teacher orientation. Additionally, the efficacy of these programs is evaluated during staff development throughout the year to ensure that they are being used often and appropriately. Parents and students are made aware of these systems and procedures at summer orientation.

Through our high expectations of all students, coupled with an extensive network of student supports, our goal is to maximize our opportunity to consistently meet Adequate Yearly Progress for all students and subgroups as defined by No Child Left Behind legislation. Through frequent and purposeful administration and analysis of assessments, we identify the specific needs of our students in attaining proficiency in the core academic subjects. Flexible time during the

instructional day and time after school will be used for remedial action, particularly for students not on track to make AYP.

Each of these customized student supports dramatically reduces the likelihood of student failure. Our robust student assessment plan enables us to evaluate student progress, intervene appropriately and make informed predictions about student success on statewide assessments.

Promotion and Retention

We believe that all children, regardless of background or socioeconomic status, can achieve at high levels. All students will meet whatever academic bar is set for them if provided with the structure and support to get there. It is our responsibility to ensure we set the highest of expectations and support nothing less than our students meeting that bar. Liberty Collegiate's academic program is designed to allow all students every opportunity to gain the required knowledge and skills to be successful at the next grade. Our goal of ensuring all students are at or above grade level begins with immediate diagnostic of student ability levels at the beginning of the year, coupled with frequent, standards-driven, assessments to measure student progress toward academic goals. These assessments are used to address potential deficiencies early, before it becomes more difficult to remediate. Liberty Collegiate provides students who are behind academically with the additional supports necessary, such as those detailed in **Section 2**, proactively and preemptively to ensure every opportunity to matriculate to the next grade fully prepared for success. These supports and structures include additional learning time including daily tutoring, a Student Supports Coordinator (SSC), flexible ability grouping guided by frequent assessment, and early communication with parents. We recognize that many of our students will likely enter fifth grade with significant literacy and numeric deficiencies. Thus, it is incumbent upon the school and our staff to ensure all students excel, ultimately prepared for success in college and beyond

Promotion to the next grade is earned at Liberty Collegiate and there will be clear guidelines governing promotion decisions. Two metrics will be considered when promoting students to the next grade: academic achievement and attendance.

- **Achievement.** Two academic metrics are used to determine promotion or retention: 1) Achievement on End-of-Year Exams AND 2) End-of-Year Grades. In both cases, a grade of 60% or better is considered passing. Students earning a failing grade on an end-of-year exam and/or end-of-year report card in a maximum of two classes are required to attend a summer school program. The summer school program provides small-group remediation in identified areas of need. If students pass the summer school program, they are promoted to the next grade level. If students fail to enroll in or fail to pass the summer school program, they will be retained. Students who earn a failing grade on an end-of-year exam and/or end-of-year report card in more than two classes will be retained. Specific provisions of an Individual Education Plan (IEP) may amend promotion or retention criteria, on a case-by case basis.

- **Attendance.** Regardless of grade level, Liberty Collegiate students whose unexcused absences exceed ten over the course of one academic year will be candidates for retention. Ten unexcused absences equates to more than 5% of the academic year. This level of absence undermines academic growth, detracts from disciplined work habits and prevents students from becoming committed to their own education. For these reasons, Liberty Collegiate places a premium on regular, punctual attendance. We maintain close and communicative relationships with families, proactively addressing any attendance concerns as part of our overall early intervention approach.

Budget

Provide an operating budget based on anticipated enrollment.

Public charter schools are required to operate under an annual budget on a July 1 to June 30 fiscal year. Provide a realistic, line-item estimate of the revenues and expenditures for operating the school from approval through the fifth year of operation. You must use the Public Charter School Five Year Planning Budget Document form and cover sheet, which is provided on the Tennessee Department of Education's Charter Schools webpage.

As required by Tennessee Code Ann § 49-13-111 (l), the required budget for Liberty Collegiate Academy on the state mandated forms is provided as **Attachment C**.

Below is a narrative that supports the major assumptions used to both create the operating budget for Liberty Collegiate Academy Charter School and ensure that we have engaged in all appropriate financial and business planning to ensure that we are able to operationalize our mission and vision.

Revenue Assumptions

The primary source of revenue for Liberty Collegiate will be funds received from Metropolitan Nashville Public Schools (MNPS) for the basic education program (BEP). MNPS has indicated that the amount for the 2010-2011 academic year will be approximately \$8,013 per student. Additionally, MNPS has indicated they will provide approximately \$170 in facility monies per student. The budget assumes a 3% increase annually in the per student allocation over the five-year period. To supplement funds from the basic education program, Liberty Collegiate will apply to the Tennessee Department of Education for the Planning and Implementation Grant for Tennessee Public Charter Schools. This grant would provide \$225,000 for the period July 1, 2010 – June 30, 2011; \$250,000 for the period July 1, 2011 – June 30, 2012; and \$125,000 for the period July 1, 2012 – June 30, 2013.

The Founding Board of Liberty Collegiate Academy has already pledged a collective contribution of \$5,000. In addition, Building Excellent Schools Fellow-founded charter schools are eligible for \$250,000 in Walton Foundation funds for charter school start-up, made available in our pre-operational year.

Funds received during the pre-operational year will be used to cover contractual expenses including expenses for the Dean of Curriculum and Instruction. In addition, funds will be used to complete all the important tasks and objectives essential to effective school startup. These objectives/tasks include, but are not limited to, use of funds for recruitment of staff, office supplies, furniture, and facility acquisition costs prior to opening. Though we intend to solicit private funds and supplemental resources during the pre-operational period, in the interests of fiscal conservatism, we have not included any anticipated revenue from these sources in the pre-operating budget. Should additional monies be raised from fundraising sources, they will be used to purchase items such as office equipment or technology needed for more effective implementation of the school's operation.

Expenditure Assumptions

Personnel

To fulfill our mission with the understanding that we must meet our students and their families where they are, we have staffed the following administrative positions from Year 1: Principal, Dean of Curriculum and Instruction, Director of Operations and Finance, Student Supports Coordinator.

The Board of Directors of Liberty Collegiate Academy will determine a competitive compensation package based on education, experience and skill sets. All salaries will have an annual cost-of-living adjustment increase (estimated at 3%).

In accordance with the Tennessee charter statute T.C.A. § 49-113-119, teachers of Liberty Collegiate Academy will participate in the group insurance plans of the LEA. Liberty Collegiate has properly accounted for the staffing costs in regard to health benefit plans, life insurance, state retirement, social security and Medicare. In addition, Liberty Collegiate has budgeted for a reserve fund (approximately 3%) of the expense budget each year, to cover contingencies and future liabilities such as post-retirement employee benefits.

A bonus plan may be implemented, depending on the financial resources of the school. Bonus allocations and amounts will be determined by the school's Board of Directors.

School Operations

Marketing

- Includes funds allocated for student recruitment and fundraising efforts, which are led by the Principal.
- Approximately \$10,000 has been allocated for the Principal in the planning year to engage in fundraising and student recruitment efforts.

Instruction

- *Classroom Supplies* – Includes supplies and classroom decor purchased by faculty for their classrooms and students and also includes school-wide decor. This line item is based on historical costs at other local charter schools (approximately \$65 per student) and has an inflation adjustment included for future years.
- *Instructional Materials* –Liberty Collegiate believes that textbooks should supplement the curriculum, but not necessarily be the primary curriculum. We anticipate creating our own internal curriculum and using textbooks as a supplement in English and Math. The school has budgeted for \$250 per student for text books. This will allow the Dean of Curriculum and Instruction and the Instructional staff to purchase text books for science and/or social studies classrooms as necessary. We have assumed that textbooks will be replaced every four years due to wear and tear and updated materials.

- *Student Assessment Materials* – Liberty Collegiate administers state-mandated tests as well as a nationally norm referenced test (such as the Stanford 10), and internal assessments. This line item is based on historical costs of other local charter schools (approximately \$50 per student).
- *Printing* – Includes all costs associated with printing and copying for instructional purposes. Because our curriculum will be created internally, there will be more costs associated with printing worksheets, activities, homework, etc. This line item is based on historical costs of other similar charter school models, approximately \$100 per student.
- *Health Supplies* – Liberty Collegiate has allocated approximately \$6 per student annually for first aid and other basic medical supplies. This line item is based on historical costs of other local charter schools.
- *Postage and Shipping* – Includes routine postage and shipping. This line item is based on historical costs of other charter school models (approximately \$5 per student) and has an inflation adjustment included for future years.
- *Student Furniture* – Liberty Collegiate has budgeted approximately \$200 per new student or approximately \$20,000 per year for student furniture.
- *Gifts and Awards* – Liberty Collegiate, as part of its school culture, believes strongly in rewarding students and faculty and staff for its accomplishments and hard work. As such, the school has budgeted for gifts and awards – based on historical costs (approximately \$15 per student and \$200 per faculty and staff member).

Office-Administration

- Primary cost drivers are office supplies, furniture for faculty and staff, expenses associated with faculty and parent meetings, and insurance.
- *Office Supplies* – Includes central office supplies. This line item is based on historical costs for local charter schools (approximately \$500 per month).
- *Furniture* – Liberty Collegiate has budgeted \$500 per new FTE for staff furniture.
- *Faculty and Parent Meetings and Activities* – Includes costs for faculty working meetings as well as parent meetings. This line item is based on historical costs of other local charter schools (assumes 15 meetings per year and \$100 per meeting – driven primarily by food costs).
- *Insurance* - Includes insurance expense for general liability, umbrella, school board professional liability, building contents, employer's liability for workers compensation, surety bond, and physical/sexual abuse and molestation liability.

Professional Development

- Liberty Collegiate has allocated \$1500 per full-time equivalent, which is based on historical costs of other local charter schools, for professional development.
- The professional development budget includes travel and professional fees.

Technology & Equipment

- *Computer Lab* – Liberty Collegiate plans to purchase a computer cart with 30 laptop computers per grade level. Liberty Collegiate has budgeted to pay \$500 per computer (which would include all necessary software costs). The school assumes an average life of four (4) years; therefore, in year five (5) we begin to replace the carts.
- *Faculty Laptops* – Each Liberty Collegiate faculty member is provided with a laptop. The school assumes it will need to replace laptops every four (4) years to keep pace with technological upgrades. Liberty Collegiate has budgeted to purchase laptops at an average cost of \$1,200 per computer (which would include all necessary software costs). Given the extensive professional networks of the Founding Board Members, the school may receive in-kind donations or computers at a significantly lower price, which would have a favorable impact on the budget.

Food Costs

- Liberty Collegiate anticipates contracting with MNPS for food service; however, other options will be considered to maximize the value for our students.
- Liberty Collegiate anticipates an 85% free and reduced lunch student population and expects this percentage to stay constant through the first five years of charter operations.
- Students not qualifying for free or reduced lunch will be able to purchase their meals in the cafeteria, resulting in minimal costs to the school for the regular food program.

Contracted Services

- *Accounting*. Liberty Collegiate has budgeted \$10,000 per year for its annual audit to be conducted by a CPA firm. The annual audit is required by the Tennessee charter statute. An inflation adjustment has been included for future years.
- *Legal*. Liberty Collegiate has budgeted \$10,000 per year for legal expenses to assist with contract negotiations and other legal needs.

Facilities

- Liberty Collegiate is currently pursuing several facility options that are consistent with our managed growth. More details on our facility options can be found in **Section 21**. Based on those options, the costs shown in the budget represent a blended cost of capital.
- Liberty Collegiate has budgeted approximately \$200,000 per year for the first four years and \$380,000 per year thereafter. This cost includes debt service (principal and interest) on financing or rent, possible renovations, insurance and upkeep.
- While Liberty Collegiate has budgeted conservatively for its facility costs, the school intends to negotiate the lowest price possible. This will ensure that we can channel more funds towards our educational program, thereby fulfilling our mission.

Auditing

Describe the method for conducting annual audits of the financial, administrative, and program operations of the school.

Immediately after the end of the fiscal year (June 30), charter schools must furnish to the local board of education, the special joint oversight committee on education, the Commissioner of Education and the Comptroller of the Treasury an annual audit prepared by certified public accountants or by the department of audit. Describe the methods the school will use to complete this audit and to conduct reviews of the school's administrative and program operations.

Financial Audit

The Liberty Collegiate Academy Charter School Board of Directors will form from its membership, a Finance Committee, which will be responsible for selecting an auditor to certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Liberty Collegiate. The Board of Directors will ensure that both internal and external controls are in place to ensure sound fiscal management and prevent any fiscal mismanagement. It will also make sure that the auditor has access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval and adoption of the budget and continue throughout the year. The list of documents prepared, collected and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor.

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school.

After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrong doing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to Metropolitan Nashville Public Schools (MNPS) regarding how the exceptions and deficiencies have been or will be resolved.

Upon completion, a copy of the annual audit, prepared by certified public accounts, will be provided to local board of education, the special joint oversight committee on education, the Commissioner of Education and the Comptroller of the Treasury.

Administrative Audit

The Board of Directors will conduct an annual internal administrative audit, consisting of:

- Board of Directors self-review
- Board of Directors review of the Principal
- Principal's review of the Dean of Curriculum and Instruction

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Monthly Financial Reporting

The Principal in coordination with the Director of Operations and Finance will produce a set of reports relevant to the fiscal condition and performance of Liberty Collegiate. This set of reports will include, at a minimum, the school's balance sheet as of the closing day of the month being reported, an analysis of the school's budgeted versus actual expenditures, a cash flow statement, and a cash flow projection to the end of the current fiscal year. Any major variances represented on the reports will be fully explained to the Board and corrective action, if necessary, will be taken.

Administrative and Program Audit

Liberty Collegiate Academy plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Liberty Collegiate Academy will receive support from Building Excellent Schools in the form of Follow-on Services focused on successful start-up and early operation. The Follow-on Services will include, but not be limited to: school culture, curriculum development, recruitment and hiring, and governance. **Appendix 2** outlines a full list of services provided by Building Excellent Schools.

Timetable for Commencing Operations

Provide a timetable for commencing operations as a public charter school which shall provide for a minimum number of academic instruction days, which shall not be fewer than those required by statute.

Describe the school's start-up timeline, from charter approval to the first day of operation. Summarize the school's daily and annual calendar, indicating the number of academic instruction days.

Students will attend school for 185 days in the academic year. This is five (5) days longer than the traditional school year of 180 days in Metropolitan Nashville Public Schools, required under TN law: T.C.A. 49-6-3004. Students at Liberty Collegiate will get more than 1,400 hours per year of instruction, ensuring that they master the foundation necessary to prepare for a rigorous college preparatory curriculum. Our daily schedule fully supports our mission by providing more hours each day and more days in the school year to ensure our students master the foundational skills necessary for a rigorous college preparatory curriculum in high school and ultimately succeed in college.

We believe that in order for Liberty Collegiate Academy to be true to its mission, we must create a culture of high academic and behavioral expectations before core subjects can be taught. As part of the extended year, students attend a five-day summer student orientation. Students learn and practice the routines, structures, and behavioral expectations of Liberty Collegiate Academy during this time and begin the process to develop the strength in character, perseverance, and work ethic necessary to succeed at Liberty Collegiate and eventually to gain acceptance to and excel in college. Students at Liberty Collegiate arrive at Liberty Collegiate no later than 8:00 AM and with additional extended day supports will wrap up their school day as late as 5:30 PM.

Prior to students arriving at Liberty Collegiate Academy, teachers receive three weeks of training focused on three key areas: school culture, curriculum development, and common school-wide routines and practices. To provide students with a consistent, demanding, and achievement-oriented school culture from day one, all staff are explicitly trained in those school wide systems and structures that support our behavioral and academic expectations of students, and staff has time together to practice those systems and structures prior to students' arrival in the building. In preparation for a strong standards-driven instruction in each classroom that is logically planned backwards from state standards, teachers also need the time and professional guidance to develop a yearly scope and sequence prior to students arriving and to create interim exams that are aligned with both state and national standards. A curriculum map is necessary prior to school starting in order to assess where students are and to determine if current classroom pacing will adequately prepare students for the material that they are responsible for learning.

A Day in the Life of a Liberty Collegiate Student

Liberty Collegiate Academy students begin the day by sitting down to Breakfast from 7:30 AM – 7:50 AM. Students transition to Morning Advisory by 8:00 where they turn in the day's homework, organize their materials and engage in silent independent reading or team building activities to jump start their day. Students begin their instructional day by being greeted at their classroom doors by their teachers with a handshake. All students in middle school will have 55 minutes of Reading and 55 minutes of Writing each day (encompassing the 110 literacy block). Students will have 55 minutes of Math Procedures and 55 minutes of Math Problem Solving each day(encompassing the 110 minute math block). Each student attends 55 minutes of Science and 55 minutes of Social Studies per day. Finally, at the end of the day, students have an Enrichment course (PE, art, music, etc.). General dismissal takes place at 4:15PM. For students who require Homework Club, Detention or additional tutoring, the day will end at 5:00PM.

Professional Development Schedule

Schools are only as strong and effective as their teaching staff. One of our core goals is to provide a professional teaching environment by establishing a culture of constant teacher learning. Before each school year begins, teachers work with the Principal and Director of Curriculum and Instruction to develop and refine curriculum, create assessments, and define focus areas based upon achievement data. We provide reflection time in the middle and at the end of the school year to meet with parents, write assessments, and reflect on the student achievement of students and staff growth. Schedules provide supports to teachers including:

- Three week summer Professional Development prior to the beginning of the school year
- 10 professional development days during the calendar year
- 120 minutes of weekly dedicated Professional Development to meet individual and school needs
- 120 minutes of scheduled collaborative planning time during each school day for each teacher

The Liberty Collegiate leadership team will work together to design, implement and evaluate a high quality, effective professional development (PD) plan focused on improving the school and raising student achievement.

- Year 1 PD focuses on program design elements using internal staff development standards, with emphasis on school culture, data-based decision making and planning for strong Year 1.
- Year 2 PD focuses on implementation of refined systems of accountability and evaluation, review of culture and its impact on student achievement and planning grade expansion.
- Year 3 teams continue to advance their learning about systemic change, focus on leading continuous improvement efforts, and evaluate implications of their plan.

Specific goals for Pre-opening and Year 1 Professional Development are provided below:

- Introduce and implement systems which will strengthen a positive school culture.
- Build a collaborative, professional learning environment for the team and the school.
- Complete the planning cycle by creating curriculum by subject for fifth grade students.
- Use curriculum to create unit/lesson plans and assessments for students in each fifth grade subject.

In accordance with federal and state mandates, we introduce teaching and managing individuals with disabilities during professional development each year. In Year 1 we have a full time Student Supports Coordinator who specializes in IDEA case management and ensures that individuals with disabilities are held to a high standard of academic achievement with appropriate supports to accommodate the disability in the whole classroom and small group settings. The SSC also engages teachers in professional development around supporting all learners.

Our Approach To Professional Development

Professional Development (PD) is essential for the successful delivery of Liberty Collegiate's college preparatory mission. The three pillars to Liberty Collegiate's professional development are (1) the effective use of data to drive instruction, (2) consistency of systems and structures to maximize instructional minutes, and (3) the development of effective vertical and horizontal teaming to improve instructional practice. These three pillars drive the PD plans for Pre-opening, Summer Professional Development Institute, and School Year PD.

Professional Development is delivered throughout the school year including 15 summer days pre-opening of school, and ten (10) full days during the school year. Teachers have additional opportunities for professional growth through outside courses, chosen on an individual basis, as well as planning and collaboration periods scheduled for every teacher, every day.

The Principal works closely with the Dean of Curriculum and Instruction (DCI) to develop in house professional development. The Principal oversees all group trainings ensuring that organizational PD objectives are met, while the responsibility of the delivery of the training on instructional planning, development, and execution will be delegated to the DCI. The DCI focuses on the coaching, observation and the development of faculty to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. PD days may also include visits to exemplary schools, teachers, or curricula.

Pre-Opening and Year One Professional Development Priorities

In order to execute Liberty Collegiate's mission to deliver a rigorous college preparatory program that is highly structured, a strong and consistent culture of excellence must be set for the staff and students the day they enter the building. To this end, it is essential that staff engage in a three-week PD prior to opening the school doors to students and families. School leadership stresses the importance of setting a positive, clear, consistent and well-structured culture. During the summer PD, teachers are trained on the importance and effective implementation of tight organizational structures and on school-wide systems and structures. The school-wide systems

and structures will range from lesson-planning protocols, writing effective Do-Nows, Aims, the Gradual Release of Responsibility, and data-driven instruction, to safety procedures, attendance reporting, and parent communication.

Professional Development focused on Literacy Strategies

We believe that all teachers, regardless of content area, should be trained in and implement effective literacy strategies in their classrooms. Using research such as and similar to that conducted by the Chicago Reading Initiative as a framework, all teachers are trained in literacy strategies and evaluated for implementation. These strategies increase content knowledge as well as literacy achievement overall. The training has a particular focus on vocabulary development, fluency and reading comprehension.

Summer Professional Development

The three-week PD Summer Institute for all new staff in Year 1 of operations will begin on July 18, 2011. In subsequent years, the PD Institute for new teachers will be three weeks and two weeks for returning staff.

School Year Professional Development

School Year PD will be on Fridays beginning at 2:45PM to provide on-going support to teachers throughout the school year. The Principal and DCI oversee the delivery of all PD and will on occasion delegate pre-identified PD sessions to outside facilitators.

Topics will likely include:

- School Culture
- Assessment
- Effective Classroom Management
- Differentiating Instruction
- ELL strategies
- Teacher collaboration
- Communication with parents
- Evaluating student work
- Daily Lesson Design
- Health and Safety
- High-expectations
- Teaching students with IEPs
- Rubric creation and use
- Literacy Strategies
- Numeracy Strategies

Liberty Collegiate will develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers are encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.

Liberty Collegiate Calendar

Liberty Collegiate Academy has adopted a trimester system to coordinate with the interim assessment system which we will use to diagnose and effectively respond to students' academic needs. Each trimester of approximately 62 days affords ample instructional time to teach, assess and reflect on student learning, thus allowing staff to effectively collect and analyze student achievement data which they will then use to drive individual instructional practice and student supports.

Liberty Collegiate yearly calendar is provided as **Attachment A**. Liberty Collegiate Daily Student Schedule is provided as **Attachment B**.

Startup Timeline

Upon a decision of authorization, Liberty Collegiate will immediately begin the transition from Founding Board to a Governing Board of Directors. Liberty Collegiate's Board of Directors will vote and hire a Principal for Liberty Collegiate. The Principal will then begin hiring a Dean of Curriculum and Instruction. Liberty Collegiate anticipates hiring Linda Mendez, Lead Founder, as its Principal. Liberty Collegiate Academy's Timeline for Commencing Operations can be found in **Attachment H**. A sample of this document can be found in **Table 6.01**. As the table illustrates, each section details key action items, primary staff executing projects and dates of execution.

Table 6.01

Liberty Collegiate Academy	Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																
P= Primary; S= Secondary; C= Consultant																
Task/ Planning Area/ Timeline																
Student Recruitment & Admissions																
Informational Flyer																
Design informational flyer/packet	P	C	S													
Post flyers and leaflets in communities	S	P														
Post flyer on website	S	P														
Identify community organizations to help with awareness generation	S	P														
Work with community organizations to generate awareness & interest	S	P														
Initiate broader recruiting and marketing campaign via advertisements, etc.- (additional marketing to community)	P	S														

GOVERNANCE

Explain the proposed rules and policies for governance and operation of the school.

Describe the key rules and policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, its officers and its committees. Explain the decision-making processes the board will use to develop school policies. Detail how the board will exercise financial oversight of the charter school.

Founding Board

The Founding Board is a group of individuals who have worked formally on the organization of Liberty Collegiate since July of 2010. Board members were initially invited based upon clarity of vision, relevant skills and expertise, and willingness to dedicate themselves to educational excellence, and this group has reviewed, contributed to, and supported this charter application and the school design. Lead Founder, Linda Mendez, is completing a year-long Fellowship with Building Excellent Schools, a national organization that trains and develops professionals to create, open, and lead high-performing college preparatory charter schools across the country. Throughout the Fellowship, Ms. Mendez will spend 600+ hours learning about educational program components, finance, operations, and charter school governance. In addition, Ms. Mendez will go on over 25 school visits to numerous high performing charter schools recognized for their outstanding student achievement results with similar populations as Liberty Collegiate seeks to serve. For more information on the Fellowship, please refer to **Appendix 6**.

Board members were selected after a comprehensive process and were evaluated on the criteria of skills/expertise, teamwork, available time and energy, and philosophical alignment with the mission of Liberty Collegiate Academy. At present, we intend Linda Mendez to serve as the school's Founding Principal. At the time of chartering, the Board will revisit this intent, finalize clear expectations for the Principal, and hire the Founding Principal.

Governing Board

Should Liberty Collegiate be granted a charter, the school will be governed by a Board of Directors. This Board, ultimately to be composed of between seven (7) and 13 members, will hold the charter of Liberty Collegiate and ensure accountability to its mission, financial viability, and adherence to the terms of the charter. Priority selection of Directors will be from members of the Founding Board. This Board will be composed of a diverse, talented group of Nashville professionals, including community leaders, parents, business leaders, business owners, participants with technical skills in the areas of law, real estate, finance, and fundraising, and residents of Nashville. Such a board is desirable to provide independent governance for Liberty Collegiate by a broad coalition of qualified leaders. This group will meet monthly for two hours

(at least 10 times each year), in a public space with pre-announced meetings, in accordance with the Tennessee Open Meetings Law.⁶⁵ The Board will record minutes of all meetings and will make these publicly available, in addition to any other necessary documents, in accordance with the Tennessee Public Records Act.⁶⁶ Board Member Job Expectations are provided as **Appendix 3**.

The Board's primary role is to provide oversight, while delegating the day-to-day management of school operations to the Principal. The Board will ensure that Liberty Collegiate successfully executes the school's mission, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school's charter agreement with the authorizer and is compliant with all applicable local, state and federal laws. The governance and operational policies of Liberty Collegiate will be designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

To guide the Board's activities, a Board manual will be created and distributed to all members. The Board manual will include, but not be limited to, the following items:

- Overview information, including the school's mission statement and articulated goals
- By-laws and Articles of Incorporation
- Charter contract
- List of current Board members, offices held and terms
- List of committees, including purposes and objectives of each
- Board policies – including conflicts of interest policies and legal requirements
- School information – educational and organizational information pertaining to the school, i.e. description of curriculum, student achievement data and organizational chart
- Operating plan and strategic plan
- Recent reports – financial, administrative, programmatic audit; annual report

The Board manual will be developed in collaboration with the Principal and the Board and distributed to all Board members and the executive staff. This manual will give Board members a clear description of their roles and responsibilities and outline the distinction between governance and management.

In addition to the Board manual, the school will also create a Staff Handbook that will include all human resources policies and other information needed for the school staff. A Student and Family Handbook, outlining major school and student policies (i.e., Code of Conduct, enrollment and attendance policies) will also be disseminated to all who attend the school. At the end of each school year, the Principal and the Board will review and revise these documents as appropriate.

⁶⁵ T.C.A. § 84-44-102.

⁶⁶ T.C.A. § 10-7-101.

Board Composition and Terms of Office

The Liberty Collegiate Board will be representative of the Nashville community and will have a wide range of expertise, including finance, marketing, law, human resources, fundraising, philanthropy, real-estate, K-12 school experience, and community building. In addition, within six (6) months of operation, the Liberty Collegiate Board will also have one parent representative on the board.⁶⁷ Most importantly, the Liberty Collegiate Board will have committed members who:

- Believe that all children can and will realize high academic achievement
- Dedicate their efforts to furthering the vision and mission of Liberty Collegiate
- Contribute their experience and knowledge to the governance of Liberty Collegiate
- Serve on one or more Board committees and contribute the appropriate time and energy necessary to follow through on assigned tasks

Members of the initial governing board will be seeded from the founding board and initial members will serve staggered terms. One-half (1/2) of the Board will initially serve a two-year term and one-half will serve a three-year term. Thereafter, members will be elected to a two-year term to fill the vacancies created by expiring terms. This structure of staggered terms provides stability, while at the same time providing opportunities to infuse the Board with new contributors.

Officers will be elected by the Board and will initially include a Chair, Vice-chair, Secretary, and Treasurer. New officers may be created and filled at any meeting of the Board of Directors.

Committee Structure

The Board of Directors of Liberty Collegiate will work efficiently through a committee structure. The initial committees will include a Governance Committee, Academic Accountability, Finance Committee, and Resource Development Committee. **Appendix 4** includes the purposes and responsibilities of each committee. The Board may establish other committees and/or task forces from time to time that it deems necessary for carrying out the responsibilities of the Board. Certain tasks will be delegated to the committees which, in turn, will recommend a particular action to the full Board for discussion and vote as required. Each Board Member will serve on at least one committee, based on his or her area of interest and experience. Committees will work closely with the school leadership, teaching staff, Board Members and outside individuals and organization, when appropriate, to achieve its objectives.

⁶⁷ T.C.A. § 49-13-104(3).

Operation of the Board

The Board will meet at least once a month to review Liberty Collegiate Academy's operations and hear reports and updates from each Board member and the school's Principal, consider and adopt policies and consider requests and concerns from the larger school community. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the directors is present.

Board Development

Board development is a critical part of creating and sustaining a high performing school. The Board of Directors of Liberty Collegiate will invest the necessary funds and time to build an effective governing body. This development will include an annual retreat to review in depth the school's and Board's performance and to generate annual strategic plans. In addition, the Board will participate yearly in a self-evaluation that will help the Board better understand its strengths and weaknesses and serve as a useful tool for improvement. As part of Follow-on Support from Building Excellent Schools, we will train the Board in the transition from Founding Board to Governing Board and in good Board practice and policy. As necessary, the Board will use secure additional consultants for retreats, resource development and to assist with strategic planning and visioning.

As documented in the proposed by-laws (please see **Attachment D**), the Board of Directors will maintain a standing Governance Committee that will have responsibility for identifying potential new directors, presenting them to the full board for consideration, and orienting all new members. The Governance Committee, composed of at least three Directors, will cultivate relationships with potential new Directors, present of slate of nominees to the full Board for selection, and orient new Directors to the business of the Board and the school. The Governance Committee will always recruit new Directors according to the best interests of the school. Potential Directors will include community leaders, parents, business leaders, business owners, and individuals contributing necessary skills to the operations of the board. The Board will also maintain standing committees for Academic Accountability, Finance, and Fund Development. The Academic Accountability Committee will monitor the school's academic progress, using the academic and community goals of the Accountability plan as a guide. The committee will ensure that the school meets academic goals, including Adequate Yearly Progress (AYP) under NCLB, and that academic progress is properly reported in an annual report. The Finance Committee will monitor the financial health of the school, through monthly financial reports and regular monitoring of the financial goals of the Accountability plan. The Finance Committee will monitor the annual audit of the school's finances. The Fund Development Committee will ensure the long-term viability of the school through private fundraising initiatives.

The following is the decision-making process for the Board upon identifying the need for a new policy:

- **Board level discussion.** The full Board will first discuss the need for the new policy and establish general considerations for the policy.

- **Assign who will draft the policy.** The Principal will draft the policy for Board review. The Principal will take on this role because he/she is most intimately aware of the day-to-day operations of the school.
- **Write a first draft of the policy.** The Principal will write the first draft of the policy.
- **Present draft policy to the board for approval.** The Principal will present the draft policy to the Board for discussion and approval.

Financial Oversight

Liberty Collegiate Academy will implement sound financial policies and practices to ensure the long-term viability of the school. These policies include maintaining a balanced budget, creating a comprehensive budgeting process, conducting an annual audit of the financial statements, as well as an audit of internal procedures and controls (via an external CPA firm), developing a system of checks and balances, and assigning clear roles and responsibilities to school administration, the Finance Committee and the Board. A Finance Committee has been created by the Board to oversee the financial operations of Liberty Collegiate. The Committee will work closely with the Director of Finance and Operations and the Principal to develop and execute responsible fiscal policies and practices. On a monthly basis, the Finance Committee will report to the Board on the financial health of the school. The report will include updated financial statements (income statement, balance sheet, cash flow statement), delivered in the manner described in **Section 5** of this application, and any other material financial information needed for the Board to carry out its responsibilities.

GOVERNING BODY

Provide the names and addresses of the members of the governing body.

Summarize each board member's relevant experience and qualifications and attach their resumes. Provide contact information, and designate board officers by position. Briefly explain how these members will help contribute to your school's mission.

The Board of Directors represents a cross section of experienced educators, community and non-profit leaders and business leaders. Their experiences and dedication will be instrumental in providing direction and guidance to the Principal in achieving the goal of operating a rigorous middle and high school for the students in Nashville. Officers will be finalized and voted upon once authorized. **Table 8.01** outlines the founding members, their contact information and their areas of expertise. Full Board resumes can be found in **Attachment G**.

Table 8.01: Founding Board Members

Founding Board Members	Contact Information	Areas of Expertise
John Baird	4208 Sneed Road Nashville, TN 37215 (615) 383-2925 jbaird@whitereasor.com	Law, Real Estate
Berry Brooks	952 Mansfield St. Nashville, TN 37206 (615) 830.8480 berry.brooks@gmail.com	Fundraising, Community Relations
Wood Caldwell	4011 Armory Oaks Nashville, TN 37204 615.250.8676 wcaldwell@southeastventure.com	Real Estate, Community Relations
Katie Hill	1327 4 th Avenue North Nashville, TN 37204 (615) 838-1908 katiemhill@gmail.com	Marketing, Public Relations
Mike Kopp	700 Craighead Street Nashville, TN 37204 (615)390-9087 mkopp@mmacreative.com	Marketing, Public Relations
Emily Lewis	3401 Granny White Pike M133 Nashville, TN 37204 (978) 430-9733 Emmy.lewis@teachforamerica.org	Education
Christine McCarthy	577 Lakeshore Drive Old Hickory, Tennessee 37138 (615) 758-9513 CMcCarthy@habitatnashville.org	Human Resources, Community Relations

Brian Williams	302 James Avenue Franklin, TN 37064 (615) 428-4259 Brian@HON.org	Community Relations, NonProfit Management
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John Baird is an attorney at White & Reasor, PLC specializing in commercial real estate. A committed community advocate and life-long Nashvillian, he is an active steward at First Presbyterian Church where he works with both adults and children. After his son Martin won a battle against leukemia, Mr. Baird became an advocate for The Leukemia and Lymphoma Society of America. As a Board Member, he fought tirelessly to ensure that families facing Leukemia and Lymphoma had support and advocacy. Mr. Baird holds a Bachelor's degree in Philosophy from Vanderbilt University and a Juris Doctorate from the University of Memphis.

Berry Brooks is the Director of Development for the YMCA of Middle Tennessee. In his nearly eight years with the YMCA, Mr. Brooks has made a sustained commitment to provide children in Middle Tennessee with quality youth programming and character development. In his work at the YMCA, Mr. Brooks has continued to demonstrate his ability to motivate and mobilize the community to support their mission. As a resident of East Nashville with school-aged children, he has seen first-hand the desperation that parents experience in search of a quality public-school education. Mr. Brooks holds a Bachelor's degree in Sociology from Duke University.

Wood Caldwell is a Principal at Southeast Venture, LLC, a local, full-service, commercial real estate firm. Mr. Caldwell's work at Southeast Venture provides him with a deep knowledge of the city and its various neighborhoods and needs. A Board Member with the YMCA of Middle Tennessee, he has worked diligently as a member of the Executive Committee to ensure the YMCA meets organizational growth goals and to continue a legacy of quality youth programming for families in Tennessee. Mr. Caldwell holds a Bachelor's degree in Engineering from Vanderbilt University.

Katie Hill is an Account Executive at McNeely Pigott & Fox Public Relations in Nashville, TN. Prior to her work at MPF, Ms. Hill served as the Community Relations Manager at Hands on Nashville, a city-wide non-profit aimed at connecting volunteers all over Nashville with organizations in need. A dedicated civil servant in her professional and personal work, Ms. Hill is committed to ensuring underserved populations have equal rights, and is actively involved in the Nashville Red Cross and the Human Rights Campaign. Ms. Hill holds a Bachelor's of Arts from the University of Virginia.

Michael Kopp is the Senior Vice President of Public Affairs and Strategy at MMA Creative. Mr. Kopp brings more than 28 years of grassroots strategy and execution experience, drawn from his front line work in campaigns across the nation at all levels of politics and business. Before his work at MMA, Mr. Kopp worked as the Deputy Commissioner for the State of Tennessee. A committed community activist, he is a founding Board Member of Faith Family Medical Clinic, a primary care clinic for working uninsured Tennesseans and also serves on the Board of Conexión Americas, which provides social services to Nashville's Latino Population. Mr. Kopp holds a Bachelor's degree in Journalism and English from Middle Tennessee State University.

Emily Lewis is a Program Director with Teach For America*^{Nashville}. In her current role, Ms. Lewis works to support first and second year teachers achieve significant results in their classrooms throughout Nashville. Prior to her work as a Program Director, Ms. Lewis was a Teach For America Corps Member in Memphis, TN where she taught fourth grade at Levi Elementary School. Her work in high-needs classrooms throughout Tennessee provides her with incredible context for her work at Liberty Collegiate and also inspires her to continue fighting the achievement gap. Ms. Lewis holds a Bachelor's degree in Classics from St. Michael's College.

Christine McCarthy is the President and CEO of the Nashville Area Habitat for Humanity. Ms. McCarthy began her career in the for-profit sector as an account manager for Testor Corporation in Rockwood, Illinois. Upon moving to Vanderbilt Ms. McCarthy joined Werthan Industries in 1980 and stayed with the company for 20 years, retiring in 2000 as Senior Vice President and Chief Financial Officer. In 2002 she joined Habitat for Humanity and under her leadership it has grown six times its size in eight years of operation and currently ranks in the top one percent of 1,600 Habitat for Humanity Affiliates. Ms. McCarthy has been showered with awards and accolades in her work with Habitat, but most importantly, she takes great pride in helping make homeownership possible for low-income families in Nashville. Ms. McCarthy holds a Bachelor's degree in accounting from Northern Illinois University and a master's in business administration from Vanderbilt University.

Brian Williams is the Executive Director of Hands On Nashville, a local non-profit responsible for connecting thousands of volunteers with area groups each year. A passionate community activist with roots in Nashville and a social worker by education, Mr. Williams understands the fundamental challenges facing underserved communities. He works tirelessly to bring together those in need with the resources they need to feel empowered. Mr. Williams holds a Bachelor's degree in Religious Studies from Anderson University and a Master's of Science in Social Work from the University of Tennessee.

STUDENT ENROLLMENT

Describe the anticipated student enrollment and the non-discriminatory admission policies.

Provide the number of students you anticipate to enroll for each of the first five years of the school's operations. Detail any planned outreach and recruitment strategies. Describe how the school will proceed if the number of applications exceeds the number of available spaces. Explain how your recruitment plan and admission policies will comply with state and federal law regarding nondiscrimination.

Enrollment

Liberty Collegiate Academy's enrollment policy prohibits discriminations on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Every aspect of Liberty Collegiate Academy's enrollment and recruitment practices will comply with Metropolitan Nashville Public Schools, Tennessee State and federal standards.

Liberty Collegiate Academy will open in August of 2011 with 100 fifth grade students.⁶⁸ Liberty Collegiate will enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building.⁶⁹ Each year, Liberty Collegiate will add an additional 100 fifth grade students. Because of the highly structured, academically rigorous program, we do not anticipate enrolling new students in grade levels higher than the sixth grade. Students enrolling in Liberty Collegiate after fifth grade will be assessed to determine proper grade placement.

Table 9.01 reflects the proposed, anticipated enrollment for the initial charter period of five years after authorization with an assumption of an annual attrition rate of 10% starting after seventh grade (our last point of entry), as based upon the experience of other charter schools with similar mission and serving a similar population. The small size of the middle school will allow Liberty Collegiate to continuously and successfully strive towards our mission of ensuring that every child receives the highly rigorous instructional program necessary to prepare them for college and the professional world beyond.

⁶⁸ While we are confident in our ability to meet our enrollment goals, we are aware of the difficulty that similar schools in Nashville have had in meeting their initial enrollment projections. Though we are confident that our student and family recruitment plan, the expanded charter enrollment provisions and the quality of our school program will allow us to meet our goals, we also recognize the relationship that enrollment plays in our budget and financial viability. In the interest of financial conservatism, we have prepared contingency budgets in the event that our enrollment numbers are 80 or 90% of current projections. We are able to operate in both of these contingencies without losing core programmatic elements.

⁶⁹ T.C.A. § 49-13-113(b)(1).

Table 9.01: Liberty Collegiate Academy Enrollment Plan Initial Charter

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
5th Graders	100	100	100	100	100
6th Graders		100	100	100	100
7th Graders			90	90	90
8th Graders				81	81
9th Graders					73
Total	100	200	290	371	444

Table 9.02 reflects the enrollment plan for Liberty Collegiate at full grade capacity. We anticipate that we will add our twelfth grade class and be at full capacity with 622 students (this encompasses a middle school of 371 students and a high school of 251 students) in grades 5-12 by the school year 2018-2019. This projection assumes that our charter will be renewed after the first term.

At full capacity, with a 10% attrition rate, Liberty Collegiate Academy's high school will have approximately 251 students in grades 9-12. Again, the small size of our high school will allow Liberty Collegiate to continuously deliver on our mission of ensuring that every student receives the highly rigorous instructional program necessary to prepare them for college and the professional world beyond. Students of all abilities, at all schools levels and in all settings, demonstrate better attitudes, behavior, and participation in smaller size schools.⁷⁰ In addition, students in small schools display more social concern, and dropout rates are reduced. Research has also shown that small schools are beneficial for the entire school community, and particularly for disadvantaged youth (the youth we are targeting at Liberty Collegiate), who are helped by the attention and sense of belonging that small schools promote.⁷¹

Table 9.02: Liberty Collegiate Academy Enrollment Plan Full Capacity Projections

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
5th Graders	100	100	100	100	100	100	100	100
6th Graders		100	100	100	100	100	100	100
7th Graders			90	90	90	90	90	90
8th Graders				81	81	81	81	81
9th Graders					73	73	73	73
10th Graders						66	66	66
11th Graders							59	59
12th Graders								53
Total	100	200	290	371	444	510	569	622

⁷⁰ Northwest Regional Lab (March 2000). Big Learning at Small Schools:

http://www.nctaf.org/strategies/create/redesign_by_design/social-benefits_students.htm.

⁷¹ http://www.nctaf.org/strategies/create/redesign_by_design/social-benefits_students.htm.

Recruitment Strategies

Liberty Collegiate will employ an aggressive recruitment/marketing campaign to ensure that we attract a sufficient pool of applicants to meet our enrollment projections. In compliance with state and federal law, we will target all populations in the East Nashville and the surrounding communities, regardless of race, disability, ethnicity, or gender.

Liberty Collegiate will actively recruit middle school students through outreach services in the community. These may include:

- Public open houses and community information meetings at a variety of locations
- Distribution of promotional materials
- Press releases
- Advertising in local publications
- Mailing to all fourth grade families from the Maplewood and Stratford Clusters
- Visits to community churches
- Canvassing neighborhoods with flyers
- Visits to students and parents in their homes to explain how Liberty Collegiate's mission and school design will have a positive impact on their child's future.

We are deeply aware of the challenges some charter schools have faced in reaching their initial enrollment targets. We have put into place a plan to reach and exceed our enrollment targets, and benefit greatly from founding board membership with deep and longstanding roots within the community, and multiple networks into the local family community, all of which they are accessing on behalf of Liberty Collegiate. We are honored by their early strong support and interest in the proposed school, as evidenced in the following Letters of Support (please see **Appendix 10**):

- Carter Todd, Councilman, District 34
- Lucia Folk, Senior Director of Public Affairs, CMT
- David Fox, Partner, McNelly Piggot & Fox
- Aaron White, Senior Vice President, CB Richard Ellis
- James Troupis, Founding Principal, Gary Comer College Prep
- Gretchen Homer, Parent
- Shani Dowell, Executive Director, Teach for America Nashville
- Mark Sanders, Founder, S&S Property Management
- Doug Fox, Eric Jans and Anthony Davis, Chamber East
- Judi Winfield-Ferri, Margret Maddox YMCA
- Matt Candler, Chairman, Louisiana Association of Public Charter Schools

We have conducted multiple direct and small group meetings with members of our target community, including direct outreach to the Martha O'Bryan Center, the Margaret Maddox YMCA, Alignment Nashville, Conexion Americas, Stand for Children, Teach for America, all of

whom serve students and families in East Nashville, to inform them about the mission of Liberty Collegiate. We have conducted more than 100 meetings in Nashville in order to educate the community and families about the mission of Liberty Collegiate. We are humbled by the outpouring of support we have received thus far. Additionally, the Student Outreach team of the Founding Board of Directors has planned six canvassing events aligned to Parent Information Sessions directed at parents and families in East Nashville to be held in local public venues on the following dates:

1. September 23, 2010
2. October 17, 2010
3. October 28, 2010
4. November 21, 2010
5. November 29, 2010
6. December 9, 2010

The purpose of these sessions is to provide parents and families with general information regarding the mission, vision and educational philosophy of Liberty Collegiate Academy. Approval pending, we will continue to execute Parent Information Sessions, canvassing events, school visits and group meetings with increasing frequency from January – March 2011.

Eligibility

As required by state law, participation in Liberty Collegiate Academy will be based on parental choice. Per the Tennessee General Assembly's Amendment to the charter school law of 2009, admission to Liberty Collegiate will be restricted to the following:

- a) Students who were previously enrolled in a charter school;
- b) Students who are assigned to, or were previously enrolled in a school failing to make adequate yearly progress, as defined by the state's accountability system, giving priority to at-risk students;
- c) Students who, in the previous school year, failed to test proficient in the subjects of language arts/reading or mathematics in grades three (3) through eight (8) on the Tennessee comprehensive assessment program examinations;
- d) Students who, in the previous school year, failed to test proficient on the gateway examinations in language arts/reading or mathematics;
- e) Students who are eligible for free or reduced-price lunch and who are enrolled in Local Education Agencies (LEAs) that have an average daily membership (ADM) of fourteen thousand (14,000) students or more and three (3) or more schools which have missed the same benchmark for adequate yearly progress for two (2) or more consecutive years resulting in such schools being designated as high priority schools; or
- f) Students, who are under the jurisdiction of a juvenile court and who, in the court's judgment, would benefit from a work experience and career exploration program.

Liberty Collegiate Academy will start its formal enrollment period on January 3, 2011. A copy of the student enrollment application can be found in **Appendix 8**. We will advertise for open registration at this time; all interested parties will be able to meet with the staff of Liberty Collegiate Academy and learn about the structure, responsibilities and expectations required by the school. Applications to enroll will be accepted until Thursday, March 31, 2011 at 5 PM, at which point, eligible students will be admitted to the school.

Should there be more applicants than seats available, we will hold an admissions lottery on Thursday, April 7, 2011, that complies with lottery regulations outlined in Tennessee Charter Law § 48-13-113 . After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the March 31, 2011 deadline, we shall accept applications on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled.

Enrollment

Liberty Collegiate Academy, as described above, will enroll students via an admissions lottery in April of each year. If there are more applicants than seats available, an admissions lottery will ensure that a random selection process is used to place students into the school. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. Any additional students being enrolled will be placed at the end of the waiting list on a first-come, first-serve basis.

First preference will be restricted to students who would otherwise be enrolled in schools that have been identified by the state as (a) failing to make Adequate Yearly Progress as defined by the state's accountability system; or (b) students who are failing to make adequate yearly progress and reside within the Liberty Collegiate Academy school zone.

If it is the intent of the parents/guardians to enroll their child in Liberty Collegiate Academy, they must sign and submit a Letter of Intent by April 30th to ensure their child(ren) will be enrolled for the following school year. Parents of newly enrolled students will have until the last Monday in June to submit all required documents in order to secure enrollment. Any students for whom the required paperwork has not been submitted may lose their seat in the school. They will be notified of un-enrollment by certified mail. These un-enrolled spots will then open to the wait list. If at any time (during the first through third steps), the enrollment exceeds the capacity of Liberty Collegiate Academy, all subsequent applications for enrollment will be put on a wait list. If and when space becomes available, a lottery will be conducted to determine which student(s) is allowed to enroll.

Liberty Collegiate Academy's recruitment plan and admissions policies support our mission and goals of ensuring that all of our students enter and excel in college and in life. We will work actively recruit the students who are most at need and ensure that all students that are eligible (either at a failing school or failing themselves) can apply and be enrolled in Liberty Collegiate in a fair and equitable manner.

CODE OF CONDUCT/DISCIPLINE

Explain the code of behavior and discipline of the proposed public charter school.

Describe the school's proposed policies regarding student behavior and discipline, including the standards of behavior and the school's approach to encouraging positive behavior. Detail how these policies will create an environment for learning.

Liberty Collegiate Academy Code of Conduct⁷² (Draft – Subject to Board and Legal Review)

Our Goal

Walking through the halls of Liberty Collegiate Academy during class time is a remarkable experience. In every classroom, teachers are presenting **rigorous lessons** and students are rising to the challenge. Liberty Collegiate Academy teachers hold students to high academic expectations, and are able to focus on effective instruction because consistent classroom management expectations are enforced by every teacher. Teachers deliver great lessons; students are engaged and on-task throughout the entire class period - there is a “buzz” of learning in class. Classes run fluidly with clear communication between students and teacher. Teachers **proactively plan** to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors. Positive incentives encourage students to succeed. Academic success and opportunity are our greatest motivators. Teachers use school-wide systems, individual techniques, strong student-teacher relationships, and strong teacher-family relationships to promote and reinforce behavioral excellence. Parents feel welcome at the school. Teachers know and feel that they are **well supported** by leadership. Staff, teachers, students, and families work together to achieve a college-preparatory environment.

Our Philosophy

Students are capable of making **choices**. Students can choose to follow the rules or they can choose to break the rules. At Liberty Collegiate Academy, there are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator and conversely every negative infraction results in a negative consequence. This is the basis of our student Code of Conduct. Thereby, students who choose not to meet the school community's clearly defined standards for reasonable and

⁷² Liberty Collegiate Academy would like to thank Excel Academy and Valor Academy for contributing to the development of our Student Code of Conduct.

acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen.

Straightforward rules coupled with **consistently applied consequences** make clear to students what is expected of them and what is unacceptable. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and offer a consequence every time. Studies show that it is not the severity of the punishment that deters people from breaking rules, but the consistent application of consequences.

In order to succeed, our discipline system has more **positive motivators** than negative consequences. These positive motivators can be intrinsic or extrinsic. Students who choose to follow the rules choose academic success, opportunity, positive recognition, and individual Merits. Classes who choose to support each other in achieving excellent preparedness, respect, engagement, and posture earn recognition, privileges, and rewards.

We believe that **intrinsic motivators work**. They are central to our mission. We start with the idea that students want to learn and want to be successful at what they do. We create a culture in which students are serious about making academic gains. We set ambitious goals. We make it clear to our students what they can achieve academically, and have faith in ourselves that we will help them to achieve it. Our strongest motivator is a student's own desire to succeed.

The school is **proactive** in discipline, building a strong sense of community, getting students excited about achievement, and giving teachers and staff the support they need. The school plans proactively to avoid misbehavior. Teachers plan engaging lessons. Clear procedures for all activities reduce confusion, rule breaking, and maximize efficiency. A positive school culture benefits students and teachers in the classroom. Good classroom management is a means to an end, not an end itself. The goal is to create a culture of achievement in the school. Together, we place the highest value on student achievement and show students the path to success. We will create a community where students would rather learn than distract or disrupt.

Parents are our partners. Students know we communicate frequently with families, reporting their successes and missteps. The school staff enlists parent help in modifying student behavior. Parents and students are accountable for continued poor behavior.

We believe in a **community** where students know what is expected of them, using structure and predictability to allow students to feel comfortable, safe, protected, and included. In this community space, they can thrive as students and as people. It is our job to provide this. This sense of community will come from showing and earning respect, being firm and positive, and sharing the love that brought us to this job, even when issuing consequences. This school is what we choose to make it.

Expectations and Investment

High Academic Expectations. As educators working with students who have traditionally been underserved, it is imperative that we hold high expectations for achievement on an absolute scale. We must work as a team to make significant gains in student achievement regardless of the obstacles or potential excuses. We must have a sense of urgency, a belief that this inequity can end and we are part of the solution. Working towards that solution there is no time to waste. This starts with the motivation and high energy of the teacher. One tangible way to do this is to create a “Big Goal” for the class. Big Goals create a sense of purpose and make tangible a trajectory of progress.

High Behavioral Expectations. In addition to high expectations for achievement, we must have high expectations for behavior. These expectations start with the belief that all students can behave well in an academic environment. We must not start with the idea that a student does not want to learn or cannot behave.

High Expectations for Class and School Culture. For students to thrive, they need to feel safe. The school must hold the expectation that no student should ever be disrespected by his or her fellow students. We hold students accountable for disrespect and have firm consequences for students who choose to disrespect themselves, their peers, the staff, and the school. No disrespect can go unchecked. Even one incident of disrespect impacts the environment we are trying to create and we all deserve. Teachers should strive to create classrooms in which all students feel valued. For more on this and how to build class culture, see the later section Proactively Planning to Avoid Misbehavior: Building Class Culture.

The Highest Expectations for Ourselves. It is critical that we all hold the highest expectations for ourselves. In holding high expectations for ourselves, we need to first realize that the school is our charge, that school is what we make it. We need to accept responsibility for what happens in our school. We need to accept also that there are more and less effective ways to assert authority and to strive for effectiveness as a school. We must be firm and positive in our approach to asserting authority. A firm and positive teacher uses the school’s discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well taught and re-taught rules and procedures. We must all agree to avoid ignoring misbehavior in our classes, in the halls, in the bathrooms, on our lunch breaks, and in the parking lot.

Rules and Choice

I. Why We Have Rules

Having thoughtful rules, consequences, and motivators, and taking time to teach them and invest students and families in the benefit of working within them is vital to the success of every class

and the school at large. They promote appropriate behavior, create order and predictability in the classroom, and reduce student misbehavior. Rules are positive expectations of how students should behave and help the teacher to create the environment they want. Consequences outline what will happen if a student chooses to break a rule. Systems to reinforce good behavior reward the students who are doing it right. This combined approach paves the way for academic excellence.

II. Liberty Collegiate Academy Charter School Rules

- Be Prepared to Learn: Come to School and Class Prepared to Succeed.
- Be Respectful of Your Self, Classmates, Teachers, and Your School.
- Be Engaged in Learning: Listen, Participate, Volunteer, Track Speaker, Ask Questions.
- Be Professional: Be Organized, Demonstrate Good Posture, Follow Directions/Procedures.

These rules are stated positively to make explicit to students what they should do. These rules, like procedures, need to be taught: explained, modeled, and enforced. We have clearly spelled out specific ways students can exceed these expectations and earn Merits, just as we have been clear regarding specific violations of these rules and their consequences. Of course, the teacher has full discretion to assign a Merit or Demerit for additional behaviors as they deem necessary.

III. Choice

Middle school students are not in control of as many things as they would like. However, they are able to choose how they behave. Although there are many factors that influence any decision, our students make choices with regard to their behavior. Having a system based on choice empowers students and treats them like the young adults they are. Students should feel control over their actions and over their destiny. This balanced approach provides this.

Reinforcing Good Behavior

I. Positive Motivators

Students who choose to follow the rules choose:

A. Intrinsic Motivators

- to be a young adult of exemplary character,
- to be successful in school and life,
- to receive positive recognition: notes and phone calls home, awards, certificates, and stickers, etc.,
- to earn respect from teachers, peer, and self,
- to be a part of an exciting, achievement oriented class and school community,
- to receive teacher specific intrinsic rewards (i.e. important class jobs).

B. Extrinsic Motivators

- to win the “Building Block Challenge” and receive special awards,

- to be the first class dismissed,
- to earn Merits for use at the school store and Merit Auctions,
- to earn special invitations to school reward events, and
- teacher specific extrinsic rewards.

While some of these might not seem like they will interest students, we believe that each of our students really wants to learn and be successful; some just have not been shown how to yet. We believe that everyone wants positive reinforcement and to feel like they are doing good.

At Liberty Collegiate Academy, we have two school wide systems for reinforcing good behavior - the Building Block Challenge and the Merit System.

II. Building Block Challenge

The Building Block Challenge is a whole class, school-wide, positive incentive system. The system uses peer-motivation and inter-class competition to encourage students to meet high expectations for preparedness, respect, engagement, and professionalism.

A. In-Class Scoring

- For each class, teachers determine whether each expectation is met. For each expectation the class meets (e.g., “Come prepared to learn”), the class earns that Building Block. A Block is earned only if there is **100% compliance**.
- Teachers score the class using the Building Block board. When a class earns a Block for Preparedness, the teacher places the magnetic Block P (letter P of PREP) on the board, in the top left corner. Students who fail to meet our high expectations (e.g., refuse to begin starter immediately and quietly, place foot on another chair, etc.) and therefore negatively affect the class score are issued a Demerit.
- When giving the score to the class, teachers explain why s/he assigned the score, with compliments and/or concrete ways students can do better next time. Generally this is done at the end of class.

C. Keeping Track

- During afternoon advisory, the advisor adds the total number of Blocks earned for the day.
- At the end of the day, a grade level designee posts the scores for the day on the grade-level Building Block board.

D. Grade Level Competition

- The highest scoring class for the day is dismissed first.
- Classes “race” to four benchmarks.
- The first class in each grade to reach benchmark receives a reward.
- After the “race” is complete, the competition ends and begins again.
- Specific incentives might include:
 - 250 First Lunch
 - 500 School Supplies
 - 750 Teacher/Administrator Challenge

- 1000 Private Pizza Party

III. Merits

Liberty Collegiate Academy's Merit program acknowledges individual acts of good citizenship that promote a positive community. Staff members can use this system to acknowledge positives by identifying specific students exceeding expectations. Students can earn Merits from any staff member for a variety of reasons including:

- volunteering to help a student, teacher, or school
- taking initiative,
- showing courtesy,
- performing an act of kindness,
- outstanding effort or improvement, and
- doing what is expected when others are not.

Students receiving the most Merits will be recognized in Community Circle. Students accumulate Merits over time and are able to spend them at the Merit Store for school supplies, free lunches, gift certificates, Merit Auctions, and a variety of other prizes.

IV. Please and Thank You

Perhaps the most effective way to reinforce good behavior is to say please and thank you. For example:

- "Thank you, Jason, for your excellent posture."
- "I like the way Donald is sitting up straight."
- "Great posture, Kendra, please continue."

Doing this models politeness, reinforces good behavior and helps modify other student's behavior. Generally when students hear that someone else is receiving praise (which is also a reminder of what exactly they should be doing), they modify their behavior. This can be especially effective if it seems that many students are not doing the right thing.

Responding to Misbehavior

I. Negative Consequences

Students who choose to break the rules receive consequences. It is important that we communicate to our students that lack of academic progress is the most severe consequence. This can be conveyed with our words and our actions. When a student chooses not to learn, that student should know that we are disappointed, for his or her sake and the sake of the class.

A. Intrinsic Consequences

- to lose respect of self, peer, and teachers
- to be less successful in school and life
- to receive negative recognition: notes and phone calls home
- to detract from an exciting, achievement oriented class and school community

- teacher specific consequences

B. Extrinsic Consequences

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, Liberty Collegiate Academy staff has sole discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation,
- during school-sponsored activities and trips, and
- during all other school-related events.

Students are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request or questioning a staff person's action or authority in a disrespectful manner. Such disrespect will not be tolerated.

At Liberty Collegiate Academy we seek to help students become mature young adults. To that end, while we will not tolerate disrespect, we do allow for students to express disagreement in a respectful manner. The school has developed routines and procedures that enable students to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

C. Demerits

If a student commits any of the following infractions, the student will receive a Demerit. In addition to a Demerit, the student may receive additional targeted, corrective consequences and/or lose other school privileges as determined by Liberty Collegiate Academy staff.

Infractions which may warrant a Demerit include, but are not limited to:

- Chewing gum,
- Being out of uniform (e.g., shirt is not tucked in),
- Arriving late to school or class,
- Being unprepared for class,
- Poor posture during class,
- Making inappropriate noises during class,
- Failing to follow directions or procedures of the class or school,
- Talking out of turn,
- Littering,
- Improper use of student planner,
- Not having student planner signed by parent/guardian, and

- Other behaviors deemed inappropriate by school staff.

D. Detention

If a student commits any of the following infractions, the student may receive a detention. Infractions which warrant a detention include, but are not limited to:

- Receiving three Demerits within a given week (Monday-Friday),
- Disrespecting a fellow student,
- Disrespecting faculty, staff or other member of the school community,
- Disrespecting school property,
- Deliberately disrupting class,
- Engaging in physical contact or horseplay that causes a disruption,
- Using the building elevator without permission,
- Using a cell phone, pager or other electronic communication device during school,
- Failing to return a signed progress report or report card the day after distribution, and
- Chronic tardiness.

E. Out of School Suspension

Infractions which may warrant an Out of School Suspension include, but are not limited to:

- Gross disrespect of a fellow student,
- Gross disrespect of faculty, staff or school transportation provider,
- Damaging, destroying or stealing personal or school property or attempting to do so (including graffiti),
- Using or possessing tobacco products,
- Cutting school or class,
- Skipping all or a portion of Homework Club or detention
- Disrupting Saturday detention through misbehavior,
- Committing sexual, racial or any form of harassment or intimidation,
- Using abusive, vulgar or profane language,
- Making verbal or physical threats, empty or otherwise,
- Setting off false alarms,
- Gambling,
- Forging or plagiarizing,
- Cheating,
- Leaving school grounds without permission,
- Being charged with a felony
- Being asked to report to the Dean of Students' office during class three times in a given week, and

II. Procedures for Disciplinary Action:

The following section explains the logistics and procedures for consequences students may face for behavioral infractions.

A. Detention

Requirements

On Mondays-Thursdays, detention is served from 4:15 – 5:30PM on the day the detention is earned, unless a detention is earned after 1:00PM, in which case the student will serve the detention on the subsequent school day. On Fridays, detention is served from 1:20 – 2:35PM, unless a detention is earned after 11:30AM, in which case the student will serve the detention on the subsequent school day.

If a student earns one detention and Homework Club during the same day, he/she is responsible for serving both.

Student Notification

If a student is required to stay for detention, he/she will be notified by his/her advisor during afternoon advisory.

Family Notification

If a student is required to stay for detention, the school will do its best to contact the family by 2:30PM on Mondays-Thursdays, and by 12:30PM on Fridays. In the case that the school cannot directly reach the family, the student is still required to stay. It is imperative that the school always have correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

B. Out of School Suspension

When suspended, a student will be required to make up any missed assignments, presentations or exams in a timeframe reflecting the length of the suspension. For example, if a student is suspended for one day, they will be given one day to make up their missed assignments. At the discretion of the Principal, the student may be placed in Homework Detention upon their return to ensure that they have sufficient time and support to complete any missing assignments. Parents of a student who is placed on suspension will be notified. The Principal may require that a parent conference take place before the student returns to regular school activities. Additionally, the Principal may require the student to:

- write a letter of apology and publicly present this letter to Liberty Collegiate Academy staff and/or students.
- meet additional conditions as required by Liberty Collegiate Academy.

If the above conditions are not met upon the student's return, the student may be assigned to face other consequences. Additionally, the student may not be allowed to return to class until the above conditions are met.

Once the above conditions are met, the student is considered to have atoned for the misbehavior and will be welcomed back into the community.

C. Expulsions

Parents of students who are recommended for expulsion will be notified by the Principal or by a delegated member of the administrative team. The following are examples of the cause for expulsion:

(Note: these examples are not intended as an all-inclusive list.)

- Chronic flagrant disrespect and insubordination
- The use of (or the providing of) explosive devices, such as fireworks
- Stealing, malicious damage, or destruction of an individual student's or the school's property
- The possession or use of tobacco, alcohol or drugs
- Possession of weapons on campus
- Hazing, racist acts or persecution of other students

A student who is expelled will be subject to due process under Tennessee state law. At Liberty Collegiate the due process will be as follows (subject to legal review and Board approval):

- Principal will follow standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
- If the Principal believes it is warranted, the student will be expelled.
- The Principal shall report to the Nashville Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309.

Following the Principal's decision to expel, there is an appeal process:

- The Principal will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
- All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
- The parent/guardian, the student or a teacher requested by the student can appeal the decision.
- Absent a timely request for appeal, the decision of the Principal will be final. The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Principal and a teacher who chooses to file an appeal.
- The Governing Board of Directors may affirm the decision of the Principal, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Governing Board of Directors is final.

Liberty Collegiate Academy shall include in each application to the Tennessee Department of Education for assistance under the Elementary and Secondary Act the following report of expulsions imposed in accordance with this policy as it applies to the Gun Free Schools Act:

- 1) the name of the school concerned,
- 2) the number of students expelled from the school, and
- 3) the types of weapons concerned.

The Liberty Collegiate Academy policies and administrative rules and regulations pertaining to student conduct shall be filed with the Commissioner of Education.

D. Discipline and Special Education Students

In the case of a special education student, or a student who receives 504 accommodations, Liberty Collegiate will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

III. The Importance of Consistency

- If misbehavior goes unchecked at any time for any reason it becomes acceptable and undermines the system; this leads to confusion and future misbehavior.
- This system is only as good as its consistency.
- Studies show that it is not the **severity** of the punishment that deters people from breaking rules, but the **consistent** application of consequences.
- **All staff members** issue Demerits when students choose to break the rules regardless of when, where or how. It is our collective responsibility.

IV. Delivering Consequences

It is all in the delivery. A Demerit can be a punitive, insulting consequence. It can also be a **pause**, an **acknowledgment** of digression, a **redirection** and a **starting point** for positive choices. Consider the following: "Delonte, guess what? Another Demerit, how many times do I need to tell you not to get out of your seat?" As opposed to: "Delonte, as you know in our class before you get out of your seat, you need to get permission from the teacher. You have not followed the procedure so you have earned a Demerit. Please try and make sure that doesn't happen in the future. Now let's get back to work."

V. The Daily Ladder of Consequences

Although we have a school wide system for students who choose to not follow the rules, it is also necessary to have a way for staff members to deliver these consequences in a given class such that the student is redirected and, if the student continues to misbehave, the teacher can address this problem with the family directly. The family and student will know that the teacher or staff member is taking the problem seriously and that it needs to be resolved.

A. The Daily Ladder

- **First Infraction:** Demerit issued. Staff member redirects: positive, concrete steps for improvement are offered.
- **Second Infraction:** Demerit issued. Student's name is written on the Advisor Information Sheet. Student is reminded that the next infraction will result in a phone call home. Staff member redirects: positive, concrete steps for improvement are offered.
- **Third Infraction:** Demerit issued. Staff member calls family later that day. Staff member redirects: positive, concrete steps for redirection are offered.
- **Fourth Infraction:** Student is told to leave class and report to the Principal. Staff member calls family that day.

In case of severe behavior such as fighting students, students forfeit the right to move through the hierarchy of consequences. This behavior warrants immediate removal from class. In all other cases, teachers make every effort to handle all discipline in class. This reinforces the teacher as ultimate in-class authority. This also allows the teacher to build a relationship with the student and work on improving the dynamic with the offending student.

B. Family Contact

As noted in the Daily Ladder of Consequences, teachers call families directly when student behavior warrants it. Communication with the families is our responsibility and usually the single most effective way to modify negative behavior and reinforce good behavior.

At Liberty Collegiate Academy, teachers and **staff members are expected to call the family if:**

- They assign a student three or more Demerits in one day.
- They assign an automatic detention.
- They send a student out of class or the student “walks out” of class for any reason.
- The student violates the school culture (disrespect to fellow student, threats and bullying).
- The student continuously doesn't complete homework (Advisor).
- Other concerns as necessary.

Teachers and staff also call home as often as possible to send good news and to support a student who has begun to make better choices. These are helpful in getting parents on board and showing students that you are fair and that you care.

For many reasons, it is vital that we keep records of our conversations with parents. We keep a log in our database, and include the time and date of the call, with whom the teacher spoke, generally what was discussed, and any additional information appropriate to put on record. It is the expectation that every staff member keep an accurate and complete log of their parent phone calls.

HEALTH AND SAFETY

Detail the plan for compliance with the applicable health and safety laws and regulations of the federal government and the laws of the state of Tennessee.

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments.

In addition to the health and safety standards that will be outlined in Liberty Collegiate Academy's insurance agreement, Liberty Collegiate Academy will adhere to the following safety guidelines as outlined by Metropolitan Nashville Public Schools (<http://www.mnps.org/Page70057.aspx>). In addition, a detailed safety plan is attached as **Attachment F**.

Safety

Establishing and maintaining a teaching and learning environment that promotes wellness, health, and safety is a primary responsibility of Liberty Collegiate Academy's governing board. Policies will be developed in accordance with all applicable health and safety laws and regulations of federal and state government as they pertain to public school operation. The Principal is responsible for seeing that day to day practice of safety is a part of the school, including the instructional program.

Policies will address the following topics:

1. Fire protection
2. Accident prevention and reporting procedures
3. Indoor air quality plan and asbestos inspections
4. Multi-hazard plan
5. Warning systems
6. Emergency drills (Local and community wide including fire, severe weather, earthquake and bomb threats)
7. Emergency closings
8. Traffic safety
9. Traffic and parking controls
10. Safety inspections
11. First aid, emergency medical care, infection control
12. Student/employee provision of required health records and required immunizations
13. Staff TB clearance and CORI checks
14. Reporting of suspected child abuse/neglect
15. Sexual harassment
16. Establishment of alcohol/drug/tobacco/violence free environment

Other topics for policy establishment will be determined via review and compliance with MNPS Policies and procedures.

Additional Security

Procedures to adequately protect school property shall include, but not be limited to:

1. Controlling the issuance of building keys and master keys and access cards and security cards
2. Permitting access to classrooms, laboratories, gymnasiums or other school facilities or equipment only to times when there is appropriate faculty supervision
3. Procedure for securing teacher work areas when being left unattended or at the end of the day

The Principal will secure assistance from law enforcement officials when deemed necessary in order to maintain order or security during the school day or during extracurricular activities at school. The Principal shall call the Nashville Police Department in cases involving illegal entry, theft or vandalism. The Principal will also notify the Board of Directors within 24 hours after each case of vandalism, theft, building damage and illegal entry. The Board of Directors is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

EMPLOYEE QUALIFICATIONS

Describe the qualifications required of employees of the proposed public charter school.

All teachers in a school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. Indicate the number and type of teachers and other school staff to be hired. Describe the qualifications you will require of staff. Detail how these attributes will help support the school's mission and goals. Explain your plans for the professional development and evaluation of staff.

Table 12.01 outlines the employee qualifications for all staff members of Liberty Collegiate.

Operational Year 1	
Position	Qualifications
Principal	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Liberty Collegiate Academy ▪ Passion for education, mentorship, and youth awareness ▪ Experience in education, strategic planning, staff development, board relations, financial management, and operations ▪ Motivational and energetic leader who is committed to excellence ▪ Solutions-oriented strategic thinker who has overcome complex organizational challenges ▪ Unwavering in pursuit of excellence even in the face of difficult opposition and challenges ▪ Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions ▪ Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations ▪ Proven success at applying for government grants ▪ Experienced public speaker ▪ Well-developed technical and persuasive writer ▪ Previous management experience ▪ Personal and professional integrity ▪ Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes ▪ Masters level degree preferred
Dean of Curriculum and Instruction	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Liberty Collegiate Academy ▪ Experienced in education, strategic planning, and staff development ▪ Motivational and energetic leader who is committed to excellence ▪ Solutions-oriented strategic thinker who has overcome complex organizational challenges ▪ Unwavering in pursuit of excellence even in the face of difficult opposition and challenges ▪ Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions ▪ Teaching experience with marked success and quantifiable and objective student performance gains that surpass state averages ▪ Proven ability to work collaboratively with a diverse team of teachers ▪ Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges ▪ Exceptional public speaker, writer and editor, especially of lesson plans, unit plans, and other curricular materials

	<ul style="list-style-type: none"> ▪ Strong knowledge of curriculum for fifth through twelfth grade students ▪ Energy and entrepreneurial spirit for a start-up charter school ▪ Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills ▪ Ability to prioritize, multi-task, delegate, and lead by example ▪ Three to five years of urban teaching and educational leadership experience is preferred ▪ Masters level or advanced degree preferred ▪ Highly Qualified as defined by No Child Left Behind
Director of Operations and Finance	<ul style="list-style-type: none"> ▪ Commitment to Liberty Collegiate Academy's mission and organizational success ▪ Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions ▪ Advanced degree (ideally an MBA) and two years of experience in operations and/or finance preferred ▪ Experience in an educational setting preferred ▪ Ambition and desire to grow as a leader ▪ Excellent technical and persuasive writer ▪ Entrepreneurial spirit ▪ Personal and professional integrity ▪ Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and other financial management and HR software
Office Manager	<ul style="list-style-type: none"> ▪ Strong commitment to the mission and vision of Liberty Collegiate Academy ▪ At least 2 years of administrative experience ▪ Strong attention to detail ▪ Ability to work effectively under stressful working conditions
Student Supports Coordinator	<ul style="list-style-type: none"> ▪ Certified as Special Education teacher ▪ Strong commitment to the mission and vision of Liberty Collegiate Academy ▪ Experienced in education, strategic planning, and staff development ▪ Motivational and energetic leader who is committed to excellence ▪ Unwavering in pursuit of excellence even in the face of difficult opposition and challenges ▪ Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions ▪ Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages ▪ Proven ability to work collaboratively with a diverse team of teachers ▪ Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges ▪ Energy and entrepreneurial spirit for a start-up charter school ▪ Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills ▪ Ability to prioritize, multi-task, delegate, and lead by example ▪ Three to five years of urban teaching, with at least 2 years of special education teaching experience and educational leadership experience is preferred ▪ Masters level advanced degree preferred ▪ Highly Qualified as defined by No Child Left Behind
(2) 5th Grade Reading/Language Arts Teachers	<ul style="list-style-type: none"> ▪ Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success ▪ Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages ▪ Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting ▪ Demonstrated ability to work well in a team, especially with parents and

	community members <ul style="list-style-type: none"> Analytical problem solver Basic understanding of data analysis Minimum two years of urban teaching preferred Certification in the subject area to be taught preferred Advanced degrees in education or content area preferred Professional demeanor Highly Qualified as defined by No Child Left Behind TN teacher license
(2) 5th Grade Mathematics Teachers	Same as above
(1) 5th Grade Social Studies Teacher	Same as above
(1) 5th Grade Science Teacher	Same as above

Staff Qualifications

Mission and Vision of the School. All faculty and staff of Liberty Collegiate must have a deep, focused alignment and commitment with the mission and vision of the school. There are a series of beliefs upon which the school will base its culture and a shared understanding of these beliefs is essential. These include:

- Every child deserves a demanding, high-quality, college-preparatory education.
- Accountable community develops character.
- Great teachers are essential for academic excellence.
- All students, of all races, socioeconomic backgrounds, and life circumstances, can achieve at very high academic levels.
- High expectations are essential for academic success; students will perform to meet the level of expectation set by the staff, in both academic classes and with regard to behavior.
- A culture of structure and discipline is critical to student success.
- Data drives decisions. Decisions about the classroom and the school are informed by the actual student achievement data.

Professional Qualifications. In addition to appropriate alignment with the school's mission, excellent candidates for employment at Liberty Collegiate will share critical professional qualifications, which may include:

- Instructional skills
- Content knowledge
- Experience with classroom teaching, mentoring, and tutoring
- Resilience
- Work ethic
- Teamwork and collaboration skills
- Professionalism in behavior and language

- Verbal fluency and writing skills

A copy of the draft of the personnel handbook can be found in **Appendix 9**.

Professional Development

Schools are only as strong and effective as their teaching staff. One of our core goals is to provide a professional teaching environment by establishing a culture of constant teacher learning. Before each school year begins, teachers work with the Principal and Director of Curriculum and Instruction to develop and refine curriculum, create assessments, and define focus areas based upon achievement data. We provide reflection time in the middle and at the end of the school year to meet with parents, write assessments, and reflect on the student achievement of students and staff growth. Schedules provide supports to teachers including:

- Three week summer Professional Development prior to the beginning of the school year.
- 10 professional development days during the calendar year
- 120 minutes of weekly dedicated Professional Development to meet individual and school needs
- 110 minutes of scheduled collaborative planning time during each school day for each teacher

The Liberty Collegiate leadership team will work together to design, implement and evaluate a high quality, effective professional development (PD) plan focused on improving the school and raising student achievement.

- Year 1 PD focuses on program design elements using internal staff development standards, with emphasis on school culture, data-based decision making and planning for strong year 1
- Year 2 PD focuses on implementation of refined systems of accountability and evaluation, review of culture and its impact on student achievement and planning grade expansion.
- Year 3 teams continue to advance their learning about systemic change, focus on leading continuous improvement efforts, and evaluate implications of their plan.

Specific goals for Pre-opening and Year 1 Professional Development are provided below:

- Introduce and implement systems which will strengthen a positive school culture
- Build a collaborative, professional learning environment for the team and the school
- Complete the planning cycle by creating curriculum by subject for fifth grade students
- Use curriculum to create unit/lesson plans and assessments for students in each fifth grade subject

In accordance with federal and state mandates, we will introduce teaching and managing individuals with disabilities during professional development each year. In Year 1 we will have a

full time Student Supports Coordinator who specializes in IDEA case management and ensures that individuals with disabilities are held to a high standard of academic achievement with appropriate supports to accommodate the disability in the whole classroom and small group settings. The SSC will also engage teachers in professional development around supporting all learners.

Our Approach To Professional Development

Professional Development (PD) is essential for the successful delivery of Liberty Collegiate's college preparatory mission. The three pillars to Liberty Collegiate's professional development are (1) the effective use of data to drive instruction, (2) consistency of systems and structures to maximize instructional minutes, and (3) the development of effective vertical and horizontal teaming to improve instructional practice. These three pillars drive the PD plans for Pre-opening, Summer Professional Development Institute, and School Year PD.

Professional Development will be delivered throughout the school year including 15 summer days pre-opening of school, and ten (10) full days during the school year. Teachers will have additional opportunities for professional growth through outside courses, chosen on an individual basis, as well as planning and collaboration periods scheduled for every teacher, every day.

The Principal will work closely with the Dean of Curriculum and Instruction (DCI) to develop in house professional development. The Principal will oversee all group trainings ensuring that organizational PD objectives are met, while the responsibility of the delivery of the training on instructional planning, development, and execution will be delegated to the DCI. The DCI will focus on the coaching, observation and the development of faculty to improve academic outcomes as well as determine areas of weakness to inform the objectives of future PD. Outside consultants may be invited to present or facilitate a workshop for the entire staff. PD days may also include visits to exemplary schools, teachers, or curricula.

Pre-Opening and Year One Professional Development Priorities

In order to execute Liberty Collegiate's mission to deliver a rigorous college preparatory program that is highly structured, a strong and consistent culture of excellence must be set for the staff and students the day they enter the building. To this end, it is essential that staff engage in a three-week PD prior to opening the school doors to students and families. School leadership will stress the importance of setting a positive, clear, consistent and well-structured culture. During the summer PD, teachers will be trained on the importance and effective implementation of tight organizational structures and on school-wide systems and structures. The school-wide systems and structures will range from lesson-planning protocols, writing effective Do Nows, Aims, the Gradual Release of Responsibility, and data-driven instruction, to safety procedures, attendance reporting, and parent communication.

Professional Development focused on Literacy Strategies

We believe that all teachers, regardless of content area, should be trained in and implement effective literacy strategies in their classrooms. Using research such as and similar to that conducted by the Chicago Reading Initiative as a framework, all teachers will be trained in literacy strategies and evaluated for implementation. Teachers will be trained in literacy

strategies to increase content knowledge as well as literacy achievement overall. The training will have a particular focus on vocabulary development, fluency and reading comprehension.

Summer Professional Development

The three-week PD Summer Institute for all new staff in Year 1 of operations will begin on July 18, 2011. In subsequent years, the PD Institute for new teachers will be three weeks and two weeks for returning staff.

School Year Professional Development

School Year PD will be on Fridays beginning at 2:45PM to provide on-going support to teachers throughout the school year. The Principal and DCI will oversee the delivery of all PD and will on occasion delegate pre-identified PD sessions to outside facilitators.

Topics will likely include:

- School Culture
- Assessment
- Effective Classroom Management
- Differentiating Instruction
- ELL strategies
- Teacher collaboration
- Communication with parents
- Evaluating student work
- Daily Lesson Design
- Health and Safety
- High-expectations
- Teaching students with IEPs
- Rubric creation and use
- Literacy Strategies
- Numeracy Strategies

Liberty Collegiate will develop a culture of collegiality to facilitate professional growth through reflection, peer observation, and continual instructional feedback. Teachers will be encouraged to join various professional organizations (i.e. National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teacher Association, etc.), attend conferences, and share best practices that will increase academic achievement.

Evaluation of Administrative Staff

- The **Principal** will be evaluated by the Board of Directors prior to the end of each year's contract, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.
- The **Dean of Curriculum and Instruction, Director of Finance and Operations, and Student Supports Coordinator** will be evaluated by the Principal twice per year, based

on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

Evaluation of Instructional Staff

- The **Instructional Staff** will be evaluated by the Principal twice per year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

Evaluation of Non-Instructional Staff

- The **Non-instructional Staff** will be evaluated by the Director of Finance and Operations, and informed by the Principal twice per year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

Staff Recruitment

We will aggressively recruit high quality teachers by casting a wide net in both traditional and non-traditional venues. According to "The Real Causes of Higher Achievement," teaching is *the* most important factor bearing on achievement. Studies of students from low socioeconomic backgrounds find that in the areas of reading and math, the school and teachers have six to ten times as much influence on learning as all socioeconomic factors combined.⁷³ We will seek highly qualified staff through Teach For America, career fairs, college alumni associations, multimedia resources and Young Education Professionals. Our website will have a link to all career opportunities. Candidates must be 100% aligned with the mission, and demonstrate academic success with our target population. Applicants who provide resume and cover letter will start a process including: resume review, telephone interview, in-person interview, sample teaching lesson, and reference/criminal background checks. All hires will be contingent upon providing formal copy of state certification.

⁷³ Schmoker, Mike. "The Real Causes of Higher Achievement," SED Letter Volume XIV Number 2 May 2002.

SPONSORING ENTITY

Identify the individuals and entities sponsoring the proposed public charter school, including their names and addresses.

Summarize each individual's and entity's relevant experience and qualifications. If you have not already done so under question 8, provide contact information and a resume or organizational description for each individual and entity. Briefly explain how these sponsors will help contribute to your school's mission.

Liberty Collegiate Academy is sponsored by Liberty Collegiate Academy, Inc., a Tennessee 501(c)(3) corporation.⁷⁴ The Liberty Collegiate Academy, Inc. Board of Directors will serve as the governing body of Liberty Collegiate Academy. Board members, along with their contact information and biographies, are included in **Section 8**. Resumes are included as **Attachment G**. The control and governance of Liberty Collegiate Academy is vested in the Board of Directors and all management decisions will be delegated to the Principal who will report to the Board. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of Liberty Collegiate Academy.

As the critical volunteer leadership of the school, Board members commit to:

- Developing and providing oversight of policies and procedures for the school
- Managing resources effectively
- Monitoring educational programs and services, ensuring alignment with the school's mission and goals
- Selecting, supporting and evaluating the Principal
- Ensuring effective long-term business and organizational planning
- Supporting the organization financially
- Taking initiative in connecting the organization with opportunities for funding
- Enhancing the school's image in the community
- Acting in the best interests of the school at all times

⁷⁴ See Attachment I and Attachment J.

DEPOSITS/INVESTMENTS/IDLE FUNDS

Describe the procedures governing the deposit and investment of idle funds, purchasing procedures, and comprehensive travel regulations.

Detail the policies and processes regarding the deposit and investment of idle funds. Describe your school's purchasing procedures and identify who will have purchasing authority. (All contracts for goods and services in excess of five thousand dollars (\$5,000) must be bid and approved by the governing body of each public charter school.) Provide regulations on travel, including policies regarding student field trips and reimbursement of travel expenses.

Deposit and Investment of Idle Funds

In investing and dealing with all assets held by Liberty Collegiate Academy for investment, the Board of Directors will exercise the standard of care described in its bylaws⁷⁵ and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this clause where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to Liberty Collegiate Academy.

Investments

Liberty Collegiate Academy, under the discretion of the Board of Directors, may invest in safe, secure instruments that provide at least a market rate of rate of return with minimum amount of risk. These include certificates of deposit, obligations of the U.S. government, repurchase agreements, banker's acceptances, commercial paper or savings accounts. Liberty Collegiate Academy may also purchase real estate in the community and lease or acquire any needed facilities, as long as such investments match the needs and mission of the school.

Gifts, In-kind Donations and Grant Awards

The Board of Directors will be responsible for managing all gifts, in-kind donations and grant awards. The management of such funds will follow the policies and procedures set forth in the Board of Directors By-Laws.

Purchasing Procedures

Pursuant to Metropolitan Nashville Public Schools purchasing regulations, all contracts for goods and services in excess of \$5,000 must be bid and approved by the Liberty Collegiate Academy Board of Directors. The Principal, working with the Director of Finance and Operations, will practice regular management of purchasing. All capital purchases and long-term contracts will be managed by the Board of Directors and are subject to approval of the Board.

Travel Policies/Reimbursement

School-related travel costs, including student field trips and travel reimbursements, will be reimbursed by Liberty Collegiate Academy in cases where prior approval of travel is obtained. In

⁷⁵ Please see **Attachment D: By-Laws**

such cases, expense reports will be submitted, including receipts for all purchases. All documentation will be submitted to the Principal for approval in a timeframe not to exceed more than 30 days after travel is completed. Travel expense reports must be signed by the Principal before reimbursements will be made.

MANAGEMENT AND ADMINISTRATION

Provide a plan for the management and administration of the school.

Detail the management and administration plan for the school. Clearly describe and delineate the rules and responsibilities of the school's leader(s), the governing board, and other key personnel. If you have identified specific individuals who will play day-to-day leadership roles in the school, list them.

School Management

Liberty Collegiate Academy will be governed by a Board of Directors. They will assume the ultimate authority and accountability for all matters of school governance and oversee critical elements of administration. Upon approval of the charter and as required by Tennessee Code Annotated § 49-13-104 (3), a parent representative, whose child is enrolled at Liberty Collegiate Academy, will be appointed to the Board of Directors within six (6) months of Liberty Collegiate's opening date. The Board will regularly seek feedback from parents, and other constituents of the school, including community members, in developing and implementing school policies.

The Board ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The Board oversees financial management of the school, review of audit methods and findings, and compliance with sound fiscal management. The Board has the responsibility for hiring, setting compensation for, and evaluating the performance of the Principal.

The policies and procedures that aid in Liberty Collegiate Academy's governance are outlined in the Board of Directors' By-laws (please see **Attachment D**) With regard to school operations, the Principal will report directly to the Board of Directors and will directly supervise the Dean of Curriculum and Instruction, Director of Finance and Operations, and all instructional staff.

Management and Administration Responsibilities

The Board of Directors delegates all management and administrative responsibilities to the Principal. A brief description of the administration of the school, including the roles and responsibilities of the school leader, and other key personnel is listed below. Every officer, administrator, and employee is driven by the mission of Liberty Collegiate Academy.

The **Principal** is the external face of the school and is accountable for all school operations and the success of the academic program. S/he is the liaison between the Board of Directors and the school's staff. The Principal is also responsible for maintaining the integrity of the mission for Liberty Collegiate Academy, and ensures that all resources are provided so that the mission can be successfully carried out. S/he hires, supervises and evaluates all employees of the school and may delegate these duties to other administrative staff which include, but are not limited to the Dean of Curriculum and Instruction, Director of Finance and Operations, or the Dean of Students (added in Year 3). The Principal reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress towards the goals set forth in the school's Accountability Plan.

The **Dean of Curriculum and Instruction** is the instructional leader in the school. S/he oversees curriculum development and alignment, instruction, and the professional development of teaching staff. The Dean of Curriculum and Instruction develops and administers the assessment system, analyzes its results, and guides instructional and individualized supports in response to those results, and reports directly to the Principal.

The **Director of Finance and Operations** is responsible for the financial, facility, and operational needs of the school. S/he maintains the school budget, accounting systems, and ensures compliance with all federal, state and local requirements. In addition, the Director of Finance and Operations manages facility and human resource needs, and ensures that the school's daily operations and attendance system run smoothly. S/he oversees the work of the Office Manager, works closely with the Dean of Curriculum and Instruction, and reports directly to the Principal.

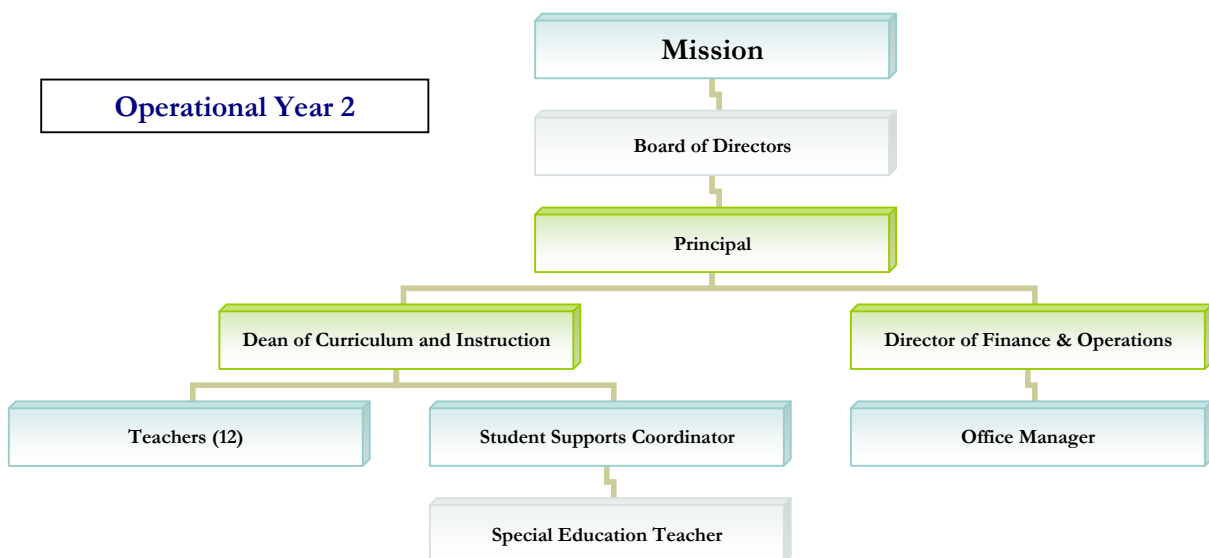
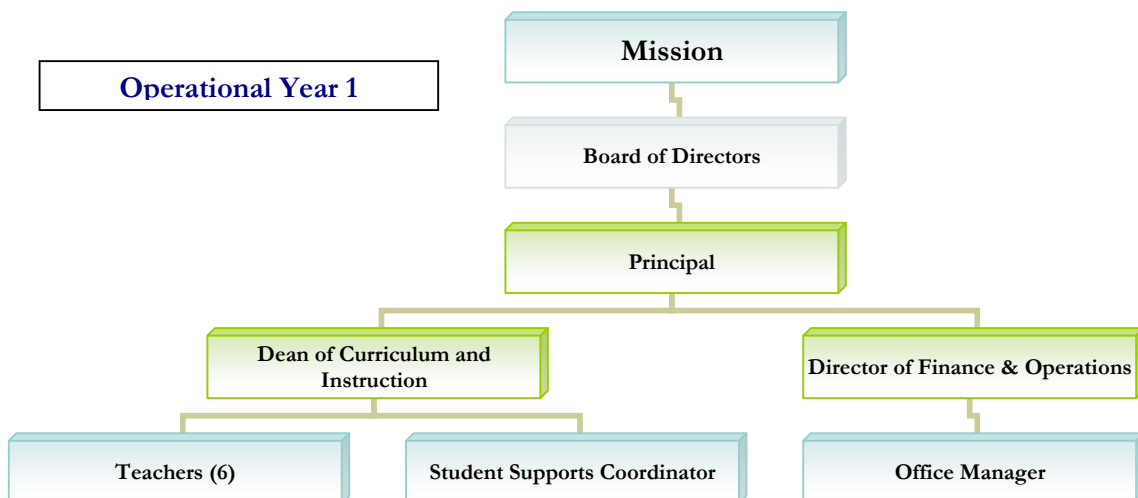
The **Office Manager** maintains student records and ensures that student attendance, homework completion, and merit/demerit data are accurately recorded. S/he is the first contact for parents and ensures that appropriate notification is given to parents regarding student health, detentions, or other pressing matters pertaining to their children. The Office Manager works closely with and reports directly to the Director of Finance and Operations.

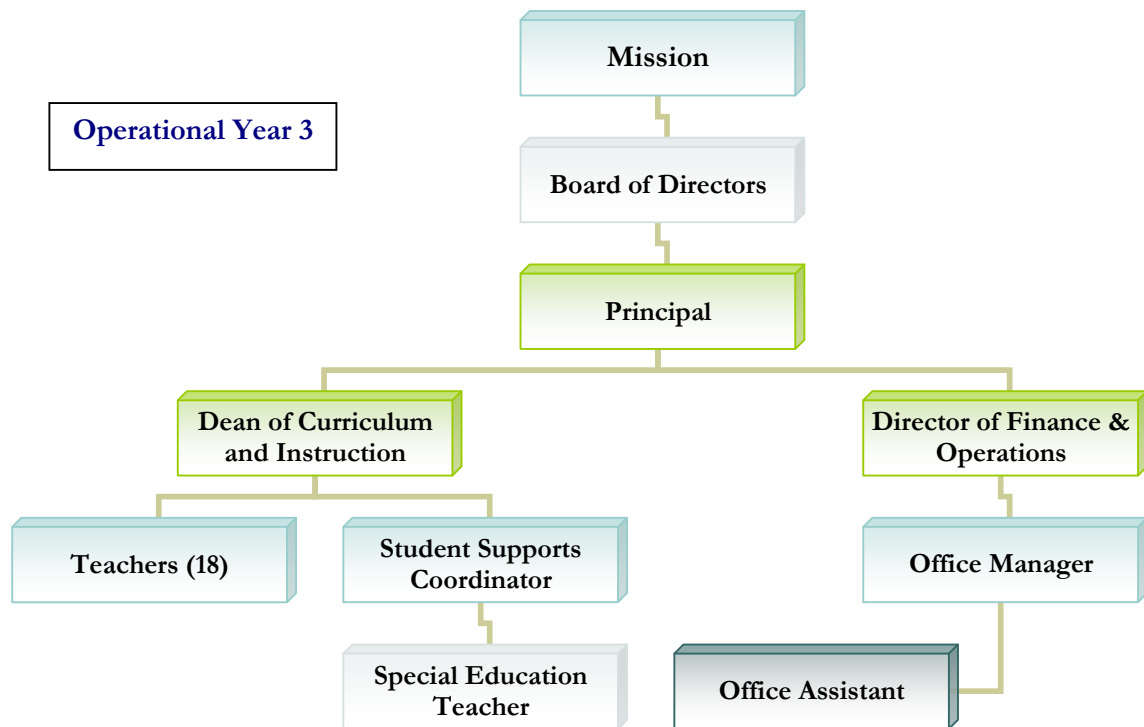
The **Student Supports Coordinator** focuses on the entire special education program. During the first year of operation, the Student Supports Coordinator will provide .5 time on administrative duties associated with student IEPs and .5 time on special education instructional duties for students either within classrooms with the regular education teacher during inclusion or for those students requiring pull-out time in special education classes.⁷⁶

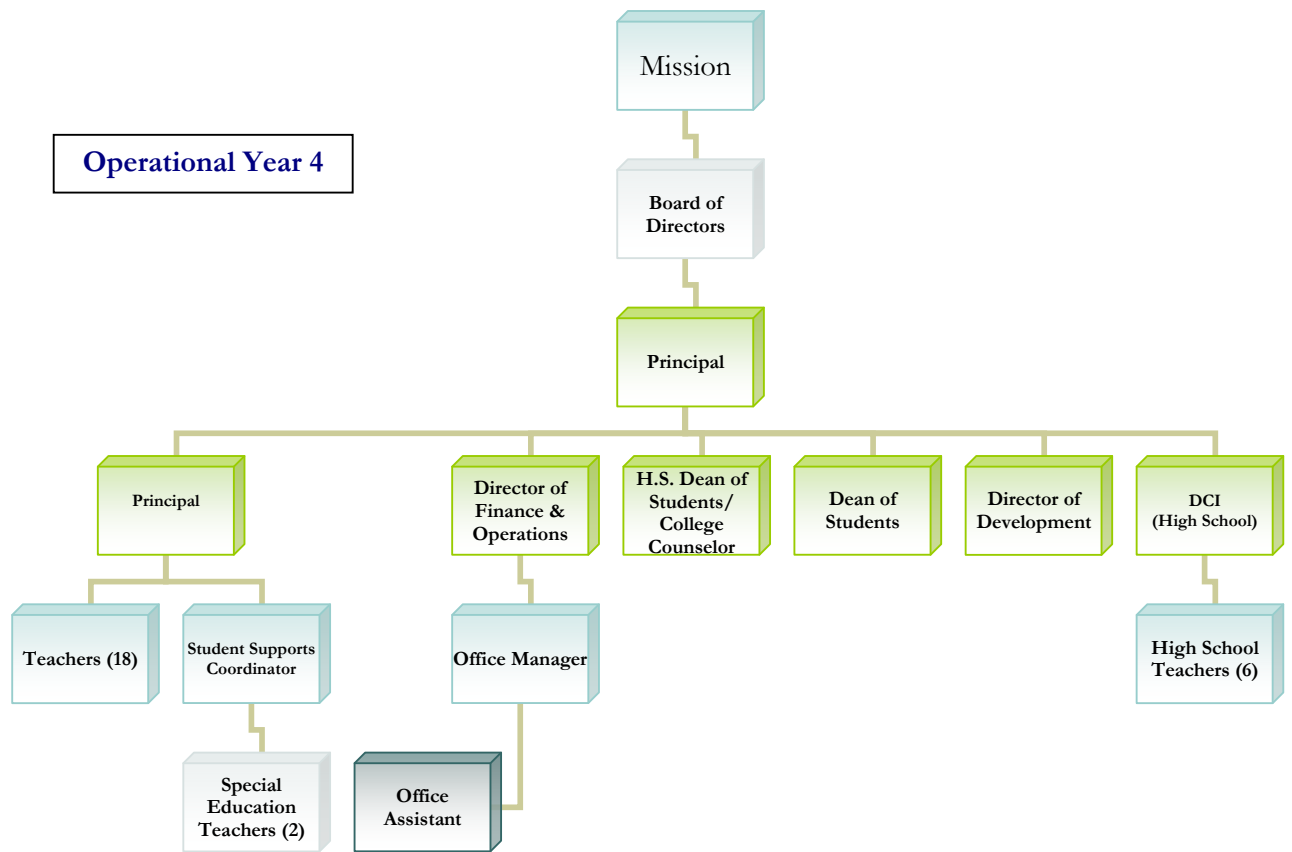
The **Dean of Students** focuses on student culture and discipline and will be hired in Year 4. S/he holds Liberty Collegiate students accountable to the Code of Conduct and establishes and maintains family relationships to support the high behavioral expectations of the school. S/he also oversees community outreach efforts to ensure that students have access to educational enrichment opportunities beyond the school's offerings. The Dean of Students coordinates school events and works with the Principal and Director of Finance and Operations to plan and execute college visits and end of year excursions with students.

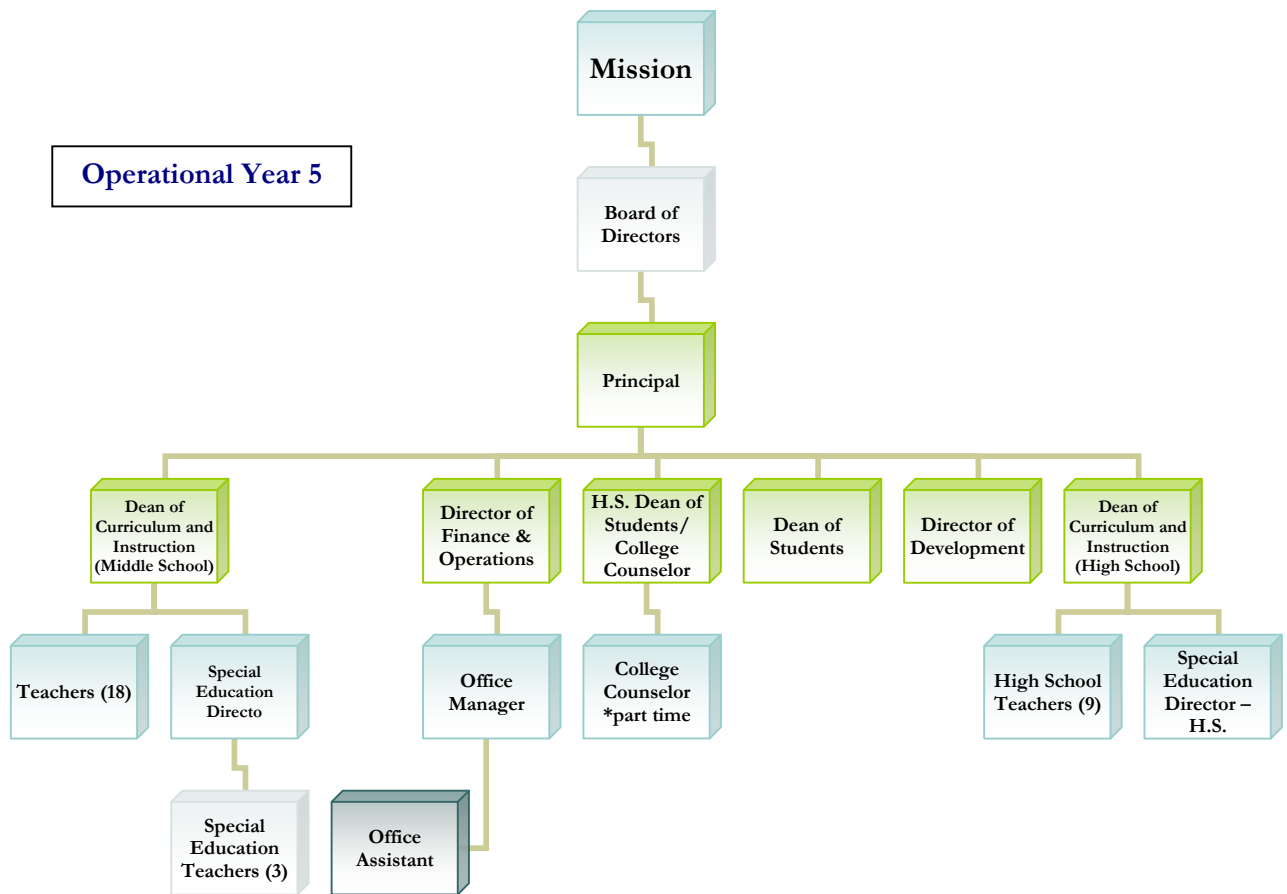
⁷⁶ One or more of the full-time teachers at Liberty Collegiate Academy will be certified as a Special Educator. We will hire additional Special Educators as necessary based on our Special Education enrollment.

The following organizational chart(s) – Operational Years 1-5 (full term initial charter) outline all supervisory relationships for the initial term of the charter.









Administrator Requirements

All administrators will be aligned to and deeply committed to the mission of Liberty Collegiate Academy. Administrators, including the Principal, Dean of Curriculum and Instruction, Student Supports Coordinator, and Director of Finance and Operations will be required to have, at minimum, a Bachelor's degree. The Dean of Curriculum and Instruction must have at least three (3) years of teaching experience. The Student Supports Coordinator must have Special Education Certification. The Director of Finance and Operations will be required to have at least two (2) years of experience in financial management and, ideally, a Master's Degree in Business Administration.

Full-time Faculty Requirements

All full-time faculty members will be aligned with and deeply committed to the mission of Liberty Collegiate Academy. Full-time faculty members will be required to obtain the appropriate teaching licensures as outlined by the state of Tennessee and demonstrate Highly Qualified status as defined by No Child Left Behind.

Non-core Faculty Staff Requirements

All non-core faculty staff will be aligned with and deeply committed to the mission of Liberty Collegiate Academy. Non-core faculty staff members are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with adolescents.

Other Staff, Substitutes and Consultants

All other staff will be aligned with and deeply committed to the mission of Liberty Collegiate Academy. All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

Proposed Principal

The Board expects to hire Linda Mendez as the school's Founding Principal. Ms. Mendez brings extensive experience in non-profit operations and management. As Founding Dean of Students at Gary Comer College Prep, a Campus of the Noble Network of Charter Schools, Ms. Mendez was responsible for many aspects of school management and design. As part of her role she participated in community outreach and student recruitment, hiring, curriculum design, teacher coaching and management, student support and school culture. Ms. Mendez also worked with various constituencies to ensure strong community involvement.

Ms. Mendez is a Fellow with Building Excellent Schools, a nonprofit nationally recognized for its rigorous, year-long training program in charter school management. The Fellowship includes 600+ hours of intense training led by respected educational leaders including: Doug Lemov, author of *Teach Like a Champion*, managing Director of True North as part of the Uncommon Schools network; Yutaka Tamura, 2002 Building Excellent Schools Fellow and Founder/Founding Executive Director of Excel Academy Charter School – one of the consistently highest performing public schools in Massachusetts; and Dana Lehman, Former Co-Director at Roxbury Preparatory Charter School and current Managing Director of the Roxbury Preparatory expansion project. Ms. Mendez also has direct and continued access to 30+ of the highest performing urban charter schools in the nation and will complete leadership residency in a high-performing urban charter school. Fellows receive training, coaching and support on Board development during all phases of the design and start-up process, and Follow-on Support during the first three years of the charter. Please see **Appendix 6** for more detail on the Building Excellent Schools Fellowship. Please see **Appendix 7** for the Resume of Linda Mendez, proposed Principal.

BY-LAWS

Provide a copy of the proposed bylaws of the governing body of the charter school.

A separate copy of the proposed bylaws is provided as **Attachment D**. A copy of the Conflict of Interest Policy is attached as **Attachment E**.

PROPOSED BY-LAWS AND POLICIES

ARTICLE I

Name, Location, Mission and Objectives

Section 1: The name of the organization will be Liberty Collegiate Academy (“Liberty Collegiate”).

Section 2: The initial principal location of Liberty Collegiate shall be at:
2201 8th Avenue South #301
Nashville, TN 37204

Liberty Collegiate may also have offices at such other places as the Board of Directors (Board) shall determine the business of Liberty Collegiate requires; provided, however, that the registered office be registered with the Secretary of State of Tennessee and the agent so registered be located at the same address, or otherwise as provided by the Board of Directors.

Section 3: The purposes for which the Liberty Collegiate is organized are preparing students in grades five through twelve to enter, succeed in and graduate from the college of their choice.

Section 4: If, for any reason, the organization should dissolve, upon dissolution of the organization assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE II

Members

Liberty Collegiate does not have members. While persons who associate or attend programs of, participate in, contribute to, or benefit from Liberty Collegiate may be referred to as “member,” no rights, voting or otherwise, will inure to such person.

ARTICLE III

Board of Directors

Section 1: The Board of Directors (“the Board”) shall consist of at least seven (7) Directors and no more than thirteen Directors. All Directors shall have identical rights and responsibilities. The School Director of the school will be an advisory, non-voting member of the Board (*ex officio*).

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Directors.

Section 3: The Liberty Collegiate nominating committee, known as the Governance Committee, shall present a slate of potential Directors and officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board.

Section 4: Directors shall serve a term of two (2) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than two (2) consecutive, three-year terms. Directors shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two Directors who will serve a one-year term (ending in Spring 2012), at least two Directors who will serve a two-year term (ending in Spring 2013), and at least two Directors will serve a three-year term (ending in Spring 2014).

Section 6: Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: The Board may remove any Officer or Director by majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 9: Members of the Board of Directors:

- a. Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Liberty Collegiate activities in accordance with Liberty Collegiate Academy policies.
- b. Shall serve Liberty Collegiate Academy with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Liberty Collegiate.
- c. All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Liberty Collegiate; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Liberty Collegiate shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV

Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

Section 2: The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.

Section 3: The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE V

Meetings

Section 1: The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least ten (10) other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board.

Section 2: Special meetings of the Board of Directors may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Director five (5) calendar days prior to the meeting.

Section 3: One-half of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors, except where otherwise required by these Bylaws.

Section 4: The Board shall select its own meeting format in any method allowed by the laws of the state of Tennessee. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board of Directors and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. A member of the board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he/she grants a signed, written proxy to another board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

- a. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board;
- b. to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. to provide ongoing orientation to Directors;
- e. to oversee a Director assessment process to ensure optimum performance; and
- f. to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Fiscal Year

The fiscal year of the Liberty Collegiate shall begin on July 1 of each calendar year and terminate on June 30 of the same year.

ARTICLE VIII

Rules of Order

In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Liberty Collegiate.

ARTICLE IX

Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

ASSURANCE OF LIABILITY

Include a statement of assurance of liability by the governing body of the charter school.

Liberty Collegiate Academy, Inc., the sponsor and Governing Body of Liberty Collegiate Academy Charter School, acknowledges, agrees and warrants that Metropolitan Nashville Public Schools Board of Directors shall not be liable for any act or omission whatsoever of Liberty Collegiate Academy, Inc. or Liberty Collegiate Academy Charter School. In the event any person or entity shall seek to include Metropolitan Nashville Public Schools Board of Directors or hold Metropolitan Nashville Public Schools Board of Directors, as liable for any acts or omissions of Liberty Collegiate Academy or Liberty Collegiate Academy Charter School, Liberty Collegiate Academy shall indemnify and hold harmless Metropolitan Nashville Public Schools Board of Directors.

In addition, the Assurances Form is included at the beginning of this charter school application package.

INSURANCE COVERAGE

Detail the types and amounts of insurance coverage to be held either by the charter school or approved by the local board of education, including provisions for assuring that the insurance provider will notify the department of education within 10 days of the cancellation of any insurance it carries on the charter school.

Detail the types and amounts of insurance coverage. Provide contact information of the policy providers and an assurance from the providers that they will notify the department of education appropriately of any cancellations in policies.

Please see following letter that outlines our proposed insurance coverage, as issued by Martin & Zerfoss. Liberty Collegiate and insurance provider assure that they will notify the Department of Education of any cancellations in policy within ten (10) days.

MARTIN & ZERFOSS

INSURANCE & BONDS SINCE 1978

September 9th, 2010

Mr. Alan Coverstone
Director of Charter Schools
Metropolitan Nashville Public Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Liberty Collegiate Academy Charter School Insurance Requirements

Dear Mr. Coverstone:

Liberty Collegiate Academy Charter School has begun the process of fulfilling the insurance requirements that Metro Nashville Public Schools requires be maintained for their Charter Agreement. As stated by Metro's guidelines General Liability/Automobile Liability Policy: must be equal to or greater than \$5,000,000. This insurance will be primary insurance and the first \$1,000,000 dollars will be with a company licensed in Tennessee. The following \$4,000,000 will be covered under an excess liability policy or an umbrella policy. This policy will name Metropolitan Government as an additional insured and will cover contractual liability. The automobile coverage will cover all owned vehicles, hired and non-owned vehicles in the amount of \$1,000,000.

The Professional Liability Policy for Directors and Officers for Liberty Collegiate Academy Charter School will be equal to or greater than \$5,000,000. Teachers Professional Liability Policy will be equal or greater than \$1,000,000. Workers Compensation and Employers Liability Policy will be equal to or greater than \$500,000 each accident, each employee and policy limit. Property and Boiler Insurance Policy will be provided if Charter school purchases the property being used. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.

Certificates of Insurance, in a form satisfactory to the Chartering Authority, evidencing of coverage shall be provided to the Chartering Authority prior to the commencement of performance of this Charter Agreement. Throughout the term of this Charter Agreement the sponsor will provide updated certificates of insurance upon expiration of the current certificates. Included in the provisions of the policy the insurance provider will notify the Department of Education within 10 days of cancellation of any insurance policy it carries on the Charter School.

Should you have any questions regarding coverage requirements, please feel free to contact me.

Sincerely,



Taylor R Ragan
Martin & Zerfoss, INC

1909 21ST AVENUE SOUTH
PO BOX 121587
NASHVILLE, TN 37212

TEL 615 297-8500
FAX 615 269-7390
TF 888 297-8557



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TRANSPORTATION

Describe the plan for transportation for the pupils attending the charter school. Charter schools are not required to provide transportation.

If the proposed charter school elects to provide transportation for its pupils, provide a detailed transportation plan including the types of vehicles that will be used, who will drive them, and what students will be eligible.

Liberty Collegiate Academy intends to provide free transportation to students residing in and around East Nashville. Without knowing the exact location of our school building, we are not able to produce precise estimates around routes, costs and bus times. In year one, we have budgeted to spend \$75,000 for transportation. This figure includes the purchase of a minimum of one used bus, certified-driver salary, maintenance, gas and appropriate insurance and assumes that approximately 60% of students will require transportation to and from school. This estimated financial model is based on the input from other successful local charter schools, such as LEAD and KIPP Academy (who run similar bus routes), as well as information from Mid South Transportation and the Center for Charter Excellence in Tennessee.

FINANCIAL COMMITMENTS

Provide information regarding financial commitments from equity investors or debt sources for cash or similar liquid assets sufficient to demonstrate that the charter school will have liquid assets sufficiently available to operate the school on an ongoing and sound financial basis.

In lieu of cash or similar liquid assets, an applicant may provide a financial bond issued by a company authorized to issue surety bonds in Tennessee.

Liberty Collegiate Academy will be sponsored by Liberty Collegiate Academy, Inc., a 501(c) (3) non-profit corporation. Liberty Collegiate Academy, Inc. will raise private funds that will offset costs to operate Liberty Collegiate Academy. Liberty Collegiate Academy expects that the Board of Directors of Liberty Collegiate Academy, Inc. will assist in identifying private sources of funding to aid in the development of the school. These private funds will increase liquid assets and will provide greater resources for the students' learning experience.

Liberty Collegiate Academy intends to hire a Director of Development in its fourth year of operation dedicated to seeking and obtaining funds from private and public sources, including grants. Prior to that, the Principal will be in charge of raising private funding. Liberty Collegiate Academy will utilize per-pupil funds allocated by Metropolitan Nashville Public Schools along with federal entitlement grants to maintain core operations of the school. All other fund development resources will be used to augment the core instructional program as appropriate, and to secure additional educational opportunities and resources on behalf of our student body.

Historically, new Building Excellent Schools fellow founded charter schools have received approximately \$250,000 each in Walton Foundation funds for its first years of operation. Liberty Collegiate Academy has submitted the first of two grant applications to the Walton Foundation. The second grant application will be made immediately upon charter authorization, as required by WFF. In addition, Liberty Collegiate Academy plans to apply to the Tennessee Department of Education and the US Department of Education for start-up funds that are available for new public charter schools.

Our five year projected budget provided as **Attachment C** indicates that Liberty Collegiate Academy will have the necessary cash and liquid assets to operate on an on-going and sound financial basis.

FACILITY

Provide an accurate and representative description of the facility to house the proposed public charter school:

Describe the board's five-year plan for facilities and the progress (to date) in acquiring a high quality facility well in advance of school opening. If possible, provide local address of proposed facility for charter school. Describe the layout and footprint of the facility and how it is suited to meet the educational and practical needs of your student body. Include overall sq. footage of property and rationale for choosing this property. Include leasing and/or purchasing arrangements (terms of lease) of the proposed property as well as a detailed description of the organizational status and mission of the owner of the proposed facility property.

Liberty Collegiate Academy has not yet finalized a site for the school and is actively pursuing a variety of facility solutions. We will ensure that the facility has enough space to meet the needs of the school, including number and type of classrooms, administrative offices, and any program specific space (science labs, etc.). We will also ensure that the facility complies with all state and federal ADA mandates. Liberty Collegiate has contracted with Southeast Venture, PLC to locate a space for the school.

In searching for space, our philosophy is to ensure that our building aligns with Liberty Collegiate's staged-growth model. Because we are committed to operating a high-quality small school, we recognize that our need for and space will grow over time, as will our budget for facilities. Our aim is to find space that both suits the needs of our initial student cohort, but also allows us the financial and logistical flexibility to grow that space as our student base grows.

Most readily, we are in the initial phases of discover on the following three options:

1. Modular School Campus

Site Description:

Liberty Collegiate is currently investigating the purchase of a piece of land that is between 2-3 acres and could accommodate between 16-20 modular classrooms as well as administrative offices and cafeteria/multi-purpose room modular. Additionally, the land would allow for ample parking and green space. This option would allow Liberty Collegiate to grow into our entire middle school, thus postponing an additional purchase or lease until year five. Liberty Collegiate is investigating the availability of a plot of land near Gallatin and Cahal Streets, adjacent to the Margaret Maddox YMCA, that meets these specifications.

Financial Commitments:

We estimate that the yearly cost of this scenario would be \$197,738 per year. This includes debt service on the land and the modular as well as utilities, janitorial services and insurance. It assumes a land purchase of 2.75 acres at \$24 per square foot and a cost of \$25,000 per modular for purchase and installation. It also accounts for the design and site work that would predicate a project of this type. It is worth noting that this estimate assumes immediate acquisition of four years'

worth of modulars. Though we could reasonably stage the growth of a modular campus as we grow each year, we have estimated the total cost of the project to err on the side of budgeting caution.

2. Rental Options

Site Description:

Liberty Collegiate is currently investigating the acquisition of several rental options that meet our immediate facility needs. With the help of Southeast Ventures, Liberty Collegiate is evaluating nearly 50 lease options. Some samples include:

- 1108 Gallatin Ave – 11,746sf at \$5.11 rent/sf/yr
- 2824 Gallatin Pike – 7,000sf, rent negotiable
- 721 Main Street – 10,000sf at \$6.00 rent/sf/yr

These options would each require some renovations to ensure that they meet the needs of the school and ADA requirements. Acquisition of a rental property would take us, minimally, through our second year of operations at which point we would pursue additional space.

Financial Commitments:

Our core rental options range in price from \$5.00-\$7.00 per square foot per year in rent. We also assume approximately \$3.00 per square foot per year for utilities and maintenance. Estimating up, that totals to approximately \$10.00 per square foot for rent and upkeep. The size of the rental also dictates the price. The largest property we are pursuing at this time is approximately 12,000 square feet. Estimating up, this would translate to a total of \$120,000 per year in rent and upkeep. Additionally, we recognize that some renovations will be covered in the lease agreement and some will likely be the responsibility of Liberty Collegiate Academy. We have budgeted \$50,000 for these initial renovations. Factoring in insurance and renovations, this option calculates to \$190,000 in year one and \$140,000 in year two.

3. Building Purchase

Site Description:

Liberty Collegiate Academy is currently investigating the purchase of property at 800 Main Street. The purchase would entail acquisition of one 33,000 square foot floor of a three floor building. This space would allow for full growth through year four. Additionally, it would allow the potential for acquisition of an additional floor in year five where we could continue to full growth on the same property. The property is located on nearly three (3) acres of land and use of substantial portions of blacktop space would be made available as part of the purchasing agreement.

Financial Commitments:

The building is currently listed for sale at \$41 per square foot, making the purchase price of a floor \$1,286,500. Additionally, the building would require substantial renovations to build out classrooms and ensure it is up to code. Based

on estimates from Southeast Ventures, these renovations would cost approximately \$40 per square foot, bringing the total project cost to \$2,526,500. Assuming full renovations are completed in year one, our estimated debt service payments calculate to \$200,000 per year. Factoring in utilities, maintenance and insurance, the yearly cost of this option would total \$300,000.

All three scenarios are viable and financially feasible and are located in our target enrollment areas of the Maplewood and Stratford Clusters. Our current budget model assumes the Modular School campus scenario, as it represents the financial mid-point of the three options. That being said, the remaining two options are also workable in our current budget without the need to sacrifice core programmatic elements, such as hiring or course offerings.

Liberty Collegitae Academy

2011-2012 Academic Calendar (Draft)

July 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Staff Development Days (25)
School Days (185)
Saturday Academy -- Tentative (10)
First Day of Trimester

Last Day of Trimester
Parent Conferences- No Students
Holidays - No Staff or Students
Summer Academy (10)

Calendar Key and Important Dates

July 18 - August 5, 2011: Summer Professional Development
 August 8, 2011: First Day of School (Trimester 1)
 September 5, 2011: Labor Day, No School for Staff of Students
 November 3, 2011: Final Day of Trimester 1
 November 4 - 7, 2011: Staff Development, No School for Students
 November 8, 2011: First Day of Trimester 2
 November 11, 2011: Parent Conference Day, No School for Students
 November 23 - 25: Thanksgiving Vacation, No School for Staff or Students
 December 16, 2011: Staff Development, No School for Students
 December 19, 2011 - January 2, 2012: Winter Break

January 16, 2012: MLK Day, No School for Staff or Students
 February 23, 2012: Final Day of Trimester 3
 February 24-27, 2012: Staff Development, No School for Students
 February 28, 2012: First Day of Trimester 3
 March 2, 2012: Parent Conference Day, No School for Students
 March 12 - 16, 2012: Spring Break, No School for Staff or Students
 April 9-13, 2012: Anticipated TCAP Testing
 April 20, 2012: Staff Development, No School for Students
 June 1, 2012: Final Day of Trimester 3, Last Day for Students
 June 4 - 7, 2012: Staff Development
 June 8, 2012: Parent Conference Day

Sample Liberty Collegiate Academy Daily Schedule

Monday - Thursday		
7:30	8:00	School Opens (Breakfast)
8:00	8:30	Morning Advisory/DEAR
8:20	9:15	Math Problem Solving
9:15	10:10	Reading
10:10	10:25	Break
10:25	11:20	Writing
11:20	12:15	Math Procedures
12:15	12:45	Lunch
12:45	1:40	Science
1:40	2:35	Social Studies
2:35	2:50	Break
2:50	3:45	PE/Enrichment
3:45	4:15	FOCUS: Homework and Tutoring Time
4:15	5:30	Homework Club/Detention/Academic Support

Friday (Early Dismissal/Professional Development)		
7:30	7:50	School Opens (Breakfast)
8:00	8:10	Shortened AM Advisory
8:10	9:05	Math Problem Solving
9:05	10:00	Reading
10:00	10:15	Break
10:15	11:00	Writing
11:00	11:55	Math Procedures
11:55	12:25	Lunch
12:25	1:20	Community Meeting
1:20	2:35	Homework Club/Detention/Academic Support
2:45	4:45	Staff Development


***Please note there is no "passing time" included in the schedule because students stay stationary and teachers rotate each period.*



PUBLIC CHARTER SCHOOL
FIVE YEAR PLANNING BUDGET DOCUMENT
For Fiscal Years 2010 – 2015

CERTIFICATION OF CHARTER SCHOOL REPRESENTATIVES

This is to certify that the data contained in the *Five Year Planning Budget Document* (pages 1 through 33) has been prepared in accordance with guidelines specified by the Tennessee Department of Education. These guidelines, among other things, require the applicant charter school to "provide a realistic, line-item estimate of the revenues and expenditures for operating the [charter] school from approval through the fifth year of operation."



Signature of Charter School Superintendent/Director*

9/13/2010

Date



Signature of Charter School Board Chairperson

9/13/2010

Date

* Individual responsible for the day-to-day operations of the charter school who, among other things, is responsible for budget monitoring and compliance.

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 1

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	ESTIMATED REVENUES AND OTHER SOURCES					
2	43000 Charges for Current Services	-	-	-	-	-
3	44000 Other Local Revenues	8,000	8,000	8,000	58,000	58,000
4	46500 State Education Funds	-	-	-	-	-
5	46800 Other State Revenues	250,000	125,000	-	-	-
6	47100 Federal Funds Received Thru State	19,130	38,260	55,477	70,972	84,918
7	47600 Direct Federal Revenues	-	-	-	-	-
8	49000 Other Sources	914,393	1,880,535	2,804,064	3,689,111	4,539,516
9						
10	14100 TOTAL ESTIMATED REVENUES & OTHER SOURCES	1,191,523	2,051,795	2,867,541	3,818,083	4,682,434
11						
12	30000 Reserves and/or Fund Balances	377,625	172,520	289,052	645,688	957,667
13						
14	TOTAL AVAILABLE FUNDS	1,569,148	2,224,315	3,156,593	4,463,771	5,640,101
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 2

ACCOUNT NO.	ESTIMATED REVENUES AND OTHER SOURCES EXPENDITURES (APPROPRIATIONS) AND OTHER USES	Year 1	Year 2	Year 3	Year 4	Year 5
1	EXPENDITURES (APPROPRIATIONS)					1
2	Instruction					2
3	71100 Regular Instruction Program	433,793	781,355	1,125,616	1,494,683	1,917,134
4	71150 Alternative Instruction Program	-	-	-	-	-
5	71200 Special Education Program	80,391	141,314	146,188	215,862	297,722
6	71300 Vocational Education Program	-	-	-	-	-
7	71400 Student Body Education Program	-	-	-	-	-
8	Support Services					8
9	72110 Attendance	-	-	-	-	-
10	72120 Health Services	600	1,200	1,740	2,226	2,663
11	72130 Other Student Support	18,000	34,000	48,400	61,360	73,024
12	72210 Regular Instruction Program	89,689	110,690	189,064	220,353	305,870
13	72215 Alternative Instruction Program	-	-	-	-	-
14	72220 Special Education Program	-	-	-	-	-
15	72230 Vocational Education Program	-	-	-	-	-
16	72310 Board of Education	-	-	-	-	-
17	72320 Office of Superintendent	-	-	-	-	-
18	72410 Office of Principal	330,764	335,347	392,585	783,686	955,649
19	72510 Fiscal Services	44,030	57,470	70,850	85,160	89,507
20	72610 Operation of Plant	197,738	197,738	197,738	197,738	375,476
21	72620 Maintenance of Plant	32,100	12,100	12,100	12,100	17,100
22	72710 Transportation	75,000	100,000	100,000	150,000	150,000
23	72810 Central and Other	25,000	25,000	25,000	25,000	25,000
24	Operation of Non-Instructional Services					24
25	73100 Food Service	11,250	22,500	32,625	41,738	49,939
26	73300 Community Services	-	-	-	-	-
27	73400 Early Childhood Education	-	-	-	-	-
28	76100 Regular Capital Outlay	-	-	-	-	-
29	80000 Education Debt Services	-	-	-	-	-
30	91300 Education Capital Projects	-	-	-	-	-
31	99000 Other Uses (Transfers)	58,275	116,550	168,998	216,200	258,683
32						32
33	TOTAL EXPENDITURES (APPROPRIATIONS)	1,396,630	1,935,264	2,510,904	3,506,106	4,517,767
34	*Check should be 0	-	-	-	-	-
35						35
36						36
37						37
38						38
39						39
40						40

Page 3

Page 3

Attachment C

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 4

ACCOUNT		ESTIMATED REVENUES				
NO.		Year 1	Year 2	Year 3	Year 4	Year 5
1	46000 State of Tennessee					
2	46500 State Education Funds					
3	46511 Basic Education Program	-	-	-	-	-
4	46515 Early Childhood Education	-	-	-	-	-
5	46520 School Food Service	-	-	-	-	-
6	46550 Driver Education	-	-	-	-	-
7	46590 Other State Education Funds	-	-	-	-	-
8	46610 Career Ladder	-	-	-	-	-
9	46612 Career Ladder - Extended Contract	-	-	-	-	-
10	46790 Other Vocational	-	-	-	-	-
11						
12	46500 Total State Education Funds	-	-	-	-	-
13						
14	46800 Other State Revenues					
15	46980 Other State Grants	250,000	125,000	-	-	-
16	46990 Other State Revenues	-	-	-	-	-
17						
18	46800 Total Other State Revenues	250,000	125,000	-	-	-
19						
20	47000 Federal Government					
21	47100 Federal through State					
22	47111 USDA School Lunch Program	-	-	-	-	-
23	47113 Breakfast	-	-	-	-	-
24	47114 USDA - Other	-	-	-	-	-
25	47131 Vocational Education Basic Grants to States	-	-	-	-	-
26	47139 Other Vocational	-	-	-	-	-
27	47141 Title I - Grants to Local Education Agencies					
28	47142 Title VI - Innovative Education Program Strategies	-	-	-	-	-
29	47143 Special Education Grants to the States - IDEA	19,130	38,260	55,477	70,972	84,918
30	47145 Special Education Preschool Grants	-	-	-	-	-
31	47189 Title II - Eisenhower Professional Development State Grants	-	-	-	-	-
32	47590 Other Federal Through State	-	-	-	-	-
33						
34	47100 Total Federal Through State	19,130	38,260	55,477	70,972	84,918
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 5

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
1						1
2	47600 Direct Federal Revenues					2
3	47640 ROTC Reimbursement	-	-	-	-	3
4	47650 Energy Grant	-	-	-	-	4
5	47990 Other Direct Federal Revenues	-	-	-	-	5
6						6
7	47600 Total Direct Federal Government	-	-	-	-	7
8						8
9	47000 Total Federal Government	19,130	38,260	55,477	70,972	9
10						10
11	140000 TOTAL ESTIMATED REVENUES	277,130	171,260	63,477	128,972	11
12						12
13	49000 Other Sources					13
14	49100 Bond Issued	-	-	-	-	14
15	49200 Note Issued	-	-	-	-	15
16	49300 Capitalized Leases Issued	-	-	-	-	16
17	49400 Refunding Debt Issued	-	-	-	-	17
18	49500 Other Loans Issued	-	-	-	-	18
19	49800 Transfers In (complete schedule below) *	914,393	1,880,535	2,804,064	3,689,111	19
20	49810 City General Fund Transfers (complete schedule below)	-	-	-	-	20
21						21
22	49000 Total Other Sources	914,393	1,880,535	2,804,064	3,689,111	22
23						23
24						24
25	14100 TOTAL ESTIMATED REVENUES AND OTHER SOURCES	1,191,523	2,051,795	2,867,541	3,818,083	25
26						26
27	* Payments from LEA for Charter School support.					27
28						28
29						29
30						30
31						31
32						32
33						33
34						34
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36						36
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40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 6

ACCOUNT NO.	ESTIMATED REVENUES	Year 1	Year 2	Year 3	Year 4	Year 5
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 7

ACCOUNT NO.	RESERVES AND/OR FUND BALANCES BEGINNING-OF-YEAR	Year 1	Year 2	Year 3	Year 4	Year 5
1 34000	RESERVES AND/OR FUND BALANCE BEGINNING OF YEAR					
2						
3	LOCAL RESERVES					
4 34210	Reserved for Unemployment Compensation	-	-	-	-	-
5 34230	Reserved for Food Service	-	-	-	-	-
6 34290	Other Local Education Reserves	-	-	-	-	-
7						
8	STATE RESERVES					
9 34340	Reserved for Driver Education	-	-	-	-	-
10 34379	Reserved for Career Ladder Extended Contract	-	-	-	-	-
11 34380	Reserved for Career Ladder Program	-	-	-	-	-
12 34385	Reserved for Early Childhood Education	-	-	-	-	-
13 34386	Reserved for Basic Education Program	-	-	-	-	-
14 34390	Other State Education Reserves	-	-	-	-	-
15						
16	FEDERAL RESERVES					
17 34410	Reserved for Title I - Grants to Local Education Agencies	-	-	-	-	-
18 34420	Reserved for Title VI - Innovative Ed. Program Strategies	-	-	-	-	-
19 34430	Reserved for Special Education-Grants to States - IDEA	-	-	-	-	-
20 34440	Other Federal Reserves	-	-	-	-	-
21						
22	DESIGNATED FUND BALANCE					
23 35110	Designated for Purpose #1	-	-	-	-	-
24 35120	Designated for Purpose #2	-	-	-	-	-
25 35130	Designated for Purpose #3	-	-	-	-	-
26 35140	Designated for Purpose #4	-	-	-	-	-
27 35150	Designated for Purpose #5	-	-	-	-	-
28						
29 39000	Undesignated Fund Balance	377,625	172,520	289,052	645,688	957,667
30						
31 30000	TOTAL RESERVES AND/OR FUND BALANCES END OF YEAR	377,625	172,520	289,052	645,688	957,667
32						
33	TOTAL AVAILABLE FUNDS	1,569,148	2,224,315	3,156,593	4,463,771	5,640,101
34						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 8

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	REGULAR INSTRUCTION PROGRAM (71100)					
3	71100 116 Teachers	270,000	509,850	763,848	1,032,627	1,316,845
4	71100 117 Career Ladder Program	-	-	-	-	-
5	71100 127 Career Ladder Extended Contracts	-	-	-	-	-
6	71100 128 Homebound Teachers	-	-	-	-	-
7	71100 162 Clerical Personnel	-	-	-	-	-
8	71100 163 Educational Assistants	-	-	-	-	-
9	71100 189 Other Salaries & Wages	-	-	-	-	-
10	71100 195 Certified Substitute Teachers	-	-	-	-	-
11	71100 198 Non-Certified Substitute Teachers	-	-	-	-	-
12	71100 201 Social Security	20,655	39,004	58,434	78,996	100,739
13	71100 204 State Retirement	24,300	45,887	68,746	92,936	118,516
14	71100 206 Life Insurance	1,685	3,181	4,766	6,444	8,217
15	71100 207 Medical Insurance	36,833	69,553	104,202	140,869	179,641
16	71100 208 Dental Insurance	-	-	-	-	-
17	71100 210 Unemployment Compensation	1,440	2,640	3,840	5,040	6,240
18	71100 212 Employer Medicare	-	-	-	-	-
19	71100 299 Other Fringe Benefits	-	-	-	-	-
20	71100 311 Contracts with Other School Systems	-	-	-	-	-
21	71100 330 Operating Lease Payments	-	-	-	-	-
22	71100 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
23	71100 356 Tuition	-	-	-	-	-
24	71100 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-
25	71100 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
26	71100 399 Other Contracted Services	-	30,000	30,900	31,827	32,782
27	71100 429 Instructional Supplies & Materials	6,560	12,080	17,360	22,424	27,814
28	71100 449 Textbooks	20,000	20,000	18,000	16,200	34,580
29	71100 499 Other Supplies & Materials	3,000	3,000	3,000	3,000	3,000
30	71100 535 Fee Waivers	-	-	-	-	-
31	71100 599 Other Charges	5,000	10,000	15,000	20,000	25,000
32	71100 722 Regular Instruction Equipment	44,320	36,160	37,520	44,320	63,760
33						
34						
35	71100 TOTAL REGULAR INSTRUCTION PROGRAM	433,793	781,355	1,125,616	1,494,683	1,917,134
36						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

Page 9

ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					1
2	ALTERNATIVE INSTRUCTION PROGRAM (71150)					2
3	71150 116 Teachers	-	-	-	-	3
4	71150 117 Career Ladder Program	-	-	-	-	4
5	71150 127 Career Ladder Extended Contracts	-	-	-	-	5
6	71150 128 Homebound Teachers	-	-	-	-	6
7	71150 162 Clerical Personnel	-	-	-	-	7
8	71150 163 Educational Assistants	-	-	-	-	8
9	71150 189 Other Salaries & Wages	-	-	-	-	9
10	71150 195 Certified Substitute Teachers	-	-	-	-	10
11	71150 198 Non-Certified Substitute Teachers	-	-	-	-	11
12	71150 201 Social Security	-	-	-	-	12
13	71150 204 State Retirement	-	-	-	-	13
14	71150 206 Life Insurance	-	-	-	-	14
15	71150 207 Medical Insurance	-	-	-	-	15
16	71150 208 Dental Insurance	-	-	-	-	16
17	71150 210 Unemployment Compensation	-	-	-	-	17
18	71150 212 Employer Medicare	-	-	-	-	18
19	71150 299 Other Fringe Benefits	-	-	-	-	19
20	71150 311 Contracts with Other School Systems	-	-	-	-	20
21	71150 330 Operating Lease Payments	-	-	-	-	21
22	71150 336 Maintenance & Repair Services - Equipment	-	-	-	-	22
23	71150 356 Tuition	-	-	-	-	23
24	71150 369 Contracts for Substitute Teachers - Certified	-	-	-	-	24
25	71150 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	25
26	71150 399 Other Contracted Services	-	-	-	-	26
27	71150 429 Instructional Supplies & Materials	-	-	-	-	27
28	71150 449 Textbooks	-	-	-	-	28
29	71150 499 Other Supplies & Materials	-	-	-	-	29
30	71150 535 Fee Waivers	-	-	-	-	30
31	71150 599 Other Charges	-	-	-	-	31
32	71150 790 Other Equipment	-	-	-	-	32
33						33
34						34
35	71150 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	SPECIAL EDUCATION PROGRAM (71200)					
3	71200 116 Teachers	48,000	94,760	97,603	148,611	202,592
4	71200 117 Career Ladder Program	-	-	-	-	-
5	71200 127 Career Ladder Extended Contracts	-	-	-	-	-
6	71200 128 Homebound Teachers	-	-	-	-	-
7	71200 162 Clerical Personnel	-	-	-	-	-
8	71200 163 Educational Assistants	-	-	-	-	-
9	71200 189 Other Salaries & Wages	-	-	-	-	-
10	71200 195 Certified Substitute Teachers	-	-	-	-	-
11	71200 198 Non-Certified Substitute Teachers	-	-	-	-	-
12	71200 201 Social Security	3,672	7,249	7,467	11,369	15,498
13	71200 204 State Retirement	4,320	8,528	8,784	13,375	18,233
14	71200 206 Life Insurance	300	591	609	927	1,264
15	71200 207 Medical Insurance	6,139	12,646	13,025	20,124	27,637
16	71200 208 Dental Insurance	-	-	-	-	-
17	71200 210 Unemployment Compensation	240	480	480	720	960
18	71200 212 Employer Medicare	-	-	-	-	-
19	71200 299 Other Fringe Benefits	-	-	-	-	-
20	71200 310 Contracts W/Other Public Agencies	-	-	-	-	-
21	71200 311 Contracts W/Other School Systems	-	-	-	-	-
22	71200 312 Contracts W/Private Agencies	-	-	-	-	-
23	71200 322 Evaluation & Testing	-	-	-	-	-
24	71200 330 Operating Lease Payments	-	-	-	-	-
25	71200 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
26	71200 356 Tuition	-	-	-	-	-
27	71200 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-
28	71200 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
29	71200 399 Other Contracted Services	-	-	-	-	-
30	71200 429 Instructional Supplies & Materials	1,640	3,020	4,340	5,606	6,953
31	71200 449 Textbooks	5,000	5,000	4,500	4,050	8,645
32	71200 499 Other Supplies & Materials	-	-	-	-	-
33	71200 535 Fee Waivers	-	-	-	-	-
34	71200 599 Other Charges	-	-	-	-	-
35	71200 725 Special Education Equipment	11,080	9,040	9,380	11,080	15,940
36						
37	71200 TOTAL SPECIAL EDUCATION PROGRAM	80,391	141,314	146,188	215,862	297,722
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					1
2	VOCATIONAL EDUCATION PROGRAM (71300)					2
3	71300 116 Teachers	-	-	-	-	3
4	71300 117 Career Ladder Program	-	-	-	-	4
5	71300 127 Career Ladder Extended Contracts	-	-	-	-	5
6	71300 162 Clerical Personnel	-	-	-	-	6
7	71300 163 Educational Assistants	-	-	-	-	7
8	71300 189 Other Salaries & Wages	-	-	-	-	8
9	71300 195 Certified Substitute Teachers	-	-	-	-	9
10	71300 198 Non-Certified Substitute Teachers	-	-	-	-	10
11	71300 201 Social Security	-	-	-	-	11
12	71300 204 State Retirement	-	-	-	-	12
13	71300 206 Life Insurance	-	-	-	-	13
14	71300 207 Medical Insurance	-	-	-	-	14
15	71300 208 Dental Insurance	-	-	-	-	15
16	71300 210 Unemployment Compensation	-	-	-	-	16
17	71300 212 Employer Medicare	-	-	-	-	17
18	71300 299 Other Fringe Benefits	-	-	-	-	18
19	71300 311 Contracts W/Other School Systems	-	-	-	-	19
20	71300 330 Operating Lease Payments	-	-	-	-	20
21	71300 336 Maintenance & Repair Services - Equipment	-	-	-	-	21
22	71300 356 Tuition	-	-	-	-	22
23	71300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	23
24	71300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	24
25	71300 399 Other Contracted Services	-	-	-	-	25
26	71300 429 Instructional Supplies & Materials	-	-	-	-	26
27	71300 448 T & I Construction Materials	-	-	-	-	27
28	71300 449 Textbooks	-	-	-	-	28
29	71300 499 Other Supplies & Materials	-	-	-	-	29
30	71300 535 Fee Waivers	-	-	-	-	30
31	71300 599 Other Charges	-	-	-	-	31
32	71300 730 Vocational Instruction Equipment	-	-	-	-	32
33						33
34						34
35	71300 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	35
36						36
37						37
38						38
39						39
40						40

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	INSTRUCTION - 71000					
2	STUDENT BODY EDUCATION PROGRAM (71400)					
3						
4	71400 189 Other Salaries & Wages	-	-	-	-	-
5	71400 201 Social Security	-	-	-	-	-
6	71400 204 State Retirement	-	-	-	-	-
7	71400 206 Life Insurance	-	-	-	-	-
8	71400 207 Medical Insurance	-	-	-	-	-
9	71400 208 Dental Insurance	-	-	-	-	-
10	71400 210 Unemployment Compensation	-	-	-	-	-
11	71400 212 Employer Medicare	-	-	-	-	-
12	71400 299 Other Fringe Benefits	-	-	-	-	-
13	71400 399 Other Contracted Services	-	-	-	-	-
14	71400 429 Instructional Supplies and Materials	-	-	-	-	-
15	71400 449 Textbooks	-	-	-	-	-
16	71400 499 Other Supplies & Materials	-	-	-	-	-
17	71400 599 Other Charges	-	-	-	-	-
18	71400 790 Other Equipment	-	-	-	-	-
19						
20	71400 TOTAL STUDENT BODY EDUCATION PROGRAM	-	-	-	-	-
21						
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	STUDENTS (72100)					2
3	ATTENDANCE (72110)					3
4						4
5	72110 105 Supervisor/Director	-	-	-	-	5
6	72110 117 Career Ladder Program	-	-	-	-	6
7	72110 127 Career Ladder Extended Contracts	-	-	-	-	7
8	72110 130 Social Workers	-	-	-	-	8
9	72110 162 Clerical Personnel	-	-	-	-	9
10	72110 189 Other Salaries & Wages	-	-	-	-	10
11	72110 201 Social Security	-	-	-	-	11
12	72110 204 State Retirement	-	-	-	-	12
13	72110 206 Life Insurance	-	-	-	-	13
14	72110 207 Medical Insurance	-	-	-	-	14
15	72110 208 Dental Insurance	-	-	-	-	15
16	72110 210 Unemployment Compensation	-	-	-	-	16
17	72110 212 Employer Medicare	-	-	-	-	17
18	72110 299 Other Fringe Benefits	-	-	-	-	18
19	72110 317 Data Processing Services	-	-	-	-	19
20	72110 336 Maintenance & Repair Services - Equipment	-	-	-	-	20
21	72110 355 Travel	-	-	-	-	21
22	72110 399 Other Contracted Services	-	-	-	-	22
23	72110 499 Other Supplies & Materials	-	-	-	-	23
24	72110 524 In-Service/Staff Development	-	-	-	-	24
25	72110 599 Other Charges	-	-	-	-	25
26	72110 704 Attendance Equipment	-	-	-	-	26
27						27
28						28
29	72110 TOTAL ATTENDANCE	-	-	-	-	29
30						30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	STUDENTS (72100)					
3	HEALTH SERVICES (72120)					
4						
5	72120 131 Medical Personnel	-	-	-	-	-
6	72120 189 Other Salaries & Wages	-	-	-	-	-
7	72120 201 Social Security	-	-	-	-	-
8	72120 204 State Retirement	-	-	-	-	-
9	72120 206 Life Insurance	-	-	-	-	-
10	72120 207 Medical Insurance	-	-	-	-	-
11	72120 208 Dental Insurance	-	-	-	-	-
12	72120 210 Unemployment Compensation	-	-	-	-	-
13	72120 212 Employer Medicare	-	-	-	-	-
14	72120 299 Other Fringe Benefits	-	-	-	-	-
15	72120 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
16	72120 355 Travel	-	-	-	-	-
17	72120 399 Other Contracted Services	-	-	-	-	-
18	72120 413 Drugs & Medical Supplies	-	-	-	-	-
19	72120 499 Other Supplies & Materials	600	1,200	1,740	2,226	2,663
20	72120 524 In-Service/Staff Development	-	-	-	-	-
21	72120 599 Other Charges	-	-	-	-	-
22	72120 735 Health Equipment	-	-	-	-	-
23						
24						
25	72120 TOTAL HEALTH SERVICES	600	1,200	1,740	2,226	2,663
26						
27						
28						
29						
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	STUDENTS (72100)					
3	OTHER STUDENT SUPPORT (72130)					
4	72130 117 Career Ladder Program	-	-	-	-	-
5	72130 123 Guidance Personnel	-	-	-	-	-
6	72130 124 Psychological Personnel	-	-	-	-	-
7	72130 127 Career Ladder - Extended Contracts	-	-	-	-	-
8	72130 130 Social Workers	-	-	-	-	-
9	72130 135 Assessment Personnel	-	-	-	-	-
10	72130 161 Secretary(s)	-	-	-	-	-
11	72130 162 Clerical Personnel	-	-	-	-	-
12	72130 164 Attendants	-	-	-	-	-
13	72130 170 School Resource Officer	-	-	-	-	-
14	72130 189 Other Salaries & Wages	-	-	-	-	-
15	72130 201 Social Security	-	-	-	-	-
16	72130 204 State Retirement	-	-	-	-	-
17	72130 206 Life Insurance	-	-	-	-	-
18	72130 207 Medical Insurance	-	-	-	-	-
19	72130 208 Dental Insurance	-	-	-	-	-
20	72130 210 Unemployment Compensation	-	-	-	-	-
21	72130 212 Employer Medicare	-	-	-	-	-
22	72130 299 Other Fringe Benefits	-	-	-	-	-
23	72130 309 Contracts with Government Agencies	-	-	-	-	-
24	72130 311 Contracts with Other School Systems	-	-	-	-	-
25	72130 322 Evaluation & Testing	-	-	-	-	-
26	72130 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
27	72130 355 Travel	-	-	-	-	-
28	72130 399 Other Contracted Services	-	-	-	-	-
29	72130 499 Other Supplies & Materials	15,000	30,000	43,500	55,650	66,585
30	72130 524 In-Service/Staff Development	-	-	-	-	-
31	72130 599 Other Charges	-	-	-	-	-
32	72130 790 Other Equipment	3,000	4,000	4,900	5,710	6,439
33						
34						
35	72130 TOTAL OTHER STUDENT SUPPORT	18,000	34,000	48,400	61,360	73,024
36						
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	INSTRUCTIONAL STAFF (72200)					
3	REGULAR INSTRUCTION PROGRAM (72210)					
4	72210 105 Supervisor/Director	-	-	-	-	-
5	72210 117 Career Ladder Program	-	-	-	-	-
6	72210 127 Career Ladder Extended Contracts	-	-	-	-	-
7	72210 129 Librarian(s)	-	-	-	-	-
8	72210 132 Material Supervisor(s)	-	-	-	-	-
9	72210 136 Audiovisual Personnel	-	-	-	-	-
10	72210 137 Education Media Personnel	-	-	-	-	-
11	72210 138 Instructional Computer Personnel	-	-	-	-	-
12	72210 161 Secretary(s)	-	-	-	-	-
13	72210 162 Clerical Personnel	-	-	-	-	-
14	72210 163 Educational Assistants	-	-	-	-	-
15	72210 189 Other Salaries & Wages	40,000	41,200	84,872	87,418	135,061
16	72210 195 Certified Substitute Teachers	-	-	-	-	-
17	72210 196 In-Service Training	-	-	-	-	-
18	72210 198 Non-Certified Substitute Teachers	-	-	-	-	-
19	72210 201 Social Security	3,060	3,152	6,493	6,687	10,332
20	72210 204 State Retirement	3,600	3,708	7,638	7,868	12,155
21	72210 206 Life Insurance	250	257	530	545	843
22	72210 207 Medical Insurance	6,139	6,323	13,025	13,416	20,728
23	72210 208 Dental Insurance	-	-	-	-	-
24	72210 210 Unemployment Compensation	240	240	480	480	720
25	72210 212 Employer Medicare	-	-	-	-	-
26	72210 299 Other Fringe Benefits	-	-	-	-	-
27	72210 308 Consultants	-	-	-	-	-
28	72210 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
29	72210 355 Travel	-	-	-	-	-
30	72210 369 Contracts for Substitute Teachers - Certified	-	-	-	-	-
31	72210 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	-
32	72210 399 Other Contracted Services	7,000	7,210	7,426	7,649	7,879
33	72210 432 Library Books/Media	7,500	15,000	21,750	27,825	33,293
34	72210 437 Periodicals	-	-	-	-	-
35	72210 499 Other Supplies & Materials	3,900	6,600	9,350	12,965	15,859
36	72210 524 In Service/Staff Development	18,000	27,000	37,500	55,500	69,000
37	72210 599 Other Charges	-	-	-	-	-
38	72210 790 Other Equipment	-	-	-	-	-
39						
40	72210 TOTAL REGULAR INSTRUCTION PROGRAM	89,689	110,690	189,064	220,353	305,870

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	INSTRUCTIONAL STAFF (72200)					2
3	ALTERNATIVE INSTRUCTION PROGRAM (72215)					3
4						4
5	72215 105 Supervisor/Director	-	-	-	-	5
6	72215 117 Career Ladder Program	-	-	-	-	6
7	72215 123 Guidance Personnel	-	-	-	-	7
8	72215 127 Career Ladder Extended Contracts	-	-	-	-	8
9	72215 129 Librarian(s)	-	-	-	-	9
10	72215 138 Instructional Computer Personnel	-	-	-	-	10
11	72215 161 Secretary(s)	-	-	-	-	11
12	72215 162 Clerical Personnel	-	-	-	-	12
13	72215 163 Educational Assistants	-	-	-	-	13
14	72215 189 Other Salaries & Wages	-	-	-	-	14
15	72215 196 In-Service Training	-	-	-	-	15
16	72215 201 Social Security	-	-	-	-	16
17	72215 204 State Retirement	-	-	-	-	17
18	72215 206 Life Insurance	-	-	-	-	18
19	72215 207 Medical Insurance	-	-	-	-	19
20	72215 208 Dental Insurance	-	-	-	-	20
21	72215 210 Unemployment Compensation	-	-	-	-	21
22	72215 212 Employer Medicare	-	-	-	-	22
23	72215 299 Other Fringe Benefits	-	-	-	-	23
24	72215 336 Maintenance & Repair Services - Equipment	-	-	-	-	24
25	72215 355 Travel	-	-	-	-	25
26	72215 399 Other Contracted Services	-	-	-	-	26
27	72215 432 Library Books/Media	-	-	-	-	27
28	72215 499 Other Supplies & Materials	-	-	-	-	28
29	72215 524 In Service/Staff Development	-	-	-	-	29
30	72215 599 Other Charges	-	-	-	-	30
31	72215 790 Other Equipment	-	-	-	-	31
32						32
33	72215 TOTAL ALTERNATIVE INSTRUCTION PROGRAM	-	-	-	-	33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	INSTRUCTIONAL STAFF (72200)					2
3	SPECIAL EDUCATION PROGRAM (72220)					3
4						4
5	72220 105 Supervisor/Director	-	-	-	-	5
6	72220 117 Career Ladder Program	-	-	-	-	6
7	72220 124 Psychological Personnel	-	-	-	-	7
8	72220 127 Career Ladder Extended Contracts	-	-	-	-	8
9	72220 135 Assessment Personnel	-	-	-	-	9
10	72220 161 Secretary(s)	-	-	-	-	10
11	72220 162 Clerical Personnel	-	-	-	-	11
12	72220 171 Speech Pathologist	-	-	-	-	12
13	72220 189 Other Salaries & Wages	-	-	-	-	13
14	72220 196 In-Service Training	-	-	-	-	14
15	72220 201 Social Security	-	-	-	-	15
16	72220 204 State Retirement	-	-	-	-	16
17	72220 206 Life Insurance	-	-	-	-	17
18	72220 207 Medical Insurance	-	-	-	-	18
19	72220 208 Dental Insurance	-	-	-	-	19
20	72220 210 Unemployment Compensation	-	-	-	-	20
21	72220 212 Employer Medicare	-	-	-	-	21
22	72220 299 Other Fringe Benefits	-	-	-	-	22
23	72220 308 Consultants	-	-	-	-	23
24	72220 336 Maintenance & Repair Services - Equipment	-	-	-	-	24
25	72220 355 Travel	-	-	-	-	25
26	72220 399 Other Contracted Services	-	-	-	-	26
27	72220 499 Other Supplies & Materials	-	-	-	-	27
28	72220 524 In Service/Staff Development	-	-	-	-	28
29	72220 599 Other Charges	-	-	-	-	29
30	72220 790 Other Equipment	-	-	-	-	30
31						31
32	72220 TOTAL SPECIAL EDUCATION PROGRAM	-	-	-	-	32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	INSTRUCTIONAL STAFF (72200)					2
3	VOCATIONAL EDUCATION PROGRAM (72230)					3
4						4
5	72230 105 Supervisor/Director	-	-	-	-	5
6	72230 117 Career Ladder Program	-	-	-	-	6
7	72230 127 Career Ladder Extended Contracts	-	-	-	-	7
8	72230 138 Instructional Computer Personnel	-	-	-	-	8
9	72230 161 Secretary(s)	-	-	-	-	9
10	72230 162 Clerical Personnel	-	-	-	-	10
11	72230 189 Other Salaries & Wages	-	-	-	-	11
12	72230 196 In-Service Training	-	-	-	-	12
13	72230 201 Social Security	-	-	-	-	13
14	72230 204 State Retirement	-	-	-	-	14
15	72230 206 Life Insurance	-	-	-	-	15
16	72230 207 Medical Insurance	-	-	-	-	16
17	72230 208 Dental Insurance	-	-	-	-	17
18	72230 210 Unemployment Compensation	-	-	-	-	18
19	72230 212 Employer Medicare	-	-	-	-	19
20	72230 299 Other Fringe Benefits	-	-	-	-	20
21	72230 308 Consultants	-	-	-	-	21
22	72230 336 Maintenance & Repair Services - Equipment	-	-	-	-	22
23	72230 355 Travel	-	-	-	-	23
24	72230 399 Other Contracted Services	-	-	-	-	24
25	72230 499 Other Supplies & Materials	-	-	-	-	25
26	72230 524 In Service/Staff Development	-	-	-	-	26
27	72230 599 Other Charges	-	-	-	-	27
28	72230 790 Other Equipment	-	-	-	-	28
29						29
30	72230 TOTAL VOCATIONAL EDUCATION PROGRAM	-	-	-	-	30
31						31
32						32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	GENERAL ADMINISTRATION (72300)					2
3	BOARD OF EDUCATION (72310)					3
4	72310 118 Secretary to Board	-	-	-	-	4
5	72310 189 Other Salaries & Wages	-	-	-	-	5
6	72310 191 Board and Committee Member Fees	-	-	-	-	6
7	72310 196 In-Service Training	-	-	-	-	7
8	72310 201 Social Security	-	-	-	-	8
9	72310 204 State Retirement	-	-	-	-	9
10	72310 206 Life Insurance	-	-	-	-	10
11	72310 207 Medical Insurance	-	-	-	-	11
12	72310 208 Dental Insurance	-	-	-	-	12
13	72310 210 Unemployment Compensation	-	-	-	-	13
14	72310 212 Employer Medicare	-	-	-	-	14
15	72310 299 Other Fringe Benefits	-	-	-	-	15
16	72310 305 Audit Services	-	-	-	-	16
17	72310 320 Dues & Memberships	-	-	-	-	17
18	72310 331 Legal Services	-	-	-	-	18
19	72310 348 Postal Charges	-	-	-	-	19
20	72310 355 Travel	-	-	-	-	20
21	72310 367 Maintenance & Repair Services - Records	-	-	-	-	21
22	72310 399 Other Contracted Services	-	-	-	-	22
23	72310 499 Other Supplies & Materials	-	-	-	-	23
24	72310 505 Judgments	-	-	-	-	24
25	72310 506 Liability Insurance	-	-	-	-	25
26	72310 508 Premium on Corporate Surety Bonds	-	-	-	-	26
27	72310 513 Worker's Compensation Insurance	-	-	-	-	27
28	72310 524 In Service/Staff Development	-	-	-	-	28
29	72310 533 Criminal Investigation of Applicants TBI	-	-	-	-	29
30	72310 534 Refund to Applicant for Criminal Investigation	-	-	-	-	30
31	72310 599 Other Charges	-	-	-	-	31
32						32
33	72310 TOTAL BOARD OF EDUCATION	-	-	-	-	33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	GENERAL ADMINISTRATION (72300)					2
3	OFFICE OF THE SUPERINTENDENT (72320)					3
4						4
5	72320 101 County Official/Administrative Officer	-	-	-	-	5
6	72320 103 Assistant(s)	-	-	-	-	6
7	72320 117 Career Ladder Program	-	-	-	-	7
8	72320 161 Secretary(s)	-	-	-	-	8
9	72320 162 Clerical Personnel	-	-	-	-	9
10	72320 189 Other Salaries & Wages	-	-	-	-	10
11	72320 196 In-Service Training	-	-	-	-	11
12	72320 201 Social Security	-	-	-	-	12
13	72320 204 State Retirement	-	-	-	-	13
14	72320 206 Life Insurance	-	-	-	-	14
15	72320 207 Medical Insurance	-	-	-	-	15
16	72320 208 Dental Insurance	-	-	-	-	16
17	72320 210 Unemployment Compensation	-	-	-	-	17
18	72320 212 Employer Medicare	-	-	-	-	18
19	72320 299 Other Fringe Benefits	-	-	-	-	19
20	72320 307 Communication	-	-	-	-	20
21	72320 320 Dues & Memberships	-	-	-	-	21
22	72320 336 Maintenance & Repair Services - Equipment	-	-	-	-	22
23	72320 348 Postal Charges	-	-	-	-	23
24	72320 355 Travel	-	-	-	-	24
25	72320 399 Other Contracted Services	-	-	-	-	25
26	72320 435 Office Supplies	-	-	-	-	26
27	72320 499 Other Supplies & Materials	-	-	-	-	27
28	72320 524 In-Service/Staff Development	-	-	-	-	28
29	72320 599 Other Charges	-	-	-	-	29
30	72320 701 Administration Equipment	-	-	-	-	30
31						31
32	72320 TOTAL OFFICE OF THE SUPERINTENDENT	-	-	-	-	32
33						33
34						34
35						35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	SCHOOL ADMINISTRATION (72400)					
3	OFFICE OF THE PRINCIPAL (72410)					
4						
5	72410 104 Principal(s)	82,000	84,460	86,994	89,604	92,292
6	72410 117 Career Ladder Program	-	-	-	-	-
7	72410 119 Accountants/Bookkeepers	52,250	53,818	55,432	57,095	58,808
8	72410 127 Career Ladder Extended Contracts	-	-	-	-	-
9	72410 139 Assistant Principal(s)	65,000	66,950	68,959	142,055	146,316
10	72410 161 Secretary(s)	36,000	37,080	38,192	78,676	81,037
11	72410 162 Clerical Personnel	-	-	32,888	101,624	104,672
12	72410 189 Other Salaries & Wages	-	-	-	109,273	225,102
13	72410 196 In-Service Training	-	-	-	-	-
14	72410 201 Social Security	17,997	18,537	21,609	44,242	54,179
15	72410 204 State Retirement	23,484	24,188	29,985	63,625	75,663
16	72410 206 Life Insurance	1,468	1,512	1,763	3,609	4,419
17	72410 207 Medical Insurance	24,555	25,292	32,563	73,788	89,821
18	72410 208 Dental Insurance	-	-	-	-	-
19	72410 210 Unemployment Compensation	960	960	1,200	2,640	3,120
20	72410 212 Employer Medicare	-	-	-	-	-
21	72410 299 Other Fringe Benefits	-	-	-	-	-
22	72410 307 Communication	4,050	4,050	4,050	8,100	10,500
23	72410 317 Data Processing Services	-	-	-	-	-
24	72410 320 Dues & Memberships	-	-	-	-	-
25	72410 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
26	72410 348 Postal Charges	500	1,000	1,450	1,855	2,220
27	72410 355 Travel	-	-	-	-	-
28	72410 399 Other Contracted Services	15,000	10,000	10,000	-	-
29	72410 411 Data Processing Supplies	-	-	-	-	-
30	72410 435 Office Supplies	6,000	6,000	6,000	6,000	6,000
31	72410 499 Other Supplies & Materials	-	-	-	-	-
32	72410 524 In Service/Staff Development	-	-	-	-	-
33	72410 599 Other Charges	1,500	1,500	1,500	1,500	1,500
34	72410 701 Administration Equipment	-	-	-	-	-
35						
36	72410 TOTAL OFFICE OF THE PRINCIPAL	330,764	335,347	392,585	783,686	955,649
37						
38						
39						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	BUSINESS ADMINISTRATION (72500)					
3	FISCAL SERVICES (72510)					
4						
5	72510 105 Supervisor/Director	-	-	-	-	-
6	72510 113 Internal Audit Personnel	-	-	-	-	-
7	72510 119 Accountants/Bookkeepers	-	-	-	-	-
8	72510 122 Purchasing Personnel	-	-	-	-	-
9	72510 161 Secretary(s)	-	-	-	-	-
10	72510 162 Clerical Personnel	-	-	-	-	-
11	72510 189 Other Salaries & Wages	-	-	-	-	-
12	72510 196 In-Service Training	-	-	-	-	-
13	72510 201 Social Security	-	-	-	-	-
14	72510 204 State Retirement	-	-	-	-	-
15	72510 206 Life Insurance	-	-	-	-	-
16	72510 207 Medical Insurance	-	-	-	-	-
17	72510 208 Dental Insurance	-	-	-	-	-
18	72510 210 Unemployment Compensation	-	-	-	-	-
19	72510 212 Employer Medicare	-	-	-	-	-
20	72510 299 Other Fringe Benefits	-	-	-	-	-
21	72510 317 Data Processing Services	2,880	4,320	6,000	8,880	11,040
22	72510 320 Dues & Memberships	-	-	-	-	-
23	72510 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
24	72510 355 Travel	-	-	-	-	-
25	72510 399 Other Contracted Services	20,000	20,000	20,000	20,000	20,000
26	72510 411 Data Processing Supplies	-	-	-	-	-
27	72510 435 Office Supplies	-	-	-	-	-
28	72510 499 Other Supplies & Materials	-	-	-	-	-
29	72510 524 In-Service/Staff Development	-	-	-	-	-
30	72510 599 Other Charges	150	150	150	150	150
31	72510 701 Administration Equipment	21,000	33,000	44,700	56,130	58,317
32						
33	72510 TOTAL FISCAL SERVICES	44,030	57,470	70,850	85,160	89,507
34						
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CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	OPERATION & MAINTENANCE OF PLANT (72600)					
3	OPERATION OF PLANT (72610)					
4						
5	72610 105 Supervisor/Director	-	-	-	-	-
6	72610 160 Guards	-	-	-	-	-
7	72610 161 Secretary(s)	-	-	-	-	-
8	72610 166 Custodial Personnel	-	-	-	-	-
9	72610 189 Other Salaries & Wages	-	-	-	-	-
10	72610 201 Social Security	-	-	-	-	-
11	72610 204 State Retirement	-	-	-	-	-
12	72610 206 Life Insurance	-	-	-	-	-
13	72610 207 Medical Insurance	-	-	-	-	-
14	72610 208 Dental Insurance	-	-	-	-	-
15	72610 210 Unemployment Compensation	-	-	-	-	-
16	72610 212 Employer Medicare	-	-	-	-	-
17	72610 299 Other Fringe Benefits	-	-	-	-	-
18	72610 328 Janitorial Services	30,000	30,000	30,000	30,000	60,000
19	72610 329 Laundry Service	-	-	-	-	-
20	72610 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
21	72610 351 Rentals	127,738	127,738	127,738	127,738	255,476
22	72610 355 Travel	-	-	-	-	-
23	72610 359 Disposal Fees	-	-	-	-	-
24	72610 399 Other Contracted Services	-	-	-	-	-
25	72610 407 Coal	-	-	-	-	-
26	72610 410 Custodial Supplies	-	-	-	-	-
27	72610 415 Electricity	20,000	20,000	20,000	20,000	40,000
28	72610 423 Fuel Oil	-	-	-	-	-
29	72610 434 Natural Gas	-	-	-	-	-
30	72610 454 Water & Sewer	-	-	-	-	-
31	72610 499 Other Supplies & Materials	-	-	-	-	-
32	72610 501 Boiler Insurance	-	-	-	-	-
33	72610 502 Building & Content Insurance	20,000	20,000	20,000	20,000	20,000
34	72610 524 In-Service/Staff Development	-	-	-	-	-
35	72610 599 Other Charges	-	-	-	-	-
36	72610 720 Plant Operation Equipment	-	-	-	-	-
37						
38	72610 TOTAL OPERATION OF PLANT	197,738	197,738	197,738	197,738	375,476
39						
40						

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					
2	OPERATION & MAINTENANCE OF PLANT (72600)					
3	MAINTENANCE OF PLANT (72620)					
4						
5	72620 105 Supervisor/Director	-	-	-	-	-
6	72620 161 Secretary(s)	-	-	-	-	-
7	72620 167 Maintenance Personnel	-	-	-	-	-
8	72620 189 Other Salaries & Wages	-	-	-	-	-
9	72620 201 Social Security	-	-	-	-	-
10	72620 204 State Retirement	-	-	-	-	-
11	72620 206 Life Insurance	-	-	-	-	-
12	72620 207 Medical Insurance	-	-	-	-	-
13	72620 208 Dental Insurance	-	-	-	-	-
14	72620 210 Unemployment Compensation	-	-	-	-	-
15	72620 212 Employer Medicare	-	-	-	-	-
16	72620 299 Other Fringe Benefits	-	-	-	-	-
17	72620 307 Communication	24,000	9,000	9,000	9,000	9,000
18	72620 329 Laundry Service	-	-	-	-	-
19	72620 335 Maintenance & Repair Services - Building	-	-	-	-	-
20	72620 336 Maintenance & Repair Services - Equipment	-	-	-	-	-
21	72620 338 Maintenance & Repair Services - Vehicles	-	-	-	-	-
22	72620 355 Travel	-	-	-	-	-
23	72620 399 Other Contracted Services	-	-	-	-	-
24	72620 418 Equipment & Machinery Parts	-	-	-	-	-
25	72620 425 Gasoline	-	-	-	-	-
26	72620 426 General Construction Materials	-	-	-	-	-
27	72620 499 Other Supplies & Materials	2,500	2,500	2,500	2,500	2,500
28	72620 511 Vehicle and Equipment Insurance	-	-	-	-	-
29	72620 524 In-Service/Staff Development	-	-	-	-	-
30	72620 599 Other Charges	5,600	600	600	600	5,600
31	72620 701 Administration Equipment	-	-	-	-	-
32	72620 717 Maintenance Equipment	-	-	-	-	-
33						
34	72620 TOTAL MAINTENANCE OF PLANT	32,100	12,100	12,100	12,100	17,100
35						
36						
37						
38						
39						
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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	SUPPORT SERVICES - 72000						1
2	STUDENT TRANSPORTATION (72700)						2
3	TRANSPORTATION (72710)						3
4	72710 105 Supervisor/Director	-	-	-	-	-	4
5	72710 142 Mechanic(s)	-	-	-	-	-	5
6	72710 146 Bus Drivers	-	-	-	-	-	6
7	72710 162 Clerical Personnel	-	-	-	-	-	7
8	72710 189 Other Salaries & Wages	-	-	-	-	-	8
9	72710 196 In-Service Training	-	-	-	-	-	9
10	72710 201 Social Security	-	-	-	-	-	10
11	72710 204 State Retirement	-	-	-	-	-	11
12	72710 206 Life Insurance	-	-	-	-	-	12
13	72710 207 Medical Insurance	-	-	-	-	-	13
14	72710 208 Dental Insurance	-	-	-	-	-	14
15	72710 210 Unemployment Compensation	-	-	-	-	-	15
16	72710 212 Employer Medicare	-	-	-	-	-	16
17	72710 299 Other Fringe Benefits	-	-	-	-	-	17
18	72710 307 Communication	-	-	-	-	-	18
19	72710 311 Contracts with Other School Systems	-	-	-	-	-	19
20	72710 312 Contracts with Private Agencies	-	-	-	-	-	20
21	72710 313 Contracts with Parents	-	-	-	-	-	21
22	72710 314 Contracts with Public Carriers	75,000	100,000	100,000	150,000	150,000	22
23	72710 315 Contracts with Vehicle Owners	-	-	-	-	-	23
24	72710 329 Laundry Service	-	-	-	-	-	24
25	72710 338 Maintenance & Repair Service-Vehicles	-	-	-	-	-	25
26	72710 340 Medical and Dental Services	-	-	-	-	-	26
27	72710 351 Rentals	-	-	-	-	-	27
28	72710 355 Travel	-	-	-	-	-	28
29	72710 399 Other Contracted Services	-	-	-	-	-	29
30	72710 412 Diesel Fuel	-	-	-	-	-	30
31	72710 418 Equipment & Machinery Parts	-	-	-	-	-	31
32	72710 424 Garage Supplies	-	-	-	-	-	32
33	72710 425 Gasoline	-	-	-	-	-	33
34	72710 433 Lubricants	-	-	-	-	-	34
35	72710 450 Tires & Tubes	-	-	-	-	-	35
36	72710 453 Vehicle Parts	-	-	-	-	-	36
37	72710 499 Other Supplies & Materials	-	-	-	-	-	37
38	72710 511 Vehicle & Equipment Insurance	-	-	-	-	-	38
39	72710 524 In-Service/Staff Development	-	-	-	-	-	39
40	72710 599 Other Charges	-	-	-	-	-	40
41	72710 701 Administration Equipment	-	-	-	-	-	41
42	72710 729 Transportation Equipment	-	-	-	-	-	42
43	72710 TOTAL TRANSPORTATION	75,000	100,000	100,000	150,000	150,000	43

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	SUPPORT SERVICES - 72000					1
2	OTHER SUPPORT SERVICES (72800)					2
3	CENTRAL AND OTHER (72810)					3
4						4
5	72810 105 Supervisor/Director	-	-	-	-	5
6	72810 120 Computer Programmer(s)	-	-	-	-	6
7	72810 121 Data Processing Personnel	-	-	-	-	7
8	72810 162 Clerical Personnel	-	-	-	-	8
9	72810 189 Other Salaries & Wages	-	-	-	-	9
10	72810 196 In-Service Training	-	-	-	-	10
11	72810 201 Social Security	-	-	-	-	11
12	72810 204 State Retirement	-	-	-	-	12
13	72810 206 Life Insurance	-	-	-	-	13
14	72810 207 Medical Insurance	-	-	-	-	14
15	72810 208 Dental Insurance	-	-	-	-	15
16	72810 210 Unemployment Compensation	-	-	-	-	16
17	72810 212 Employer Medicare	-	-	-	-	17
18	72810 299 Other Fringe Benefits	-	-	-	-	18
19	72810 308 Consultants	-	-	-	-	19
20	72810 317 Data Processing Services	-	-	-	-	20
21	72810 330 Operating Lease Payments	-	-	-	-	21
22	72810 336 Maintenance & Repair Service Equipment	-	-	-	-	22
23	72810 355 Travel	-	-	-	-	23
24	72810 399 Other Contracted Services	-	-	-	-	24
25	72810 411 Data Processing Supplies	-	-	-	-	25
26	72810 435 Office Supplies	-	-	-	-	26
27	72810 499 Other Supplies & Materials	-	-	-	-	27
28	72810 524 In Service/Staff Development	-	-	-	-	28
29	72810 599 Other Charges	25,000	25,000	25,000	25,000	25,000
30	72810 701 Administration Equipment	-	-	-	-	-
31	72810 709 Data Processing Equipment	-	-	-	-	-
32	72810 790 Other Equipment	-	-	-	-	-
33						33
34	72810 TOTAL CENTRAL AND OTHER	25,000	25,000	25,000	25,000	25,000
35						35
36	72000 TOTAL SUPPORT SERVICES EXPENDITURES	812,921	873,545	1,037,477	1,537,623	1,994,289
37						37
38						38
39						39
40						40

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5	
1	OPERATION OF NON-INSTRUCTIONAL SERV. (73000)						1
2	FOOD SERVICE (73100)						2
3	73100 105 Supervisor/Director	-	-	-	-	-	3
4	73100 117 Career Ladder Program	-	-	-	-	-	4
5	73100 119 Accountants/Bookkeepers	-	-	-	-	-	5
6	73100 162 Clerical Personnel	-	-	-	-	-	6
7	73100 165 Cafeteria Personnel	-	-	-	-	-	7
8	73100 189 Other Salaries & Wages	-	-	-	-	-	8
9	73100 196 In-Service Training	-	-	-	-	-	9
10	73100 201 Social Security	-	-	-	-	-	10
11	73100 204 State Retirement	-	-	-	-	-	11
12	73100 206 Life Insurance	-	-	-	-	-	12
13	73100 207 Medical Insurance	-	-	-	-	-	13
14	73100 208 Dental Insurance	-	-	-	-	-	14
15	73100 210 Unemployment Compensation	-	-	-	-	-	15
16	73100 212 Employer Medicare	-	-	-	-	-	16
17	73100 299 Other Fringe Benefits	-	-	-	-	-	17
18	73100 307 Communication	-	-	-	-	-	18
19	73100 329 Laundry Service	-	-	-	-	-	19
20	73100 330 Operating Lease Payments	-	-	-	-	-	20
21	73100 336 Maintenance & Repair Service Equipment	-	-	-	-	-	21
22	73100 342 Payments to Schools-Breakfast	-	-	-	-	-	22
23	73100 343 Payments to Schools-Lunch	-	-	-	-	-	23
24	73100 344 Payments to Schools-Other	-	-	-	-	-	24
25	73100 345 Payments to Schools-Other USDA	-	-	-	-	-	25
26	73100 348 Postal Charges	-	-	-	-	-	26
27	73100 354 Transportation - Other Than Students	-	-	-	-	-	27
28	73100 355 Travel	-	-	-	-	-	28
29	73100 399 Other Contracted Services	-	-	-	-	-	29
30	73100 421 Food Preparation Supplies	-	-	-	-	-	30
31	73100 422 Food Supplies	11,250	22,500	32,625	41,738	49,939	31
32	73100 435 Office Supplies	-	-	-	-	-	32
33	73100 451 Uniforms	-	-	-	-	-	33
34	73100 452 Utilities	-	-	-	-	-	34
35	73100 499 Other Supplies & Materials	-	-	-	-	-	35
36	73100 524 In Service/Staff Development	-	-	-	-	-	36
37	73100 599 Other Charges	-	-	-	-	-	37
38	73100 710 Food Service Equipment	-	-	-	-	-	38
39							39
40	73100 TOTAL FOOD SERVICE	11,250	22,500	32,625	41,738	49,939	40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)					1
2	COMMUNITY SERVICES (73300)					2
3						3
4	73300 105 Supervisor/Director	-	-	-	-	- 4
5	73300 116 Teachers	-	-	-	-	- 5
6	73300 117 Career Ladder Program	-	-	-	-	- 6
7	73300 162 Clerical Personnel	-	-	-	-	- 7
8	73300 163 Educational Assistant(s)	-	-	-	-	- 8
9	73300 169 Part time Personnel	-	-	-	-	- 9
10	73300 189 Other Salaries & Wages	-	-	-	-	- 10
11	73300 195 Certified Substitute Teachers	-	-	-	-	- 11
12	73300 198 Non-Certified Substitute Teachers	-	-	-	-	- 12
13	73300 201 Social Security	-	-	-	-	- 13
14	73300 204 State Retirement	-	-	-	-	- 14
15	73300 206 Life Insurance	-	-	-	-	- 15
16	73300 207 Medical Insurance	-	-	-	-	- 16
17	73300 208 Dental Insurance	-	-	-	-	- 17
18	73300 210 Unemployment Compensation	-	-	-	-	- 18
19	73300 212 Employer Medicare	-	-	-	-	- 19
20	73300 299 Other Fringe Benefits	-	-	-	-	- 20
21	73300 336 Maintenance & Repair Services - Equipment	-	-	-	-	- 21
22	73300 355 Travel	-	-	-	-	- 22
23	73300 369 Contracts for Substitute Teachers - Certified	-	-	-	-	- 23
24	73300 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	- 24
25	73300 399 Other Contracted Services	-	-	-	-	- 25
26	73300 422 Food Supplies	-	-	-	-	- 26
27	73300 429 Instructional Supplies & Materials	-	-	-	-	- 27
28	73300 499 Other Supplies & Materials	-	-	-	-	- 28
29	73300 509 Refunds	-	-	-	-	- 29
30	73300 524 In Service/Staff Development	-	-	-	-	- 30
31	73300 599 Other Charges	-	-	-	-	- 31
32	73300 790 Other Equipment	-	-	-	-	- 32
33						33
34	73300 TOTAL COMMUNITY SERVICES	-	-	-	-	- 34
35						35
36						36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	OPERATION OF NON-INSTRUCTIONAL SERV (73000)					1
2	EARLY CHILDHOOD EDUCATION (73400)					2
3						3
4	73400 105 Supervisor/Director	-	-	-	-	- 4
5	73400 116 Teachers	-	-	-	-	- 5
6	73400 117 Career Ladder Program	-	-	-	-	- 6
7	73400 162 Clerical Personnel	-	-	-	-	- 7
8	73400 163 Educational Assistant(s)	-	-	-	-	- 8
9	73400 189 Other Salaries & Wages	-	-	-	-	- 9
10	73400 195 Certified Substitute Teachers	-	-	-	-	- 10
11	73400 198 Non-Certified Substitute Teachers	-	-	-	-	- 11
12	73400 201 Social Security	-	-	-	-	- 12
13	73400 204 State Retirement	-	-	-	-	- 13
14	73400 206 Life Insurance	-	-	-	-	- 14
15	73400 207 Medical Insurance	-	-	-	-	- 15
16	73400 208 Dental Insurance	-	-	-	-	- 16
17	73400 210 Unemployment Compensation	-	-	-	-	- 17
18	73400 212 Employer Medicare	-	-	-	-	- 18
19	73400 299 Other Fringe Benefits	-	-	-	-	- 19
20	73400 310 Contracts W/Other Public Agencies	-	-	-	-	- 20
21	73400 311 Contracts W/Other School Systems	-	-	-	-	- 21
22	73400 312 Contracts W/Private Agencies	-	-	-	-	- 22
23	73400 336 Maintenance & Repair Services - Equipment	-	-	-	-	- 23
24	73400 355 Travel	-	-	-	-	- 24
25	73400 369 Contracts for Substitute Teachers - Certified	-	-	-	-	- 25
26	73400 370 Contracts for Substitute Teachers - Non-Certified	-	-	-	-	- 26
27	73400 399 Other Contracted Services	-	-	-	-	- 27
28	73400 422 Food Supplies	-	-	-	-	- 28
29	73400 429 Instructional Supplies & Materials	-	-	-	-	- 29
30	73400 499 Other Supplies & Materials	-	-	-	-	- 30
31	73400 509 Refunds	-	-	-	-	- 31
32	73400 524 In Service/Staff Development	-	-	-	-	- 32
33	73400 599 Other Charges	-	-	-	-	- 33
34	73400 790 Other Equipment	-	-	-	-	- 34
35						35
36	73400 TOTAL EARLY CHILDHOOD EDUCATION	-	-	-	-	- 36
37						37
38						38
39						39
40						40

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	CAPITAL OUTLAY (76000)					1
2	REGULAR CAPITAL OUTLAY (76100)					2
3						3
4	76100 189 Other Salaries and Wages	-	-	-	-	4
5	76100 201 Social Security	-	-	-	-	5
6	76100 204 State Retirement	-	-	-	-	6
7	76100 206 Life Insurance	-	-	-	-	7
8	76100 207 Medical Insurance	-	-	-	-	8
9	76100 208 Dental Insurance	-	-	-	-	9
10	76100 210 Unemployment Compensation	-	-	-	-	10
11	76100 212 Employer Medicare	-	-	-	-	11
12	76100 299 Other Fringe Benefits	-	-	-	-	12
13	76100 304 Architects	-	-	-	-	13
14	76100 308 Consultants	-	-	-	-	14
15	76100 321 Engineering Services	-	-	-	-	15
16	76100 331 Legal Services	-	-	-	-	16
17	76100 399 Other Contracted Services	-	-	-	-	17
18	76100 706 Building Construction	-	-	-	-	18
19	76100 707 Building Improvements	-	-	-	-	19
20	76100 715 Land	-	-	-	-	20
21	76100 724 Site Development	-	-	-	-	21
22	76100 799 Other Capital Outlay	-	-	-	-	22
23						23
24	76100 TOTAL REGULAR CAPITAL OUTLAY	-	-	-	-	24
25						25
26	DEBT SERVICE (80000)					26
27	EDUCATION DEBT SERVICE (80000)					27
28	PRINCIPAL (82130)					28
29	82130 601 Principal on Bonds	-	-	-	-	29
30	82130 602 Principal on Notes	-	-	-	-	30
31	82130 610 Principal on Capitalized Leases	-	-	-	-	31
32	82130 612 Principal on Other Loans Payable	-	-	-	-	32
33	82130 620 Principal on Debt Service Contribution to Primary Government	-	-	-	-	33
34	INTEREST (82230)					34
35	82230 603 Interest on Bonds	-	-	-	-	35
36	82230 604 Interest on Notes	-	-	-	-	36
37	82230 611 Interest on Capitalized Leases	-	-	-	-	37
38	82230 613 Interest on Other Loans Payable	-	-	-	-	38
39	82130 620 Interest on Debt Service Contribution to Primary Government	-	-	-	-	39
40	OTHER DEBT SERVICE (82330)					40
41	82330 699 Other Debt Service	-	-	-	-	41
42						42
43	80000 TOTAL EDUCATION DEBT SERVICE	-	-	-	-	43

CHARTER SCHOOL FIVE YEAR PLANNING BUDGET
Liberty Collegiate Academy

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ACCOUNT NO.	EXPENDITURES (APPROPRIATIONS)	Year 1	Year 2	Year 3	Year 4	Year 5
1	CAPITAL PROJECTS (90000)					1
2	EDUCATION CAPITAL PROJECTS (91300)					2
3						3
4	91300 189 Other Salaries & Wages	-	-	-	-	- 4
5	91300 201 Social Security	-	-	-	-	- 5
6	91300 204 State Retirement	-	-	-	-	- 6
7	91300 206 Life Insurance	-	-	-	-	- 7
8	91300 207 Medical Insurance	-	-	-	-	- 8
9	91300 208 Dental Insurance	-	-	-	-	- 9
10	91300 210 Unemployment Compensation	-	-	-	-	- 10
11	91300 212 Employer Medicare	-	-	-	-	- 11
12	91300 304 Architects	-	-	-	-	- 12
13	91300 308 Consultants	-	-	-	-	- 13
14	91300 321 Engineering Services	-	-	-	-	- 14
15	91300 325 Fiscal Agent Charges	-	-	-	-	- 15
16	91300 331 Legal Services	-	-	-	-	- 16
17	91300 399 Other Contracted Services	-	-	-	-	- 17
18	91300 701 Administration Equipment	-	-	-	-	- 18
19	91300 704 Attendance Equipment	-	-	-	-	- 19
20	91300 706 Building Construction	-	-	-	-	- 20
21	91300 707 Building Improvements	-	-	-	-	- 21
22	91300 709 Data Processing Equipment	-	-	-	-	- 22
23	91300 710 Food Service Equipment	-	-	-	-	- 23
24	91300 711 Furniture & Fixtures	-	-	-	-	- 24
25	91300 715 Land	-	-	-	-	- 25
26	91300 717 Maintenance Equipment	-	-	-	-	- 26
27	91300 720 Plant Operation Equipment	-	-	-	-	- 27
28	91300 722 Regular Instruction Equipment	-	-	-	-	- 28
29	91300 724 Site Development	-	-	-	-	- 29
30	91300 725 Special Education Equipment	-	-	-	-	- 30
31	91300 730 Vocational Instr Equipment	-	-	-	-	- 31
32	91300 735 Health Equipment	-	-	-	-	- 32
33	91300 790 Other Equipment	-	-	-	-	- 33
34	91300 799 Other Capital Outlay	-	-	-	-	- 34
35						35
36	91300 TOTAL EDUCATION CAPITAL PROJECTS	-	-	-	-	- 36
37						37
38						38
39						39
40						40

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Attachment C

PROPOSED BY-LAWS AND POLICIES

ARTICLE I

Name, Location, Mission and Objectives

Section 1: The name of the organization will be Liberty Collegiate Academy ("Liberty Collegiate").

Section 2: The initial principal location of Liberty Collegiate shall be at:
2201 8th Avenue South #301
Nashville, TN 37204

Liberty Collegiate may also have offices at such other places as the Board of Directors (Board) shall determine the business of Liberty Collegiate requires; provided, however, that the registered office be registered with the Secretary of State of Tennessee and the agent so registered be located at the same address, or otherwise as provided by the Board of Directors.

Section 3: The purposes for which the Liberty Collegiate is organized are preparing students in grades five through twelve to enter, succeed in and graduate from the college of their choice.

Section 4: If, for any reason, the organization should dissolve, upon dissolution of the organization assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE II

Members

Liberty Collegiate does not have members. While persons who associate or attend programs of, participate in, contribute to, or benefit from Liberty Collegiate may be referred to as "member," no rights, voting or otherwise, will inure to such person.

ARTICLE III

Board of Directors

Section 1: The Board of Directors ("the Board") shall consist of at least seven (7) Directors and no more than thirteen Directors. All Directors shall have identical rights and responsibilities. The School Director of the school will be an advisory, non-voting member of the Board (*ex officio*).

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Directors.

Section 3: The Liberty Collegiate nominating committee, known as the Governance Committee, shall present a slate of potential Directors and officers for election by the Board of Directors. This slate shall be presented at the annual meeting of the Board.

Section 4: Directors shall serve a term of two (2) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. No Director shall serve more than two (2) consecutive, three-year terms. Directors shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two Directors who will serve a one-year term (ending in Spring 2012), at least two Directors who will serve a two-year term (ending in Spring 2013), and at least two Directors will serve a three-year term (ending in Spring 2014).

Section 6: Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: The Board may remove any Officer or Director by majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 9: Members of the Board of Directors:

- a. Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Liberty Collegiate activities in accordance with Liberty Collegiate Academy policies.
- b. Shall serve Liberty Collegiate Academy with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Liberty Collegiate.
- c. All participants in Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Liberty Collegiate; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Liberty Collegiate shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV *Officers*

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

Section 2: The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.

Section 3: The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 4: In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE V

Meetings

Section 1: The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year. There shall be at least 10 other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board.

Section 2: Special meetings of the Board of Directors may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Director five (5) calendar days prior to the meeting.

Section 3: One-half of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors, except where otherwise required by these Bylaws.

Section 4: The Board shall select its own meeting format in any method allowed by the laws of the state of Tennessee. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board of Directors and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 5: Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 6: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. A member of the board may be deemed to be present for purposes of achieving a

quorum and may cast a vote if he/she grants a signed, written proxy to another board member who is present at the meeting. The proxy must direct a vote to be cast with respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

ARTICLE VI

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.

Section 3: The duties of the Governance Committee shall be:

- a. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board;
- b. to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d. to provide ongoing orientation to Directors;
- e. to oversee a Director assessment process to ensure optimum performance; and
- f. to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Fiscal Year

The fiscal year of the Liberty Collegiate shall begin on July 1 of each calendar year and terminate on June 30 of the same year.

ARTICLE VIII

Rules of Order

In case of conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Liberty Collegiate.

ARTICLE IX

Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

LIBERTY COLLEGIATE BOARD MANUAL

Table of Contents

- I. Indemnification Policy
- II. Conflict of Interest Policy

Indemnification Policy

Each member of a board or committee elected or appointed according to these bylaws, each officer of Liberty Collegiate, and other employees determined by the Board of Directors to be so entitled shall be entitled as of right to indemnification by Liberty Collegiate against all expenses (including attorney's fees), judgments, claims, and amounts paid in settlement arising from any claim or proceeding relating to his/her status as such board, or committee member, officer, or employee of Liberty Collegiate to the fullest extent now or hereafter permitted by the Articles of Incorporation of Liberty Collegiate, the laws of the state, and these bylaws.

Conflict of Interest Policy

Article I **Purpose**

The purpose of the conflict of interest policy is to protect the tax-exempt organization Liberty Collegiate's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations, including Government Code section 1090 and 1090.1.

Article II **Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which Liberty Collegiate has a transaction or arrangement;
- b. A compensation arrangement with Liberty Collegiate or with any entity or individual with which Liberty Collegiate has a transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Liberty Collegiate is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- c. After exercising due diligence, the governing board or committee shall determine whether Liberty Collegiate can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Liberty Collegiate's best interest, or its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from Liberty Collegiate for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of a committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Liberty Collegiate for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Liberty Collegiate, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy;
- b. Has read and understands the policy;
- c. Has agreed to comply with the policy; and
- d. Understands Liberty Collegiate is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure Liberty Collegiate operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining; and
- b. Whether partnerships, joint ventures, and arrangements with management Liberty Collegiate conform to Liberty Collegiate's written policies, are properly

recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, Liberty Collegiate may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Financial

Check Signing and Withdrawal of Funds

Accounts

Liberty Collegiate shall maintain its accounts in financial institutions that are federally insured. All funds received by Liberty Collegiate shall be deposited at a minimum of twice weekly. All nonproductive funds shall be invested in accordance with the investment policy established by the Board of Directors.

Authority to Sign

Orders of withdrawal shall bear the signature of one of the following officers or staff members:

1. Board Chair
2. Treasurer
3. Chief Executive
4. Two staff members, as designated by the chief executive

In addition, any checks issued over \$15,000 shall require two signatures; and any checks payable to any one of the above-named persons shall be signed by someone other than the payee.

Bonding

Each officer or designated signatory with authority to withdraw funds shall be bonded. The cost associated with securing the aforementioned coverage shall be that of Liberty Collegiate. The amount of insurance coverage will be reviewed annually by the finance committee.

Quarterly Review

The Finance Committee shall, on a quarterly basis, review all disbursements in the amount of \$5,000 or more.

Personnel & Students

Sexual Harassment Policy

Liberty Collegiate prohibits any employee, volunteer, or vendor from making sexual advances of a verbal or physical nature toward another employee or applicant for employment.

Sexual harassment is viewed as a form of employee conduct that undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment is defined as behavior that is unwelcome and personally offensive. It reduces morale, interferes with work productivity, impugns individual dignity, and is contrary to Liberty Collegiate's mission.

Some examples of sexual harassment are:

- Unwelcome or unwanted sexual advances. This includes patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact considered unacceptable by another individual.
- Requests or demands for sexual favors. This includes subtle or blatant expectations, pressures, or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequences concerning one's employment.
- Verbal abuse or kidding that is sexually oriented and considered unacceptable by another individual. This includes comments about an individual's body or appearance (where such comments go beyond a mere compliment); off-color jokes that are clearly unwanted; or any other tasteless, sexually-oriented comments, innuendoes, or offensive language.
- Any sexually oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone, which reduces personal productivity.
- Participation in fostering a work environment that is generally intimidating, hostile, or offensive because of unwelcome or unwanted sexually oriented conversation, suggestions, requests, demands, physical contacts, or attention.

Sexual harassment is a practice that demeans the individual being treated in such a manner. Consequently, Liberty Collegiate will not tolerate sexual harassment of its applicants, employees, or volunteers by anyone. Liberty Collegiate will, as necessary, take disciplinary action, up to and including termination, in accordance with this policy to ensure that we meet our responsibilities to our employees.

The responsibility of Liberty Collegiate's sexual harassment policy execution and administration is assigned to the Principal. Each employee of Liberty Collegiate is

accountable for acting in compliance with and support of the policy. Every employee is encouraged to discuss any violations of this policy in confidentiality with the Executive Director without fear of any reprisals. Employees may also bring such violations to the attention of their immediate supervisor or division/field executive.

Student-Specific

Attendance Policy

Absences are excused only for illness, religious observance, or family emergency, and must be verified in writing by a parent/guardian. Unexcused absences are never acceptable. Any unexcused absence will result in an immediate parent conference. More than five unexcused absences per quarter, or more than nineteen per year may result in a student receiving no credit for the year.

Drugs, Alcohol, and Tobacco Policy

Student use, possession, distribution, or sale of alcohol, tobacco or illicit drugs is prohibited on school grounds, at any school-sanctioned activities, when students are being transported in school-sponsored vehicles, or at any time or in any place where the school conducts business. A student violation of this policy will lead to a suspension, reporting to authorities, and/or a recommendation for expulsion, as required by law, or at the discretion of the school.

If a student receives a suspension for a first violation of this policy, the student may be required to enroll in a rehabilitation/counseling program at the sole cost of the family. The family, when appropriate, will be required to report back with an assessment, diagnosis and treatment plan as a condition for re-admittance into the school. A second violation of this policy will be reported to authorities and lead to an expulsion hearing.

Liberty Collegiate Fire and Safety Plan

--Draft--

I. Purpose of the Plan

This plan is intended to ensure the safety of all individuals at Liberty Collegiate Academy in the case of a fire or other emergency. This plan will outline descriptions of responsibilities during fires and emergency situations, procedures for dealing with fires and emergency situations (such as evacuations and shelter in-place scenarios), procedures for aiding persons with disabilities during fires or in emergency situations, and maps and routes for fires and other emergency situations.

II. Building Description

Liberty Collegiate Academy location is yet undetermined.

III. Definitions:

Codes for Emergency Situations:

Code Red: Any situation that places students or staff in imminent danger and requires an immediate specific response to the danger or threat. Evacuation would place the students and teachers in danger.

Code Blue: Any situation that involves a bomb threat or the discovery of explosive or incendiary devices (or what is thought to be this type of device), and evacuation of the building is the primary responsibility.

- **Level 1:** Low Risk Profile
- **Level 2:** Medium Risk Profile
- **Level 3:** High Risk Profile

Code Green: Applied to a situation that is returned to a level of normalcy and the danger or threat that existed has been abated.

Code Orange: Any situation that involves technological hazards and severe weather conditions that pose a potential risk to life, health, or property.

Shelter In Place: Any situation that would potentially be more dangerous to evacuate than it would be to stay where you are. Students are under the leadership/supervision of the school staff and parents should not come to the school and they cannot pick up their children.

IV. Applicability

This plan is applicable for all occupants of Liberty Collegiate Academy.

V. Fire and Emergency Team Roster

The following is a list of our fire team roster:

Floor Warden: TBD

Assembly Area Monitor: TBD

VI. Occupant Responsibilities

Prior to evacuation all occupants shall:

1. Familiarize themselves with the location of fire extinguishers and fire alarm manual pull stations
2. Know the location of the exits.
3. Recognize the sound of the fire alarm.
4. Proceed directly to the designated exit whenever the fire alarm is heard.

What to do if you discover a fire:

1. Stay calm, crawl low in smoke, since the air is easier to breathe near the floor.
2. If trapped in a room:
 - Close all doors between you and the smoke.
 - Seal the cracks around the doors and vents.
 - Signal at the window to rescue personnel.
 - If there is a phone in the room, give the Fire Department your exact location, even if they are on the scene.

VII. Fire Drill Procedures

Liberty Collegiate Academy has monthly drills to practice safe, speedy, and calm evacuations of the building in the case of an emergency. If you are in the building at the time of an emergency, please follow our fire Emergency Procedure detailed below.

VIII. Fire Emergency Procedures

A. Fire Reporting Procedures

In the event of a fire emergency, faculty and all other personnel are expected to activate the building fire alarm system if they discover fire and/or smoke. The fire alarms in the hallway and rooms continuously ring to indicate an alarm. Evacuation should continue even if the bells cease.

ALL OCCUPANTS MUST EVACUATE UPON INITIATION OF THE FIRE ALARM BELLS.

Re-entry in to the building will only be allowed after the evacuation is complete.

Evacuation of the school should begin immediately when an alarm sounds. In addition, designated persons may initiate evacuation in response to other emergency situations.

If the fire alarm is not operable, such as in the event of an explosion or gas leak, the office staff will be deployed to all areas of the building to evacuate students, faculty, and staff.

B. Evacuation Procedures

1. Follow the Exit plan posted at the door of each classroom.
2. Students need to LISTEN to the teacher and/or the adults that are giving directions.
3. Exit your room quietly and orderly and exit the building through your designated exits.
4. Once outside, proceed either to the gym parking lot or the front paved parking lot at the front of the building.

5. Line up with your class (with whom you exited) and stand quietly while all individuals are accounted for.
6. Remain in the designated assembly area until ALL CLEAR signal is issued.
7. If necessary, students will be escorted to [to be inserted]
 - Teachers are responsible for making sure all students in their class evacuate the building in an orderly and quiet fashion.
 - Administrators are responsible for ensuring that all offices and restrooms are cleared.
 - Once the fire department arrives, the fire official in charge will assume command.

C. Re-entry Procedure

Once the emergency situation has been mitigated, an “ALL CLEAR” will be issued by the Principal and students and staff may return to the building. Students need to return to the building in a silent single file line under the supervision of their teacher and should return to the classroom they were in prior to the fire emergency.

IX. Other Emergency Procedures

A. Supplementary Emergency Team Roster

Position	Responsibilities	Designated Staff Member	Back-up Staff Member
School Security Officer	Coordinate emergency response efforts. Notify police, fire and medical personnel as needed, remain in Command Center has cell phone at all times.	TBD	TBD
Site Coordinator	Respond to emergency and control access to the area involving emergency.	TBD	TBD
Police/Fire/Medical Coordinator	Meet emergency personnel and direct them to the scene of the emergency.	TBD	TBD
Command Center contact	Place call to 911 under the direction of the School Security Officer, updates 011 on the status of the emergency situation, track all incoming/outgoing phone calls and information.	TBD	TBD
Sweep Team Coordinator	Turn off all ventilation units, check restrooms, hallways, non-classrooms for students/visitors and	TBD	TBD

	direct them to the nearest classroom		
Media Coordinator	Meet the media, assist in the preparation of news statements.	TBD	TBD
Parent Coordinator	Responsible for parents who may come to the school, communicates to parents the status of their child, will coordinate emergency dismissal of students when possible.	TBD	TBD

B. Other Emergency Situations Procedures

Responding to a Code Red Situation (Siren and PA Announcement)

Active Shooter

- School Security Officer signals staff of the threat.
- ERT immediately reports to Command Center.
- Command Center Contact calls 911 and gives the following information to the dispatcher:
 - “An ACTIVE SHOOTER is (give location)”
 - Name, location, telephone number of school
 - Cell phone number of School Security Officer
- Teachers will report attendance to the Site Coordinator.
- Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (students should be silent), and turn cell phone to vibrate.
- Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
- All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
- School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
- Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
- Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

Barricade/Hostage Situation

- School Security Officer signals staff of the threat.
- ERT immediately reports to Command Center.
- Command Center Contact calls 911 and gives the following information to the dispatcher:
 - “A hostage situation is in progress involving school children. The hostages are (give as much information as possible about the age, gender, name, and number of hostages.)”

- Name, location, telephone number of school
- Cell phone number of School Security Officer
- Teachers will report attendance to the Site Coordinator.
- Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (students should be silent), and turn cell phone to vibrate.
- Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
- School Security Officer will evacuate classrooms as they are determined to be safe.
- The School Security Officer will not initiate contact with the hostage taker. If the hostage taker does make contact, listen, do not attempt to solicit additional information, and advise the hostage taker that you will communicate any information/demands to whomever they wish. Remain calm and convincing.
- All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
- School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
- Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
- Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

Acts of Terrorism

- In the event there is a warning of the possibility of a terrorist act occurring in our area, the Principal will heighten security policies throughout the campus, to include (but not limited to):
 - Report suspicious personnel, vehicles, or packages
 - Secure unused buildings or portions thereof
 - Ensure positive identification and accountability for visitors
 - Increase communication with police and advise/update staff and students
 - Control and limit access to the building
 - Cancel or suspend extra-curricular/outside activities
 - Inspect all buses used to transport students
- In the event an act of terrorism occurs in the school, on school grounds, or in close proximity to the school, the following actions should be taken.
 - School Security Officer signals staff of the threat.
 - ERT immediately reports to Command Center.
 - Command Center Contact calls 911 and gives the following information to the dispatcher:
 - Explain the situation with as much detail as possible.
 - Name, location, telephone number of school
 - Cell phone number of School Security Officer
 - Teachers will report attendance to the Site Coordinator.
 - Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (students should be silent), and turn cell phone to vibrate.

- Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
- All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
- School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
- Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
- Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

Gang/Cult Related Violence

- School Security Officer signals staff of the threat.
- ERT immediately reports to Command Center.
- Command Center Contact calls 911 and gives the following information to the dispatcher:
 - “Gang violence is occurring at Liberty Collegiate Academy at (give specific location)”
 - Name, location, telephone number of school
 - Cell phone number of School Security Officer
- Teachers will report attendance to the Site Coordinator.
- Teachers will check hallway for students, cover windows if possible, turn off all lights, lock/barricade classroom doors, assemble students on the floor (student should be silent), and turn cell phone to vibrate.
- Sweep Coordinator will check hallways, restrooms, non-classrooms for students when safe.
- All teachers will wait for further instructions from the School Security Officer/Site Coordinator.
- School Security Officer/Site Coordinator will give instructions to staff as directed by emergency personnel.
- Upon arrival of emergency personnel, Site Coordinator will provide as much specific information as possible to the emergency personnel.
- Parent Coordinator will meet parents and arrange pick-up process as emergency personnel authorize.

Responding to a Code Blue Situation (Siren and PA Announcement)

- School Security Officer signals ERT of the threat.
- ERT assembles in command center.
- Command Center Contact calls 911
 - Give as much specific information about the situation as possible
 - Name, location, telephone number of school
 - Cell phone number of School Security Officer
- The local police will identify the level of the risk.
- School Security Officer will signal the staff of the risk.
 - Level 1: 1 short horn
 - Level 2: 2 short horns
 - Level 3: 3 short horns

- Level 1 Response
 - All members of ERT except School Security Officer and Command Center Contact monitor the building for any suspicious activity. Students and staff remain in classrooms.
- Level 2 Response
 - Staff will evacuate the building in accordance with the fire evacuation procedure. The School Security Officer and Site Coordinator shall visually inspect the building for suspicious packages/items.
- Level 3 Response
 - Staff will evacuate the building in accordance with the fire evacuation procedure. Local police will respond and take control of the situation

Response to Code Orange Situations

Technological Hazards/Hazardous Materials

- School Security Officer will signal the staff of the threat
- ERT will assemble in the Command Center
- School Security Officer and Site Coordinator assess the location and severity of the situation.
- School Security Officer and Site Coordinator will determine if it is more appropriate to go to another location.

X. Emergency Evacuation of Disabled Persons

In the event of a fire emergency or other emergency, [Insert Name] will be in charge of assisting all persons with disabilities through our exiting procedures. A log is kept in the office of all persons requiring assistance during emergency situations. In the event that [Insert Name] is unable to act in this capacity, [Insert Name] will be the alternate.

XI. Training

The faculty and staff of Liberty Collegiate Academy will be trained in these emergency procedures during professional development sessions. The students will be trained in these emergency procedures at the beginning of the year and will be re-taught each month with our monthly fire drills and during our “other emergency” procedures drills.

John M. Baird
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Nashville, Tennessee 37215
Telephone: (615) 383-2925 (H)
Telephone: (615) 383-3345 (O)
Facsimile: (615) 383-5534
jbaird@whitereasor.com (O)
jmbaird@comcast.net (H)

Education:

Vanderbilt University (BA 1973; Philosophy)
Cecil C. Humphries School of Law, University of Memphis (JD 1977)

Work Experience:

Ortale, Kelley, Herbert & Crawford, Nashville, Tennessee (1977-1984) - General Practice

Jacques-Miller, Inc., Nashville, Tennessee (1984-1986) - Real Estate Counsel

White & Reasor, PLC, Nashville, Tennessee (1986-present) - Commercial Real Estate and Commercial Transactions Practice
www.whitereasor.com

Nashville School of Law – Instructor in Property Law (2005-present)

Civic and Religious Affiliations:

First Presbyterian Church – Nashville: Elder; Deacon; Sunday school teacher (youth and adult); Former Chair: stewardship committee, youth committee, and early childhood center committee

Board Member, Middle Tennessee Chapter, Leukemia and Lymphoma Society of America (1999-2005; Board Chair 2003-2005)

Personal:

Born: April 4, 1951. Raised in Memphis, TN. Married to the former Louise Martin; Two (2) sons: Jonathan (29) and Martin (26). Jonathan is a former varsity swimmer at UVa, and is currently a sommelier in Los Angeles, CA. Martin is a leukemia survivor (ALL) and is currently employed by SunTrust Bank. Talent free rock and roll guitarist.

References: Furnished upon request

Hewitt Berryhill Brooks, “Berry”

952 Mansfield St.
Nashville, TN 37206
(615) 830.8480
berry.brooks@gmail.com

Objective: Obtain a challenging position in a non-profit organization that will use my passion for kids, leadership and fundraising skills, coaching abilities and passion to impact my community.

EXPERIENCE

Downtown District YMCA, YMCA of Middle Tennessee, Nashville, TN
Director of Development

March 2008 – Present

FUNDRAISING & EVENT MANAGEMENT

- Lead unique development effort to raise up to \$715,000 to support 9 youth outreach programs, successfully raising as much as \$719,642
- Developed 2-day fundraising event with major sponsorship, celebrity presence, dinner/auction and golf invitational. Raised \$162,432 with a \$83,815,000 NET in second year versus a NET of \$0 for previous event (golf only)
- Recruited, managed and motivated a team of 51 volunteer solicitors and storytellers to support fundraising efforts

Margaret Maddox East YMCA, YMCA of Middle Tennessee, Nashville, TN
Executive Director

July 2006 – March 2008

PEOPLE MANAGEMENT & VISION CASTING

- Provided leadership, goal-setting, and accountability for a management team of 11 and a total staff of up to 120
- Responsible for hiring, firing, and motivation decisions and strategies (4 management staff changes during my tenure)

FUNDRAISING & FINANCIAL MANAGEMENT

- Managed and balanced a total budget of \$2.4 million over 10 departments with surplus of \$31,000 in FY2007
- Increased annual giving from \$88,000 to \$105,000, hitting fundraising target for first time in 4 years
- Led capital fundraising effort to secure \$3.3 million for expansion (\$1.66 million raised by 3/2008)

BOARD OF DIRECTORS

- Recruited, retained and led diverse group of up to 20 directors from the Nashville community
- Instituted strategic planning process and goal setting with current board of directors and navigated the institution of a board rotation
- Motivated and activated board members to assist with financial development doubling number of board solicitors

MEMBERSHIP SALES & DEVELOPMENT

- Increased membership revenue 27% from \$684,266 to \$949,303 between 2005 and 2007 (Maddox YMCA was the fastest growing YMCA in Middle Tennessee in 2006)
- Oversaw and contributed to the development of marketing, service, program and retention strategies
- Developed initial vision for “YSpace” member engagement and community activation social network program

FACILITY & CONSTRUCTION MANAGEMENT

- Oversaw and supervised leadership of property management staff for 40,000 square foot facility
- Supervised 2 construction projects, serving as internal project manager for 1

The Bridge Program of the YMCA, Nashville, TN
Director

August 2003 – July 2006

PEOPLE MANAGEMENT & VISION CASTING

- Provided leadership, goal-setting, and accountability for 2 full-time, 2 part-time and 25 seasonal staff
- Managed partnership arrangement between board of directors and YMCA of Middle Tennessee
- Responsible for hiring, firing, and motivation decisions and strategies

FUNDRAISING & FINANCIAL MANAGEMENT

- Solicit and balance annual budget of \$225,000 through annual breakfast event, one-on-one solicitations and grant writing
- Increased donor base by 230% and retention each of the last three years
- Increased annual giving from \$145,000 to goal of \$225,000 (55%) in last three years

BOARD OF DIRECTORS

- Recruited, retained and led diverse group of up to 15 directors from the Nashville community
- Instituted strategic planning process and goal setting with current board of directors to deepen program connection and provide vision for program management and fund development
- Motivated and activated board members to assist with financial development

Vanderbilt University Athletic Department, Nashville, TN
National Commodore Club (NCC)

April 2002 – July 2003

Associate Director

Fundraising

- Personally managing relationships and solicitations of 400+ current and potential donors (\$450,000)
- Personally responsible for nine (9) fundraising initiatives with goals totaling \$600,000
- Assisting Executive Director with facilitation of fundraising strategies with goals totaling \$3.34 million

Board of Directors

- Develop relationships with twenty-five (25) board members to encourage involvement, enable and motivate their advocacy of the organization and increase financial support
- Assist Executive Director with planning and implementation of a strategic planning retreat focused on development of a mission statement, definition of the role of a board member and a board committee structure

Golf Tournament Management

- Coordinate a 2-flight golf tournament for a field of 92 golfers with an approximately \$10,000 budget
- Organize event promotion, registration, donated gifts and contests

Vanderbilt University, Nashville, TN
Department of Development and Alumni Relations, Undergraduate Reunion Office

July 1998 – April 2002

Development Officer and Class Coordinator

Fundraising

- Managed 132 prospects, personally raised \$248,278 including large gifts and pledges up to \$50,000
- Helped to coordinate and develop two fund-raising campaigns annually with goals of up to \$2.925 million total
- Designed individual solicitation strategies based on donor's history, demonstrated interest(s), and University needs

- Oversaw 100+ fund-raising solicitations made by other staff and volunteers by maintaining weekly and monthly contact to follow-up on progress and evaluate ongoing solicitation strategies
- Developed direct mail solicitations for 500+ alumni at a time and coordinated multiple offices during production

Volunteers

- Recruited two teams of volunteers annually numbering from one to seven people
- Managed each team to utilize the volunteers in fundraising, promotion/marketing and planning efforts

Promotion / Marketing

- Core mediums utilized were standard print mail, “phone-a-thons”, e-mail newsletters, class web sites, and coordinated group promotional networks

EDUCATION

Duke University, Durham, North Carolina. Bachelor of Arts, May 1998

Major: Sociology / Minor: Religion

Certificate: Markets and Management Studies

COMMUNITY INVOLVEMENT & SERVICE

- East Area Business Council (Nashville Area Chamber of Commerce) August 2006 – Present
 - Vice Chair, 2007
 - Chair, 2008
- West End Community Church / Hope For Nashville (Local Outreach) Committee January 2008 – Present
 - Chair, 2009

INTERESTS

My faith in Jesus Christ, my wife, daughter, son and family, all kinds of recreational sports, primarily basketball, hiking, running (training for 1st triathlon), reading, music, specifically playing the guitar

Wood S. Caldwell

Principal – Southeast Venture, LLC

4011 Armory Oaks

Nashville, TN 37204

615.250.8676

CAREER SUMMARY:

Real Estate Principal with thirty years of site engineering and development of commercial projects. Experience includes eight years in the engineering design field and twenty-four years of real estate development and sales; specializing in all aspects of site identification and analysis, acquisition, zoning, municipal approvals, design construction management, and marketing.

EDUCATION:

Bachelor of Engineering

Vanderbilt University

Nashville, Tennessee

PROFESSIONAL AND CIVIC

ASSOCIATIONS:

Board Member – YMCA of Middle

Tennessee, Executive

Committee

Greater Nashville Association of Realtors

Nashville Zoning Advisory Committee

National Association of Industrial &

Office Properties

PROFESSIONAL EXPERIENCE:

Principal

Southeast Venture LLC, Nashville, Tennessee

Responsible for all site development activities on behalf of SV's clients, including managing all design consultants, permitting and rezoning, scheduling, budgeting, construction management and marketing and sales.

Projects Include:

- Armory Oaks: A 25 acre mixed use commercial project owned by H.G. Hill Realty Company
- Mallory Park: A 50 acre office park in Brentwood , TN. Responsibilities included marketing of the Park.
- Armory Hill Office Building: 100,000 square foot class A suburban office building
- Gateway at Armory Oaks: 85,000 square foot mixed use commercial building
- Central Woodwork: 15,000 square foot corporate office and 80,000 square foot assembly plant for Central Woodwork of Collierville, TN

Katie M. Hill

1327 4th Avenue North

Nashville, TN

(615) 838-1908

katiemhill@gmail.com

PROFESSIONAL EXPERIENCE

McNeely Pigott & Fox Public Relations, Nashville, TN

Account Executive

August 2010-present

Assistant Account Executive

October 2009-present

Associate Account Executive

June 2008-September 2009

Staff Associate

December 2007-June 2008

Hands On Nashville, Nashville, TN

Manager

Community Relations
January-July 2007

Development Coordinator

April 2006-January 2007

Development & Office Coordinator

November 2005-April 2006

PROFESSIONAL/COMMUNITY AFFILIATIONS

Harpeth Hall School, Head's Young Alumnae Council, Member 2006-present

Harpeth Hall School, Distinguished Alumna Award Selection Panel, Member 2007-8

Human Rights Campaign, Nashville Area Political Co-Chair 2007-present

Human Rights Campaign, Board of Governors, Member 2010-present

Jim Cooper for Congress Community Advisory Network, Member 2010-present

Nashville Area Red Cross, Volunteer 2005-present

Nashville Area Red Cross Blood Services Board, Member 2008-present

Nashville Emerging Leaders, Member of Class of 2010 2010

Next Generation Franklin, Board Member 2007-2009

EDUCATION

Center for Nonprofit Management, Nashville, TN 2005-6

Attended the following workshops, which count toward the Certificate in Fund Development:

- Locating Funding Sources
- Living in a Virtual World: Using New Media Tools to Enhance Image, Identity, and Impact
- Basic Grantwriting
- Advanced Grantwriting

University of Virginia, Charlottesville, VA; Bachelor of Arts degree 2000-2005

- Major in Classics (Ancient Greek)
- Echols Scholar (Honors Program)
- Dean's List
- Bootstrap Award, Shoney's Inc.
- Elizabeth Buford Shephard Scholarship

Trinity College, Rome, Italy Campus Sept. 2003-May 2004

Studied classical Greek literature, art history, Italian language and literature

- Faculty Honors

Mike Kopp
700 Craighead Street
Nashville, TN 37204
615-390-9087 (m)
615-297-6886 (w)
[**mkopp@mmacreative.com**](mailto:mkopp@mmacreative.com)

Experience

Senior VP/Partner
MMA Creative
Privately held; Marketing/Advertising Agency
Nashville, TN
March 2005 – Present

Advise clients – from small regional businesses to Fortune 100 companies – on strategy and execution of service, product and brand development, with specialties in new media, Web/Interactive and corporate and community campaigns.

Deputy Commissioner
State of Tennessee Department of Economic and Community Development
Nashville, TN
March 2003 – March 2005

Oversaw long term strategic direction as well as day to day operations of the state's principal new industry/business retention and development agency. Worked with regional, national and global corporate decision makers in a wide spectrum of industry sectors to encourage investment in Tennessee.

Principal/Partner
The Ingram Group
Privately held; Public Affairs/Business Consulting Agency
Nashville, TN
December 1988 – March 2003

Led numerous public policy and communications projects for companies and organizations across Tennessee. Projects included serving in a leadership role on the successful efforts to relocate an NFL franchise to Nashville and an NBA franchise to Memphis, as well as broad based grass roots campaigns such as Nashville's Agenda that helped re-focus the city's not-for-profit direction and community development.

Press Secretary
U.S. Sen. Al Gore/Al Gore For President Campaign
Washington, D.C.
December 1980 – December 1988

Served as Al Gore's principal media spokesperson and communications advisor for two of his terms in the U.S. House of Representatives and one of his terms in the U.S. Senate. Also served in this capacity on Gore's first presidential bid in 1988. Was involved in messaging and media positioning on key issues like infant formula safety, global warming concerns, NASA safety concerns, tobacco warnings for consumers and music content concerns for parents.

Media Intern
Committee to Re-elect President Jimmy Carter
Washington, DC
1980

Served as an aide to the campaign press secretary and as a media liaison between the campaign media operations and the White House Press Office.

Assistant Producer

WTVF-TV, CBS affiliate in Nashville

1978 – 1980

Assisted the news production team/assignment desk/reporters in the day to day development of news stories and in the execution of the actual on air newscasts.

Education

Middle Tennessee State University
BS, Broadcast Journalism, English
1977-1981

Personal

DOB: June 18, 1959

Married, father of two children.

Currently serve on the Board of Directors of Conexion Americas, which serves the immigrant population in Nashville with housing and financial needs; and Faith Family Medical Clinic, which provides primary medical care to Nashville's uninsured working men and women and their families.

Emily K. Lewis

3401 Granny White Pike M133; Nashville, TN 37204
(978) 430 9733 emmy.lewis@teachforamerica.org

EDUCATION	Saint Michael's College: B.A. in Classics, <i>Summa Cum Laude</i> , May 2007 Major GPA: 3.96 Cum GPA: 3.92 Phi Beta Kappa & Delta Epsilon Sigma	Colchester, VT
	University of Memphis & Christian Brothers University Graduate level non-degree seeking TEP courses. Cum GPA: 4.0 (both institutions)	Memphis, TN
WORK EXPERIENCE	Program Director , Teach For America*Nashville: June 2009-Present Coach and develop a cohort of first and second year teachers on the <i>Teaching as Leadership</i> foundations to ensure that they are providing students with a transformative education. Design and facilitate problem-solving meetings and ongoing meaningful learning experiences, based off of trends in both quantitative and qualitative student achievement data. Exceeded 2009-2010 goals, with 87% of teachers making significant or solid gains with their students, with 54% of those teachers making significant gains. Project manager for Learning Teams and Student Achievement Toolkit, two structures that are designed to provide targeted professional development and increase teacher effectiveness. Co-manager for 2010 summer professional development, during which teachers learned how to backwards plan at the year long and unit level. Exceeded goal of having 86% of teachers with appropriate foundations in place by September 1.	Nashville, TN
	Fourth Grade Teacher , Levi Elementary School: 2007-2009 Year 1: Raised number of students scoring advanced and proficient by 20% on state standardized test in math; and led students to over one and a half years of reading growth. Selected by principal to attend Center for Urban School Leadership Conference (organized by the University of Memphis and New Leaders for New Schools), designed for aspiring school leaders. Year 2: Led students to make two years of reading growth, and decreased the gap between my students and Williamson County students by over 30% on the TCAP in math, reading, science, and social studies. Math Committee Chairperson: Instructed colleagues on techniques for math data aggregation. Charged with creating standards-based weekly and unit math tests and data tracking devices for 3 rd -6 th grades at Levi.	Memphis, TN
LEADERSHIP EXPERIENCE	Learning Team Leader , Teach For America: 2008-2009 Provided content area training for seven first and second year teachers based on <i>Teaching as Leadership</i> foundations. Supported program staff during 2008 First Year Induction and Orientation. Received strong satisfaction scores after Learning Team sessions by means of evaluation feedback forms.	Memphis, TN
	Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) Chairperson , Levi Elementary School: 2008 Responsible for organizing evidence of competency for eight standards on which accreditation is based. Organized committees and created an action plan and timeline, which allowed for all deadlines to be met. Presented evidence at two-day review of standards. Accreditation was renewed.	Memphis, TN
	Orientation Program: Chairperson , Saint Michael's College: 2005, 2006 Designed an application and interview process for over 300 applicants. Planned and led a comprehensive 4-day workshop-based leadership training program for selected leaders and a week long program for 600+ first year students. Oversaw budget in excess of \$50,000.	Colchester, VT
	State Student Advisory Council , Massachusetts DOE: 2002-2003 Invited by Governor Mitt Romney and chair of the Education Committee, Senator Robert Antonioni, to speak at 10 th Anniversary Ceremony for the Education Reform Act based on efforts with the Massachusetts Department of Education and in researching and co-authoring legislation affecting public education in Massachusetts.	Malden, MA

CHRISTINE MYERS MCCARTHY

577 Lakeshore Drive
Old Hickory, Tennessee 37138-1308
(615) 758-9513
CMcCarthy@habitatnashville.org

BUSINESS EXPERIENCE

*Nashville Area Habitat for Humanity, Inc
PRESIDENT AND CEO (See Attached Bio)

March 2002 – December 2010

*Werthan Packaging, Inc., Nashville, Tennessee
2000
(\$50 Million Manufacturer of Packaging Products)

February 1980 to November

SENIOR VICE PRESIDENT AND CHIEF FINANCIAL OFFICER

January 1999 to November 2000

Continues the CIO and Financial Responsibilities Below While Assuming the Direction of the five person Human Resources Functional Area. Responsible for all Corporate Administrative Functions and Have Taken on a Leadership Role in the Company's Executive Team. Leads the Corporate Policy Formulation and Organization Design Processes and Participates in the Corporate Strategic Planning Initiatives.

Major Accomplishments Include:

- ☐ Directed Corporate Personnel in Successful Union Election Resulting in the Company Remaining a Non-Union Shop
- ☐ Developed and Implemented a Formal Company Handbook, EAP Program and Upgrade to the Corporate Drug Policy
- ☐ Led the Corporate Y2K Compliance Project that Resulted in No Business Interruption to the Company in the Year 2000
- ☐ Led the Corporate Cost Reduction Process that Reduced Fixed Overhead by 11%
- ☐ Developed Corporate Performance Rating Process that Led to New Organization Design and Company Reorganization
- ☐ Initiated Process of Evaluation of Performance Against Objectives and Developed New Results Oriented Compensation Plans

VICE PRESIDENT AND CHIEF INFORMATION OFFICER

February 1995 to January 1999

- ☐ Direct a 25 person department of all Accounting, Process Planning, and Management Information System Functions and Represent these Areas on the Corporate Executive Steering Team
- ☐ Direct all Financial Affairs of the Organization Including Establishment of Economic Objectives, Policies and Programs in Accordance with Financial Principles and Government Regulations and Benefits Administration
- ☐ Direct all Management Information System Operations Including Establishment of Strategic Objectives that are In Alignment with Corporate Goals
- ☐ Direct all Process Planning Department Activities Including Engineering Change Control and Production Reporting

Major Accomplishments Include:

- ☐ Lead the Corporate Financial Position Enhancement Effort which Resulted in Reducing Liabilities by 14% and Overhead by 20.5%
- ☐ Negotiated Major Corporate Long-term Financing Agreements which Increased Borrowing Capacity by 48% and Reduced Interest Cost
- ☐ Directed all Activities Related to a \$6.4 million dollar Insurance Claim that Resulted in the Installation of a \$3 million dollar Printing Press
- ☐ Directed the Successful Installation and Re-engineering of all Corporate Information Systems that Resulted in Obtaining a Competitive Advantage for the Company in Our Use of Technology for Communication and Management Decision Making
- ☐ Initiated and Directed the Successful Conversion to Year 2000 Compliant Mainframe Application Software
- ☐ Initiated, Designed and Implemented Refined Product Specification and Corporate Shop Floor Reporting and Control Processes that Reduced Cost of Sales by 4% Annually

VICE PRESIDENT OF MANAGEMENT INFORMATION SYSTEMS

May 92 to February 1995

- ☐ Directed a 14 person department in all Data Processing and Cost Accounting Functions.
- ☐ Administered all MIS Functions Including Programming, Business System Design, Cost Accounting, Novell Network Management, and Computer Operations.
- ☐ Major Accomplishments Include:
 - ☐ Served as Project Leader for Successful Conversion from a Honeywell DPS7 Batch System to IBM AS400 SSA BPCS On-line and Fully Integrated System.
 - ☐ Functioned as Team Leader for System Conversion Action Team and Business Process Re-engineering Teams.
 - ☐ Designed the Education Plan for Software Use at WPI and Trained 100 people in All Phases of the Software Use which Covered General and Cost Accounting, Inventory Control, Master Scheduling, Order Entry, Sales Analysis, Shop Floor Control, and Purchasing.
 - ☐ Designed Detailed Request for Proposal for New System Attributes Used in Researching 22 Computer Software Vendors.
 - ☐ Developed Final Software Selection Criteria and Demonstration Process for User Selection.
 - ☐ Developed and Maintained 3 Year Formal New System Implementation Plan with Detail Resource Requirement Schedule, Gant, and Pert Diagrams.
 - ☐ Negotiated Contract and Operating Lease for \$2 million dollar Hardware and Software Purchase.
 - ☐ Developed and Designed All Cost Accounting System Features of the New BPCS System.
 - ☐ Responsible for all System Development Activities.
- ☐ Additional Responsibilities Since June 1993 Include:
 - ☐ Serving as Project Leader for World Class Manufacturing Certification Project (Class A MRPII).
 - ☐ Organizing MRPII Core Team and Facilitating Action Teams.
 - ☐ Designed Class A Certification Check List and Developed Class A Measurement Systems.
 - ☐ Responsible for Selecting and Implementing Integrated Software Systems that Support Class A Process in all Corporate Departments.
 - ☐ Training 150 people in Class A MRPII Principles and Processes.
 - ☐ Responsible for all Project Status Reporting to Executive Team and for Monitoring the Progress of all Teams Toward 1995 Goal of Achieving Class A Certification.
 - ☐ Participation on Business Design Team for Developing Processes and Procedures to Support Daily Business Decision Making.

DIRECTOR OF BUSINESS SYSTEMS AND LONG RANGE PLANNING

February 1991 to May 1992

- ☐ Developed 3 Year MRPII Class A and Business System Upgrade Strategic Plans in Support of Long-term Corporate Customer Service Objectives.
- ☐ Designed Schedule of Events for Implementation of New Business Systems and for Class A MRPII Program.
- ☐ Completed a Detailed Strategic Analysis of WPI as part of Vanderbilt Graduate Studies.
- ☐ Responsible for Capital Project Analysis Leading to Selection of Major Manufacturing Equipment Purchases.
- ☐ Directed a 5 person Cost Accounting Department in All Functions.
- ☐ Participated in Marketing Committee and Service Committee in Support of Short-term Corporate Customer Service Objectives.
- ☐ Developed and Implemented New Sales Forecasting Process and System.

MANAGER OF COST ACCOUNTING

February 1983 to February 1991

- ☐ Responsible for All Cost Accounting Department Activities, including Theoretical Costing, Contribution and NPV Analysis on New Product/Process Projects, Industrial Engineering Studies, Inventory Related Accounting and Monthend Closing.
- ☐ Designed and Implemented all Cost Accounting Systems, including Material Usage and Scrap Reporting, Direct Labor Efficiency, Variable and Fixed Overhead Variance Analysis, Inventory Activity Summary, Automated FIFO Cost Computation, Dollar Value LIFO Inventory Valuation, Product Contribution and Profitability Analysis, and Actual Costing.
- ☐ Developed all Procedures for Standard Bill of Material and Routing Creation and Maintenance.
- ☐ Developed Overhead Allocation Process in Support of Financial Reporting and Responsibility Accounting.
- ☐ Served as Liaison with External Auditors in Developing Annual Audit Plan Procedures.
- ☐ Responsible for Quarterly Inventory Audit.
- ☐ Responsible of Annual Budget Input Preparation and Summarization.

COST BUDGET ANALYST
February 1980 to February 1983

- ☐ Responsible for Re-engineering the Current Cost Accounting Processes.
- ☐ Reviewed with all Users the Current System Elements and Recommended Alternative Methods for Revision of Manual Information Systems.
- ☐ Designed and Implemented Automated Inventory Control, Inventory Aging, Material Usage and Allocation History, Sales History, and Return on Investment Systems for Customer and Product Analysis.
- ☐ Designed New Product Coding Procedures and Developed Actual Shop Floor Reporting Process.
- ☐ Assisted in Year-end Closing, Account Reconciliation, Dollar Value LIFO Calculation, Actual vs. Standard Cost Analysis.

*Maremont Corporation, Nashville, Tennessee
(Manufacturer of Automobile Replacement Parts)

October 1978 to February 1980

ACCOUNTING SUPERVISOR

- ☐ Prepared all Financial Statements, Supporting Schedules, and Narrative for Monthly Divisional Financial Packages.
- ☐ Supervised Monthly Closing in Accordance with Divisional Accounting Policy.
- ☐ Supervised Preparation of all Quarterly Forecasting Statements and Supporting Schedules.
- ☐ Formulated Divisional Capital Expenditure Policy.
- ☐ Supervised the Processing of all Capital Expenditure Requests, Reporting and Budgeting for a \$10 million Expenditure Level.
- ☐ Designed the Monthly Financial Package System.

*Testor Corporation, Rockford, Illinois
(Manufacturer of hobby model kits, paints, cements, gliders, and engines)

May 1977 to September 1978

COST ACCOUNTANT

- ☐ Revised and Set Standard Routings, Bills of Material, and Costs.
- ☐ Directed all Accounting for 5,800 Inventory Items.
- ☐ Prepared and Monitored all Production Control, Inventory Control, Variance Analysis, Direct Labor Job Analysis, and Product Contribution Reports.
- ☐ Programmed and Monitored all Production Efficiency and Downtime Analysis Reports; Formulated Method for Determining Standard Material Cost Scrap Factors.
- ☐ Audited Inventory Price and Usage Variance Accounts.

EDUCATION

M.B.A. Owen Graduate School of Management
 Vanderbilt University
 June 1992

B.S. Northern Illinois University
 Major in Accountancy
 Honors Include Beta Gamma Sigma
 May 1977

DATA PROCESSING EXPERIENCE

Hardware Utilized: IBM AS400 RISC, IBM AS400 F45, IBM System 34, IBM PC/XT/AT and Compatibles, Toshiba and Zenith Laptop Pcs, Pentium PC's, Honeywell Bull 6400, DPS7 and DPS6

Network and Connectivity: HP30E Pentium, Novell, CD ROM, APPN Communication Protocol, IPX\SPX, IBM 8235, and VAN

Application Software Utilized: SSA, Inc. BPCS, Query400, SQL, MAPICS, Honeywell HMS, Lotus 123, WordPerfect, Timeline Project Management, Harvard Graphics, Microsoft Office (Excel, Word, Access, E-Mail), and Windows 95-98.

Operating Software Utilized: OS400, GCOS, OS2, MS-DOS, Novell Netware, ProComm, and IBM Token-Ring

PROFESSIONAL DEVELOPMENT

- ☐ Publications: January 1998, Management Accounting Magazine, "Using Technology as a Competitive Tool"

☐Memberships: American Production and Inventory Control Society
Paper Shipping Sack Associations (PSSMA)

☐Professional Development Courses Undertaken as Instructor or Participant Include:

OGSM Vanderbilt University: Cost Accounting System Use in Manufacturing Job Shops
R.D. Garwood: World Class Performance for Managers
OGSM Vanderbilt University: Performance Measurements
Qualpro: Basic Statistical Quality and Productivity Improvement Techniques for
Manufacturing Processes
AMA Padgett/Thompson: How To Be A Better Team Leader

☐Community Involvement: Chairman of Downtown YMCA Volunteer Board of Directors 2000-2001
Vice Chair of Downtown YMCA Volunteer Board of Directors 1998-1999
1996 Volunteer of the Year for the Downtown Nashville YMCA
United Way Campaign Director for Werthan Packaging, Inc. 1996 &1997

PROFILE

Team Worker. Highly Ethical. Good Sense of Humor. Superior Ability to Work Well and Motivate Others. Strong Teaching Abilities.

Brian N. Williams

302 James Avenue Franklin, TN 37064 (615) 428-4259 brian@hon.org

EXPERIENCE

3/07 – present

Hands On Nashville, Nashville, TN

Executive Director

- Prepare and administer an agency budget within Board approved guidelines; report on all funds handled; develop funding sources; coordinate grant preparation.
- Serve as chief liaison with other community organizations and key constituent groups to build support for the agency.
- Articulate the mission and vision to the community and funding agencies.
- Supervise and provide vision for staff. Including program, funding, corporate relations and finance.

8/05 – 3/07

Exchange Club Family Center, Nashville, TN

Development Director

- Developed an annual strategic funding plan increasing revenue by 11% in first year and 15% during second year implementation.
- Independently researched and written 45 foundation, local/state/federal government, and United Way proposals annually with a success rate of 90%.
- Spearheaded strategic planning decreasing administrative costs 40% while increasing service to clients 25%.
- Directed volunteer committees for annual fundraising events increasing net revenue 40% in one year.

5/02 – 7/05

Catholic Charities of TN, Inc., Nashville, TN

Assistant Administrator

- Reporting to the Executive Director, responsible for financial oversight of 4.5 million service revenue budgets.
- Collaborated with Department Directors to research and write program grants generating 3 million in additional revenue.
- Successfully oversaw development and implementation of multiple service programs increasing revenue by 35%.
- Developed and lead innovative quarterly staff training for 120 employees creating 25% increase in client outcomes.
- Directed a technology task force creating a system wide strategic plan encompassing six sites, 60 desktops, 2 servers, web site and client database.

EDUCATION

1994 – 1998

Anderson University, Anderson, IN

B.A. Religious Studies, Dean's List

2000 – 2002

University of Tennessee College of Social Work, Nashville, TN
Master of Science in Social Work, Honors

- N.A.S.W. Social Work Student of the Year 2001
- Founding member Phi Alpha Honor Society, Nashville Branch
- Student Government Association President

ACTIVITIES

- Adjunct Professor, University of Tennessee College of Social Work
- Treasurer, NASW-TN Chapter

Timetable for Commencing Operations

Liberty Collegiate Academy	Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																
P= Primary; S= Secondary; C= Consultant																
Task/ Planning Area/ Timeline																
Student Recruitment & Admissions																
Informational Flyer																
Design informational flyer /packet	P	C	S													
Post flyers and leaflets in communities	S	P														
Post flyer on website	S	P														
Identify community organizations to help with awareness generation	S	P														
Work with community organizations to generate awareness & interest	S	P														
Initiate broader recruiting and marketing campaign via advertisements, etc.- (additional marketing to community)	P	S														
Enrollment Form																
Design student enrollment form	P	S	C													
Make enrollment form available	P	S														
Post enrollment form on website	S	P														
Information Sessions																
Secure locations for information sessions (Maddox YMCA, MOB)	S	P														
Mobilize Volunteers for Community Canvassing	P	S														
Host information sessions	P	S	C													
Publicity Campaign																
Write English press release	P	S	C													
Fax English press release.	S	P														
Admissions Lottery and Enrollment																
Collect enrollment forms.	S	P														
Final day for enrollment form submission	P	S														
Secure lottery announcer	S	P														
Secure lottery location.	S	P														
Establish lottery protocol	P	S	C													

Liberty Collegiate Academy		Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																	
P= Primary; S= Secondary; C= Consultant																	
Task/ Planning Area/ Timeline																	
Highlight lottery date on website	S	P															
Post lottery date in local papers	S	P															
Practice lottery protocol	P	S	C														
Conduct admissions lottery	P	S															
Notify families of status	P	S															
Establish wait list (or repeat lottery)	P	S															
Send CMSD/ DOE (comm schools coordinator) enrollment report	P	S															
Confirm acceptances - home visits	P	C															
Request student records - (send CMSD w/d info for students)	P																
Receive student records	P																
Facilities																	
Get real estate expert to view and evaluate site	S	P															
Negotiate lease	S	P															
Sign lease	S	P															
Secure financing	S	P															
Perform renovations	S	P															
Pass final inspection and receive occupancy certificate+A5	S	P															
Facilities Procurement																	
Hire gen. contractor & architect to view/evaluate potential sites (12.1 - 1.31)	S	P															
Hire lawyer to structure contract w/ cost, expans, extens priv (12.1 - 1.31)	S	P															
Preliminary inspection made (1.31)	S	P															
Hire contractor (1.31)	S	P															
Acquisition of furniture and materials (4.1 - 6.30)	P	P															
Prepare building infrastructure (lights, phones, IT networking) (4.1 - 6.30)	S	P															
Obtain property insurance (6.30)	S	P															
Governance																	
Board Expansion and Transition to BoT																	
Recruit and nominate Board members	P	S															
Develop and ratify by-laws	P	S	C														
Develop governance strategy																	

Liberty Collegiate Academy																				
Action Plan																				
P= Primary; S= Secondary; C= Consultant																				
Task/ Planning Area/ Timeline	Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011				
Define role of Board members	S	P	C																	
Define relationship of Board and Principal	P	S	C																	
Define communication methods	P	S	C																	
Define decision-making processes	S	P	C																	
Draft Policies	S	P	C																	
Arrange Board liability	S	P	C																	
Plan to move from Board of Directors to Governing Authority	P	S	C																	
Develop and file articles of incorporation	P	S	C																	
Apply for tax-exemption	P	S	C																	
Develop Board Calendar	S	P	C																	
Board Structure																				
Finalize by-laws. Ensure entire board has copy and that critical issues have been discussed and agreed upon by board.	S	P	C																	
Create job description for full board. Adopt as policy.	S	P	C																	
Create job description for individual board members. Adopt as policy.	S	P	C																	
Create job description for each of the officers. Adopt as policy. Elect officers.	S	P	C																	
Create job description for each committee chair and each committee. Adopt as policy.	S	P	C																	
Create written document that defines relationship between school leader and board. Have healthy discussion about this relationship.	S	P	C																	
Send Trustee information to the DOE: for each trustee - trustee financial disclosures, trustee information form, and resume.	P	S	C																	
Create standards of conduct for board members (CD in the NCNB Board Development Planner has a good outline).	S	P	C																	
Create Board members handbook (CD in the NCNB Board Development Planner has a good outline).	S	P	C																	
Board Meetings																				
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for Open Meeting Law.	P	S	C																	
Develop agenda format	P	S	C																	

Liberty Collegiate Academy			Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																		
P= Primary; S= Secondary; C= Consultant																		
Task/ Planning Area/ Timeline																		
Develop consistent format for board meeting packets (that go out 2 wks. prior to board meetings).			P	S	C													
Start making meetings more "formal." Get in practice prior to having lots of members from the public in attendance.			P	S	C													
Have observers attend meetings to give feedback about process, facilitation, etc.			P	S	C													
Develop checklist that board member could use to evaluate each board meeting. Conduct quick debrief using checklist at end of each meeting.			P	S	C													
Start creating formal meeting minutes. Minutes are legally binding - get outside party to review to make sure we are doing it properly.			P	S	C													
Create mechanisms to keep track of attendance at all committee meetings and board meetings.			P	S	C													
Develop board calendar and start to list critical tasks that need to happen at each board meeting.			P	S	C													
Develop and file articles of incorporation			P		C													
Create mechanism (binder) for keeping track of all official policies.			P	S	C													
Create comprehensive list of all policies that need to be created before school opening. (Look at the Policy Sampler produced by the National Center for Nonprofit Boards.)			P		C													
School Leader																		
Create a job description for the school leader			S	P	C													
Determine performance benchmarks/ measures for school leader			S	P	C													
Create a clear process for evaluating the school leader			S	P	C													
Set a salary range based on industry standards			S	P	C													
Hire school leader				P														
Board Development																		
Create a board development plan to include orientation of new members, retreats, workshops, etc.			P	S	C													
Host Board Retreat - Reception			P	S	C													
Fund Development/ Fund Raising																		
Establish 501c3			S	P														

Liberty Collegiate Academy		Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																	
P= Primary; S= Secondary; C= Consultant																	
Task/ Planning Area/ Timeline																	
Identify potential individual donors	S	P															
Develop strategy	S	P															
<i>Secure public/private grant money</i>																	
Write need statement	S	P															
Write and disseminate proposals to nat'l and local govt sources	S	P															
Write and disseminate proposals to local and nat'l foundations	S	P															
<i>Secure donations from individuals</i>																	
Identify prospects for cultivation	S	P															
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	S	P															
Plan and host series of events for securing donations	S	P															
Cultivate and solicit potential donors	S	P															
Administrative																	
<i>Data Management</i>																	
Create filing system	P																
Develop database for student reporting (e.g. bi-weekly progress reports)	P																
Develop student attendance reporting system	P																
<i>Procurement</i>																	
Purchase supplies and materials for program	P																
Secure janitorial services	P																
<i>Family Outreach</i>																	
Write family letter re: Parent Orientation	P		C														
Mail family letter re: Parent Orientation	P																
Call all families re: Parent Orientation	P																
Prepare pre-opening Parent Orientation protocol and materials	P																
Hold pre-opening Parent Orientation	P																
Curriculum, Teaching, and Learning																	
<i>Curriculum Development</i>																	
Identify preliminary models for core subjects	P																
Site visits and analyses of "best practice" charter/public schools models	P		C														

Liberty Collegiate Academy		Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																	
P= Primary; S= Secondary; C= Consultant																	
Task/ Planning Area/ Timeline																	
Attend national and local educational conferences	P																
Create and finalize curriculum plans and timelines	P																
Create benchmarks aligned with state standards and curriculum frameworks	P																
Create scope and sequence for each department	P																
Procurement																	
Purchase materials and textbooks	P																
Purchase standardized testing materials	P																
Assessment																	
Define assessment strategy and timeline	P																
Create baseline assessments and excel for data analysis	P																
Conduct baseline testing of all students	P																
Enter data from baseline tests	P																
Instructional Program																	
Develop curriculum	S																
--Scope and sequence for math and reading	S																
--Standards/mission for subjects	S																
--Scope and sequence for all subjects	S																
--Preliminary in-house benchmarks - all subjects	S																
--Deadlines for in-house benchmark production	S																
--Purchase materials, etc.	S																
Create Interim Assessments - Math and Reading	S																
Create Interim Assessments - Social Studies, Science, and Writing	S																
Create student handbook, code of conduct	P																
Finalize school calendar	P																
Develop class configuration - classroom model	P																
Organize tutoring workshops and after school tutoring sched.	P																
Special Education																	
Recruit Student Supports Coordinator (2.01 - 3.31)	P																
Identify and secure specific texts and materials (4.01 - 4.30)	S																
Consult with SPED administrator from the district (4.31)	P																
Identify SPED student population (5.01 - 6.30)	P																

Liberty Collegiate Academy		Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																	
P= Primary; S= Secondary; C= Consultant																	
Task/ Planning Area/ Timeline																	
Acquire student records - sped records (5.01 - 6.30)		P															
Develop IEPs - if needed (update and review) (5.01 - 5.31)		S															
Define service requirements for all SPED students (5.01 - 6.30)		S															
School Culture and Climate																	
Finalize daily schedule (11.15)		P		C													
Finalize school calendar (11.15)		P		C													
Finalize discipline policy (11.15 - 12.31)		P		C													
Develop special rituals/routines (11.15 - 3.31)		P		C													
Establish PD pre-student enrollment (4.01 - 4.31)		P		C													
Financial Management																	
Codify the fiscal controls and financial policies the school will employ to track daily operational finances (11.15 - 2.28)		P	S														
Identify check signers (11.15)		P	S														
Identify check writers (11.15)		P	S														
Define signature policies (11.15 - 12.31)		P	S														
Develop financial reporting templates (budget vs. actual) and policy (11.15 - 1.31)		P	S														
Design process forms (purchase orders, expense forms) & policy (11.15 - 1.31)		P	S														
Appoint Treasurer - ACE (11.15 - 1.31)		P	S														
Develop segregation of funds policy (public/private) (11.15)		P	S														
Establish payroll (11.31)		P	S														
Develop schedule of Board financial reviews (11.31)		P	S														
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows (1.1 - 2.28)		P	S														
Set up a bank accounts (11.31)		P	S														
Define investment/savings strategy (where will excess funds be placed) (2.28)		P	S														
Finalize cash flow plan (12.01 - 1.31)		P	S														
Personnel																	
Develop org chart and job descriptions (11.15 - 12.31)		P															
Advertise/spread job descriptions (11.15 - 5.31)		P	S														

Liberty Collegiate Academy				Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011
Action Plan																			
P= Primary; S= Secondary; C= Consultant																			
Task/ Planning Area/ Timeline																			
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission				P		C													
Create job descriptions, flyers, and ads. (12.31)				P		C													
Design the interview process (look at models) (12.31)				P		C													
Design compensation and benefits packages (12.31)				P		C													
Design a filing/ documentation process. (12.31)				P		C													
Identify potential recruitment opportunities (11.31)				P	S	C													
Advertise in community newspapers and use database of Ohio's colleges and universities to set up interviews and post opportunities on websites (11.31)				P	S	C													
Block out days for interviews on a calendar (12.31)				P	S	C													
Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/ benefits information sheet (11.31)				P	S	C													
Coordinate benefit enrollment with MNPS				P		C													
Recruit and hire Dean of Curriculum and Instruction				P		C													
Recruit and hire Director of Finance and Operations				P		C													
Recruit and hire teachers (place ads, etc.)				P		C													
Recruit and hire learning specialist				P		C													
Negotiate and sign agreements for contracted services				P															
Develop professional development plans				P		C													
Define policies and procedures for evaluation of staff				P															
Develop staff handbook				P															
Perform background checks on employees				P	S														
Fill out forms to enroll teachers in STRS/ SERS				P															
Have new staff fill out Employee Information forms (ie.emergency contact)				P															
Plan and hold staff orientation				P															
Transportation																			
Identify the conditions for transportation				P	S														
Determine transportation needs				P	S														
Draft contract				P	S														

Liberty Collegiate Academy																				
Action Plan																				
P= Primary; S= Secondary; C= Consultant																				
Task/ Planning Area/ Timeline	Principal	Board	BES	Sept 2010	Oct 2010	Nov 2010	Dec 2010	Jan 2011	Feb 2011	March 2011	April 2011	May 2011	June 2011	July 2011	Aug 2011	Sept 2011				
Purchase art materials	P	S																		
Purchase PE equipment	P	S																		
Purchase medical supplies & furniture (ie. couch)	P	S																		
Purchase P.A. system	P	S																		
Purchase office supplies	P	S																		
Contract Personnel																				
Hire janitorial services	P	S																		
Line up electrician, plumber, & handyman	P	S																		
Line up counselor, speech pathologist, et al.	P																			
Technology																				
Write tech plan	P	C																		
Computers for teachers	P	C																		
Cell phones for admin	P	C																		
Cell phones for teachers	P	C																		
Blackberrys for Admin	P	C																		
Uniforms																				
Contract student uniforms	P	C																		
Contract student PE uniforms	P	C																		

Note on 501(c)(3) Status

Liberty Collegiate Academy, Inc. applied for tax-exempt status on September 17, 2010. We expect the determination swiftly. We will notify Metropolitan Nashville Public Schools as soon as we receive our determination letter.



STATE OF TENNESSEE
Tre Hargett, Secretary of State
Division of Business Services
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

Liberty Collegiate Academy

2201 8th Ave South
#301
Nashville, TN 37204 USA

August 9, 2010

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control # :	637335	Formation Locale:	Davidson County
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	08/09/2010
Filing Date:	08/09/2010 2:03 PM	Fiscal Year Close	12
Status:	Active	Annual Rpt Due:	04/01/2011
Duration Term:	Perpetual	Image # :	6754-0097
Business Type:	School Organization - Exempt		
Public/Mutual Benefit:	Public		

Document Receipt

Receipt # :

Filing Fee:

Registered Agent Address

Linda Mendez
2201 8th Ave South
#301
Nashville, TN 37204 USA

Congratulations on the successful filing of your **Charter** for **Liberty Collegiate Academy** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett, Secretary of State
Business Services Division

Processed By: Tammy Morris

State of Tennessee



Department of State
Corporate Filings
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

CHARTER (Nonprofit Corporation)

FILED

For Office Use Only
STATE OF TENNESSEE

2010 AUG -9 PM 2: 03

TRE HARGETT
SECRETARY OF STATE

The undersigned acting as incorporator(s) of a nonprofit corporation under the *Tennessee Nonprofit Corporation Act* adopts the following Articles of Incorporation.

1. The name of the corporation is: Liberty Collegiate Academy

2. 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.

3. The name and complete address of the corporation's initial registered agent and office in Tennessee is:

<u>Linda Mendez</u>	<u>2201 8th Ave South, #301</u>	<u>Nashville</u>	<u>TN</u>	<u>37204</u>	<u>Davids</u>
<small>Name</small>	<small>Street Address</small>	<small>City</small>	<small>State</small>	<small>Zip Code</small>	<small>County</small>

4. List the name and complete address of each incorporator:

<u>Chris McCarthy</u>	<u>2201 8th Ave South, #301</u>	<u>Nashville</u>	<u>TN</u>	<u>37204</u>
<small>Name</small>	<small>Street Address</small>	<small>City</small>	<small>State</small>	<small>Zip Code</small>
<u>Wood Caldwell</u>	<u>2201 8th Ave South, #301</u>	<u>Nashville</u>	<u>TN</u>	<u>37204</u>
<small>Name</small>	<small>Street Address</small>	<small>City</small>	<small>State</small>	<small>Zip Code</small>
<u>John Baird</u>	<u>2201 8th Ave South, #301</u>	<u>Nashville</u>	<u>TN</u>	<u>37204</u>
<small>Name</small>	<small>Street Address</small>	<small>City</small>	<small>State</small>	<small>Zip Code</small>

5. The complete address of the corporation's principal office is:

<u>2201 8th Avenue South, #301</u>	<u>Nashville</u>	<u>TN</u>	<u>37204</u>
<small>Street Address</small>	<small>City</small>	<small>State/Country</small>	<small>Zip Code</small>

6. The corporation is not for profit.

7. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time are:
Date _____, Time _____ (Not to exceed 90 days.)

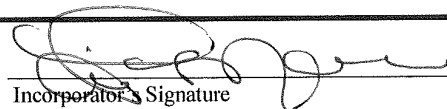
8. Insert here the provisions regarding the distribution of assets upon dissolution:

Upon dissolution of the Non-Profit Corporation, the assets of the corporation will be distributed in the manner prescribed in the by-laws of the Corporation.

9. Other provisions: _____

8.9.10

Signature Date



Incorporator's Signature

Linda Mendez

Incorporator's Name (typed or printed)

6754-0037

**CHARTER OF
LIBERTY COLLEGIATE ACADEMY**

RECEIVED
STATE OF TENNESSEE
2010 AUG -9 PM 2: 03

The undersigned natural person, having the capacity to contract and acting as the incorporator, adopts the following Charter pursuant to the applicable provisions of the Tennessee Nonprofit Corporation Act:

1. The name of the corporation is Liberty Collegiate Academy.
2. This corporation is a public benefit corporation.
3. (a) The complete address of the corporation's initial registered office in Davidson County, Tennessee is:

2201 8th Avenue South, #301
Nashville, TN 37204

- (b) The name of the initial registered agent, to be located at the address listed in 3(a) is Linda Mendez.

4. The name and complete address of the sole incorporator is as follows:

Linda Mendez
2201 8th Avenue South, #301
Nashville, TN 37204

5. The complete address of the corporation's principal office in Davidson County, Tennessee is:

2201 8th Avenue South, #301
Nashville, TN 37204

6. The corporation is not for profit.
7. The duration of the corporation is perpetual.
8. The corporation will not have members.
9. Upon dissolution, the corporation's assets shall be distributed in accordance with the provisions of the Tennessee Nonprofit Corporation Act for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.
10. The corporation is organized exclusively for charitable, educational and/or scientific purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code, including the following specific purposes:

RECEIVED
STATE OF TENNESSEE

2017 AUG -9 PM 2: 03

RE HARGETT
SECRETARY OF STATE

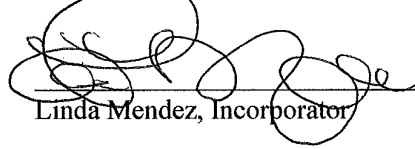
6754-0000

- (a) to operate, advise and support a public charter school in the state of Tennessee;
- (b) to engage in any business permitted under the laws of the State of Tennessee.
11. The corporation shall have the power to do all things necessary or convenient to carry out its business affairs in accordance with the laws of the State of Tennessee.
12. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 10 hereof.
13. The corporation shall indemnify its directors and officers to the fullest extent provided under the Tennessee Nonprofit Corporation Act. In the event a director or officer is made a party to a proceeding because such individual is a director or officer of the corporation, the corporation shall indemnify and pay for reasonable expenses incurred by such director or officer in advance of final disposition of such proceeding unless the Board of Directors, by majority vote of the directors, determines that (a) such director's or officer's conduct was not in good faith; and (b) the individual could not have reasonably believed: (i) in the case of conduct in the individual's official capacity with the corporation, that the individual's conduct was in the best interest of the corporation; and (ii) in all other cases, that the individual's conduct was not opposed to the best interest of the corporation; and (iii) in the case of any criminal proceeding, that the individual has reasonable cause to believe the individual's conduct was lawful. Directors shall not have personal liability to the Corporation for monetary damages for a breach of fiduciary duty as a director. This limitation shall not eliminate or limit the liability of a director for any breach of a director's duty of loyalty to the corporation or for any acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law or unlawful distributions.
14. This corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
15. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law) or (b) by a corporation contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law).
16. Upon the dissolution of this corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future federal tax code), or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for

such purposes or to such organization or organizations, as said Court shall determine which are organized and operated exclusively for such purposes.

17. This Charter will become effective upon filing with the Tennessee Secretary of State.

Liberty Collegiate Academy



Linda Mendez, Incorporator

RECEIVED
STATE OF TENNESSEE
2010 AUG -9 PM 2:03
IRE HARGETT
SECRETARY OF STATE

6754.0100

State of Tennessee



Department of State
Corporate Filings
312 Rosa L. Parks Avenue
6th Floor, William R. Snodgrass Tower
Nashville, TN 37243

**Statement of Exemption
from Nonprofit Charter Filing Fee
under 2008 Tenn. Pub. Acts, ch. 1156**

For Office Use Only
RECEIVED
STATE OF TENNESSEE
2010 AUG -9 PM 2:03
TRE HARGETT
SECRETARY OF STATE

The undersigned hereby certifies that pursuant to 2008 Tenn. Pub. Acts, ch. 1156, the attached nonprofit charter is exempt from the \$100 filing fee required by TCA §48-51-303(a)(1) since:

- (1) the attached nonprofit charter is for a "school support organization" as defined in TCA §49-2-206(4)(A)¹ which is required to register as a nonprofit organization, foundation, or chartered member of a nonprofit organization or foundation by a policy adopted in accordance with TCA Title 49, chapter 2, part 6 (the "School Support Organization Financial Accountability Act"); and
- (2) this "school support organization" is an educational institution as defined in TCA §48-101-502(b)².

8.9.10

Date

Signature

Linda Mendez

Name (typed or printed)

Executive Director

Capacity

¹ TCA §49-2-603(4)(A) provides: " 'School support organization' means a booster club, foundation, parent teacher association, parent teacher organization, parent teacher support association, or any other nongovernmental organization or group of persons whose primary purpose is to support a school district, school, school club, or academic, arts, athletic, or social activities related to a school, that collects or receives money, materials, property or securities from students, parents, or members of the general public."

² TCA §48-101-502(b) provides: " 'Educational institution,' for the purposes of this section, means an organization organized and operated exclusively for educational purposes and which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on, and which is accredited by a recognized accrediting agency. Included in such definition are organizations composed of parents of students and other persons connected with the institution, which are organized and operated for the purpose of conducting activities in support of the operations or extracurricular activities of such institutions. 'Educational institution' also includes private foundations soliciting contributions exclusively for such organizations."

Date of this notice: 08-11-2010

Employer Identification Number:
27-3220038

Form: SS-4

Number of this notice: CP 575 A

LIBERTY COLLEGIATE ACADEMY
% LINDA MENDEZ
2201 8TH AVE S APT 301
NASHVILLE, TN 37204

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 27-3220038. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2011
Form 940	01/31/2012

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes* and Publication 4248, *EFTPS (Brochure)*. If you need to make a deposit before you receive your Welcome Package, please visit an IRS taxpayer assistance center to obtain a Federal Tax Deposit Coupon, Form 8109-B. To locate the taxpayer assistance center nearest you, visit the IRS Web site at <http://www.irs.gov/localcontacts/index.html>. Note: You will not be able to obtain Form 8109-B by calling 1-800-829-TAXFORMS (1-800-829-3676).

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

- * **Keep a copy of this notice in your permanent records. This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.**
- * Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- * Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub. Thank you for your cooperation.

Keep this part for your records.

CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

999999999999

Your Telephone Number Best Time to Call
() -

DATE OF THIS NOTICE: 08-11-2010
EMPLOYER IDENTIFICATION NUMBER: 27-3220038
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

A barcode consisting of vertical bars of varying heights, used for document tracking or identification.

LIBERTY COLLEGIATE ACADEMY
% LINDA MENDEZ
2201 8TH AVE S APT 301
NASHVILLE, TN 37204

Liberty Collegiate Academy Charter School Waiver List

Waiver Request List (State Laws and State Board of Education Rules and Regulations)

School Name: Liberty Collegiate Academy

Address: 2201 8th Avenue South, #301, Nashville, TN 37204

Prepared by: Linda Mendez

Preparer's Telephone: 615.767.9249

Preparer's Email: lmendez@buildingexcellentschools.org

Liberty Collegiate Academy ("Liberty Collegiate") shall operate in compliance with all Metropolitan Nashville Public School policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived. In order for Liberty Collegiate to ensure its students meet or exceed local state and national academic standards, it must provide its students with a greater amount of time on task. Liberty Collegiate's governance and leadership needs flexibility in its initial structure to overcome potential barriers in fulfilling its mission and goals.

We formally request a waiver from the laws, rules and regulations listed below. The request includes all laws, rules and regulations covering the same subject matter as those listed below and a waiver of all rules and regulations that come into force following the date of submission of this charter proposal. In addition to the specific waiver requests listed below, we request waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by the District. We also reserve the right to supplement this request or make additional waiver requests in the future.

1. PERSONNEL WAIVERS

A) COMPENSATION

AREA: Licensed Personnel Salaries

TN EDUCATION STATUTE: 49-3-306(a)

STATE BOARD RULE: 0520-1-2-.02

RATIONALE FOR WAIVER: While we ensure that public monies will be used properly and that all personnel will be paid adequately and timely, it is critical to our program that Liberty Collegiate payroll system reflects our individual school's purpose and philosophy.

AREA: Longevity Pay

TN EDUCATION STATUTE: 8-23-206(a)

STATE BOARD RULE:

RATIONALE FOR WAIVER: While we ensure that public monies will be used properly to ensure personnel will be paid adequately, it is critical to our program that Liberty Collegiate payroll system reflects the individual school's purpose and philosophy. Teachers may be given incentive pay that will compensate them for years of consistent student performance, not just years of service.

B) HOURS & BENEFITS

AREA: Teacher Assignment

TN EDUCATION STATUTE: 49-5-401

STATE BOARD RULE:

RATIONALE FOR WAIVER: Liberty Collegiate will utilize an extended schedule, including increased instructional, as well as professional development hours. Teachers will receive compensation commensurate with the increased work hours.

AREA: School Term Vacations and Other Non-Instructional Days

TN EDUCATION STATUTE: 49-6-304A (2)-D

STATE BOARD RULE: 0520-1-3-.03(4)

RATIONALE FOR WAIVER: Liberty Collegiate school operates with an extended school year of up to 190 days and an extended school day from 7:30 a.m. – 5:00 p.m.

C) PROMOTION & EVALUATION

AREA: Career Ladder

TN EDUCATION STATUTE: 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506

STATE BOARD RULE: 0520-2-2

RATIONALE FOR WAIVER: No need or funding is currently available for career ladder initiatives.

AREA: General Requirements for Evaluation

TN EDUCATION STATUTE: 49-5-5205

STATE BOARD RULE: 0520-1-1-.01

RATIONALE FOR WAIVER: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the yearly contracts that are developed for personnel.

AREA: Evaluation of Third-Year Apprentice Educators

TN EDUCATION STATUTE: 49-5-5205

STATE BOARD RULE: 0520-2-1-.03

RATIONALE FOR WAIVER: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the yearly contracts that are developed for Liberty Collegiate personnel.

AREA: Evaluation of Principals, Assistant Principals and Supervisors

TN EDUCATION STATUTE: 49-5-5302, 49-5-5402, 49-5-5408, 49-5-5502

STATE BOARD RULE: 0520-2-2(2)

RATIONALE FOR WAIVER: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in the yearly contracts that are developed for Liberty Collegiate personnel.

D) TENURE

AREA: Evaluation Contracts and Termination of Contracts

TN EDUCATION STATUTE: 49-5-408-409

STATE BOARD RULE: 0520-2-2(2)

RATIONALE FOR WAIVER: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. Toward that end, it is essential that we be able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goal. Every teacher will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their previous year contracts, will be offered another contract.

AREA: Tenure

TN EDUCATION STATUTE: 49-5-501-513

STATE BOARD RULE:

RATIONALE FOR WAIVER: As a charter school, Liberty Collegiate will be results-driven. Therefore, all employees of Liberty Collegiate will be “at-will.”

E) STAFFING REQUIREMENTS

AREA: Licensed Principals

TN EDUCATION STATUTE: 49-5-101(a)

STATE BOARD RULE: 0520-1-2-.03(6)

RATIONALE FOR WAIVER: Liberty Collegiate would like to be able to recruit the most qualified school leaders around the country to fulfill its mission.

AREA: Library Information Center Personnel

TN EDUCATION STATUTE:

STATE BOARD RULE: 0520-1-3-.07(2)

RATIONALE FOR WAIVER: A substantial library will be available to students at the nearest public library. This facility will be augmented by classroom libraries.

2. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS

AREA: School Year Commencement

TN EDUCATION STATUTE: 49-6-3004

STATE BOARD RULE:

RATIONALE FOR WAIVER: Liberty Collegiate will utilize an expanded school year calendar. For this reason, the school will start before Labor Day.

AREA: Local Fiscal Accounting

TN EDUCATION STATUTE: 49-3-316

STATE BOARD RULE:

RATIONALE FOR WAIVER: While we ensure that public monies will be used properly, that all non-waived regulations will be met and that all of our operations will stand up to a financial audit, it is critical to our program that our management systems reflect our individual school's purpose and philosophy.

AREA: Formulation and Administration of Behavior and Discipline Codes

TN EDUCATION STATUTE: 49-6-4012(b)

STATE BOARD RULE:

RATIONALE FOR WAIVER: While parents and students will undergo due process, it is important that the discipline practices of Liberty Collegiate provide a safe and effective learning environment for all students.

3. EDUCATIONAL WAIVERS

A) CURRICULUM

AREA: Health, Physical and Wellness Education Curriculum

TN EDUCATION STATUTE:

STATE BOARD RULE: 0520-1-3-.05

RATIONALE FOR WAIVER: Students will be involved in physical education activities each week. The Director of Curriculum and Instruction will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.

AREA: Fine Arts Curriculum

TN EDUCATION STATUTE:

STATE BOARD RULE: 0520-1-3-.05

RATIONALE FOR WAIVER: Students will be involved in fine arts activities each week. Fine arts classes may be taught by volunteers. The Director of Curriculum and Instruction will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.

AREA: Use of Unapproved Textbooks

TN EDUCATION STATUTE: 49-6-2206

STATE BOARD RULE:

RATIONALE FOR WAIVER: To meet the potential of our school, it is essential that we tie our curriculum and instructional approaches to our individual school's mission and goals. Liberty Collegiate will use both state-approved textbooks and other unapproved instructional materials.

AREA: Capital Outlay

TN EDUCATION STATUTE: 49-3-311

STATE BOARD RULE:

RATIONALE FOR WAIVER: Preparing a charter school facility will be one of our greater challenges. Because we finance our own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that we gain freedom from non-health and safety standards for the school site and have control of the facility vested in our board, rather than the city board of education. Having this freedom will allow us to use our school site resources most efficiently and effectively and align our building choices with our mission and goals.

Liberty Collegiate Academy Family Contract

The Liberty Collegiate Academy Student and Family Handbook outlines what students, families, and staff members must do to ensure student success. This Family Accountability Contract describes important responsibilities and school expectations that families accept once they choose to enroll at this school. Keep in mind that all the items below are drawn directly from our Handbook.

The choice you made in coming here is a precious one and the school's staff wants to make sure that you have a full and clear understanding of your responsibilities. Parents who have questions or concerns about anything contained in this contract should seek clarification immediately.

ATTENDANCE

- ☐ I will ensure that my child comes to school every day on time to begin the day's activities at 8:00AM.
- ☐ I understand that if my child is absent more than 10 days of the school year, he or she will be required to repeat his or her current grade.
- ☐ I will make sure that if my child is absent, the work missed will be due the day after my child's return to school. Work for students who are absent with excuse will be collected in a folder, available for pick-up between 4:30-5:30PM on the day of absence.
- ☐ I understand that an absence is excused only if I have contacted the school and written a detailed note regarding student illness, family emergency, or religious observance.
- ☐ I understand that my child will not earn credit for work missed after unexcused absences, including but not limited to: family vacations, participation at sports tournaments, and attendance at entertainment events.
- ☐ I agree to make alternative transportation plans if my child is not dismissed until 5:30PM (Monday-Thursday) or 2:35PM (Friday) because of homework club or detention.

HOMEWORK

- ☐ I understand that successful completion of homework is essential to the academic success of my child and that it is my responsibility to support and encourage successful completion of homework every night.
- ☐ I agree to check my child's planner and homework every night to ensure that the proper assignments have been completed to the standards set forth by the school. If these standards have been met, I will sign my child's planner.
- ☐ I understand my child will be required to stay at school until 5:30PM (Monday-Thursday) or 2:35PM (Friday) in Homework Club if he or she does not complete assigned homework or completes homework that does not meet Liberty Collegiate Academy standards.
- ☐ I understand that my child cannot be excused from Homework Club unless there is a verifiable family emergency.
- ☐ I understand that if my child skips Homework Club, he or she will be suspended.

CODE OF CONDUCT

- ☐ I agree to promote and support the rules of behavior as outlined in the Code of Conduct, which is included in the Student and Family Handbook.
- ☐ I understand that my child will be required to stay at school until 5:30PM (Monday-Thursday) or 2:35PM (Friday) if he or she earns detention.
- ☐ I understand that my child will be suspended if he or she skips detention.
- ☐ I understand that if my child is suspended, I must come to the school immediately and remove my child from the school building.
- ☐ I understand that if my child is suspended, he/she must fulfill certain requirements in order to return to class.
- ☐ I understand that if my child is suspended, my child and I must meet with the Principal prior to my child restarting class.

PROMOTION POLICIES

- ☐ I understand that my child will be automatically retained if he or she fails 2 or more core academic classes, or is absent for more than 15 days of the school year.
- ☐ I understand that if my child fails 1 class, he or she must fulfill summer program requirements and pass a minimum competency exam in order to be promoted to the next grade level.

STUDENT DRESS POLICY

- ☐ I will ensure that my child comes to school in proper dress, according to the guidelines listed in the Student and Family Handbook.
- ☐ I understand that if my child comes to school out of uniform, he or she will not be permitted to attend class until a family member brings the proper attire.

STUDENT BREAKFAST AND LUNCH

- ☐ I understand that a nutritious breakfast is essential to the success of my child, academically and behaviorally and will ensure that my child eats a nutritious breakfast before coming to school every morning, or I will make arrangements for him or her to have the school breakfast.
- ☐ I will ensure that my child comes to school with a nutritious lunch every day, or I will make arrangements for him or her to have the school lunch.
- ☐ I understand that soda and junk food (ie: chips, candy, etc) are not allowed at Liberty Collegiate Academy Charter School.

FAMILY SUPPORT

- ☐ I agree to work as part of the school team to ensure the academic success and behavioral growth of my child. This team is made up of students, families, and staff.
- ☐ I agree to support my child's academic work by communicating regularly with my child's teachers and advisor, and by scheduling appointments to talk with them as needed.
- ☐ I agree to review and sign my child's progress reports and report cards on the day they are distributed.
- ☐ I agree to review all documentation sent home by the school so that I can be an informed and engaged member of the school community.
- ☐ I agree to attend all three parent-teacher conferences as communication with my child's teachers is vital to the success of my child. If I am unable to attend at the scheduled time, I will make arrangements to meet with all of my child's teachers immediately before or after the scheduled conference day.

In exchange for what students and families do, the faculty and administration of Liberty Collegiate Academy will work tirelessly to provide students with a safe and orderly environment in which they can achieve academic success. In educating and supporting your child, we neither accept nor make excuses. We get results.

Upon review and understanding, this contract should be signed by a student's parent/guardian and returned to the school. Upon receipt, the Principal will sign the Contract on behalf of the school. A copy will be returned to each family to keep for the records.

Student Name(s): _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Principal's: _____

Date: _____



2010-2011 Follow-On Support

Leaders of BES schools across the country share a relentless drive for greater school performance in their work to develop and execute truly gap-closing education. Building Excellent Schools' Follow-On Support supplies leaders with the power to grow, improve and sustain their high-quality schools.

Demand for Follow-On Support increases each year as Fellows continue to open schools in urban communities throughout the United States. Our 2010-2011 program allows schools to customize Follow-On Support packages that will best address their needs. Building Excellent Schools is pleased to offer school leaders this flexibility. We are looking forward to the good and important work ahead.

SUPPORT		CONTENT	COST
I.	Board Strategic Planning Session (on-site)	<ul style="list-style-type: none"> Facilitate full day Annual Board Retreat, two-person facilitation Plan SMART Goals for effective committee work; complete Action Plans to drive goal execution Conduct three 30-minute follow-up phone calls Provide written summary 	\$3000
II.	Staff Selection (on-site)	<ul style="list-style-type: none"> Review and debrief up to 50 resumes Conduct up to 10 phone screens with leader Provide one day on-site evaluation of candidates 	\$2500
III.	Culture Reset (on-site)	<ul style="list-style-type: none"> Provide one day of in-school support to recalibrate and reset procedures Consult with school leadership prior to visit to create strategy Conduct two 30-minute follow-up phone calls 	\$2500
IV.	School Culture Audit and Report (on-site)	<ul style="list-style-type: none"> Conduct one-day School Culture Audit Review daily procedures, systems, consistency of implementation and classroom management Conduct end-of-day debrief with school leadership; provide follow-up written report 	\$2500
V.	Instructional Leader Coaching (on-site)	<ul style="list-style-type: none"> Provide full day of in-school support (purchase additional days as needed) Shadow and support instructional leader, delivering hands-on real-time coaching Provide oral debrief with Founder/Head of School and instructional leader 	\$2000
VI.	Staff Orientation Planning (on-site)	<ul style="list-style-type: none"> Provide full day of in-school support Provide staff Professional Development Session Stress test orientation planning documents 	\$2000

2010-2011 Follow-On Support

VII. Student Orientation Planning (on-site)	<ul style="list-style-type: none"> Provide full day of in-school support in preparation for Student Orientation Provide staff Professional Development Session Stress test planning documents 	\$2000
VIII. Instructional Staff Review (on-site)	<ul style="list-style-type: none"> Provide full day of teaching staff observation Conduct end-of-day debrief with school leadership Provide written summaries of observed teachers (selected teachers per leader's request) 	\$2000
IX. Lesson Plan/Interim Assessment Review	<ul style="list-style-type: none"> Provide two annual lesson plan/interim assessment reviews Review lesson plans in two core subjects with feedback on five consecutive lessons per subject Analyze rigor/quality of two interim assessments in each of two core subjects 	\$2000 per grade level
X. Curricular Planning	<ul style="list-style-type: none"> Conduct one day on-site curriculum planning work with school leadership Train staff on breaking down standards, creating school standards, writing scope and sequence Conduct two one-hour follow-up phone calls 	\$2000
XI. Leadership Strategic Planning Session (on-site)	<ul style="list-style-type: none"> Facilitate full day, End-of-year Leadership Retreat, one-person facilitation Plan SMART Goals for effective school development Analyze academic and behavioral metrics from the school year 	\$1500
XII. Staff Professional Development (on-site)	<ul style="list-style-type: none"> Deliver one three-hour Professional Development Session Train on topics such as writing objectives, data analysis, gradual release, video analysis 	\$800 as add-on to full day
OTHER	<ul style="list-style-type: none"> To be determined by school leader and as requested of Building Excellent Schools 	

2010-2011 Follow-On Support

PURCHASE OF FOLLOW-ON SUPPORT

Schools can purchase support based on individual school needs. Schools are billed 30 days before work commences on any given Follow-On Support work.

SEPTEMBER/OCTOBER PREMIUM

Any on-site work occurring in September or October will be subject to a 30% premium charge. For example, if a school wishes to have a School Culture Audit and Report in September, the price will be \$2,000 + 30% or \$2,600.

DISCOUNTS

Schools that purchase over \$5,000 of support (September 1, 2010 – August 31, 2011) will receive a 10% discount on all support purchased. Schools purchasing over \$10,000 in the academic year will receive a 15% discount.

TRAVEL EXPENSES

For on-site work, schools assume all related travel expenses including transportation, lodging and other reasonably incurred expenses. Any airfare with a cost above \$600 per person roundtrip will be submitted for approval prior to purchase unless otherwise specified by the client.

SCHEDULING

Given the high demand for Follow-On Support, BES encourages schools to confirm travel dates for on-site work in advance. BES will do its best to accommodate requests made less than 60 days in advance, but cannot guarantee availability. Given scheduling considerations, schools are encouraged to plan a year's worth of support in advance, but it is also possible to request support at different points throughout the year.

COORDINATION OF SUPPORT

To discuss, plan, schedule or purchase Follow-On Support, please contact Andrew Touchette at atouchette@buildingexcellentschools.org.

Liberty Collegiate Academy Founding Board Job Description

Overview & Purpose

The Liberty Collegiate Academy Founding Board will assist in building an excellent charter school that is singularly focused on carrying out its mission: to ensure that students in fifth through twelfth grade have the academic and ethical foundation necessary to excel in four year colleges and universities.

Founding Board members must share a commitment to this mission and to the vision of an academically rigorous, disciplined, public charter school serving the traditionally under-served students of Nashville. They must be dedicated, passionate, and entrepreneurial individuals willing to volunteer their expertise, connections, and time to ensure completion of a successful charter application and the ultimate success of Liberty Collegiate in fulfilling its mission.

The Founding Board will consist of 5-11 members. Founding Board members typically transition to Governing Board members after charter approval, pending a review of their contributions to the success of the charter application.

Responsibilities of the Founding Board

- Assist with the composition of Liberty Collegiate Academy's charter application
- Assist in the design of Liberty Collegiate Academy's business and facilities plans to prepare the school for sound fiscal health
- Help cultivate community support and galvanize a network of strategic partnerships
- Develop and perpetuate a Board of Trustees to govern the school and maintain accountability for the school's management team from the receipt of our charter, anticipated in January 2011

Performance Expectations of Individual Founding Board Members

- Advocate for the mission and vision of Liberty Collegiate Academy
- Capitalize on personal and professional networks for the financial, political, and organizational benefit of Liberty Collegiate
- Use specific expertise for the benefit of Liberty Collegiate
- Support the decisions taken by the Liberty Collegiate Founding Board as a whole
- Commit 15 hours monthly to Liberty Collegiate-related work, including meetings, phone calls, and emails
- Represent Liberty Collegiate at interviews conducted by the authorizing agency during the fall of 2010
- Participate in one day-long board training provided by Building Excellent Schools
- Disclose any potential conflicts of interest to the Lead Founder and the rest of the Founding Board
- Help edit Liberty Collegiate's charter application prior to submission

Qualifications of Founding Board Members

- Belief in charter schools and in the mission of Liberty Collegiate Academy
- Belief that *all* children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in the founding process
- Expertise in law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing / outreach, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to use personal and professional networks on behalf of the school
- A deep commitment to improving the quality of education for children and the quality of life for families in Nashville

Governance Committee

General Purpose

The Governance Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for matters pertaining to board of director's recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the charter school as well as established policies and practices approved by the Board of Directors.

Appointments and Composition

1. Appointments of the chair and members of the Governance Committee shall be made annually by the President of the Board with the advice and consent of the Board in accordance with the By-laws.
1. The chair of this committee shall be a member of the Board of Directors.
2. Other members of this committee shall be members of the Board of Directors, subject to the conditions stated in the by-laws.
- 3.

Responsibilities

1. Study the current composition of the Board of Directors to determine current skills and experience; Identify skills and experience needed on the board.
2. Recruit members to serve as members of the board and develop a slate of directors for consideration by the membership at the annual meeting in accordance with selection/election procedures outlined in the by-laws. Review annually the procedures for board recruitment.
3. Develop an orientation and training plan for new board directors and assist in the planning of the annual board retreat.
4. Assist the executive committee in an annual board self-evaluation.
5. Annually submit objectives as part of the planning and budgeting process.
6. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.

Report to the Board of Directors at regular meetings of the board in a manner determined by the board.

Finance Committee

General Purpose

The Finance Committee is commissioned by and responsible to the Board of Directors. It has the responsibility for working with the charter school administrator to create the upcoming fiscal year budget; presenting budget recommendations to the board; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; recommend to the board appropriate policies for the management of the charter school's assets. The Finance Committee shall be assisted by the charter school administrator.

Appointments and Composition

1. The members of the Finance Committee shall be the treasurer of the board who shall serve as chair, the president who shall serve as an ex-officio member, together with other directors appointed by the president with the advice and consent of the board in accordance with the by-laws.

Responsibilities

1. Prepare an annual budget for the charter school in collaboration with the charter school administrator.
2. Also in collaboration with the charter school administrator, develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast.
3. Review all grant proposals and when necessary, recommend action by the board.
4. Review all non-budgeted expenditures over a set dollar amount to be determined by the Board of Directors and recommend action to the board.
5. Annually submit objectives as part of the planning and budgeting process.
6. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.
7. Arrange for an annual audit with submission of same to the board.
8. Report to the Board of Directors at regular meetings of the board in a manner determined by the board.

Resource Development Committee

General Purpose

The Resource Development Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for raising non-grant funds to meet the budget of the charter school. The Board of Directors, in consultation with the fund development committee, Finance Committee and charter school administrator, will determine the fundraising goal for the resource development committee.

Appointments and Composition

1. Appointments of the chair and members of the resource development committee shall be made annually by the president of the board with the advice and consent of the board in accordance with the by-laws.
2. The chair of this committee shall be a member of the Board of Directors.
3. Members of this committee shall be members of the Board of Directors, subject to the conditions stated in the by-laws. Additional committee members may be appointed and need not be members of the Board of Directors, subject to the conditions stated in the by-laws.

Responsibilities

1. Develop an annual fund-raising plan that will generate the funds needed to meet the non-public and non-grant fund-raising goal.
2. Develop the necessary sub-committee systems to successfully carry out the fund-raising events and activities that are part of the annual fund-raising plan; supervise the functions of the sub-committees; develop a plan for involving board directors in the non-grant resource development activities of the charter school.
3. Investigate new resource development projects, activities, and ideas for possible use in the future.
4. Annually submit objectives as part of the planning and budgeting process.
5. Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board of Directors.
6. Report to the Board of Directors at regular meetings of the board in a manner determined by the board.

Academic Accountability Committee

The Academic Accountability Committee monitors the school's progress toward all goals as established in the Accountability Plan and ensures sufficient controls, measures, and supports to reach those goals.

Appointments and Composition

1. Appointments of the chair and members of the board development committee shall be made annually by the chair of the Board with the advice and consent of the Board in accordance with the By-laws.
2. The chair of this committee shall be a member of the Board of Directors.
3. Other members of this committee shall be members of the Board of Directors, subject to the conditions stated in the by-laws.

Responsibilities

1. Reviewing the adequacy of the organization's internal control structure.
2. Reviewing the activities, organizational structure, and qualifications of the internal audit function (if applicable).
3. Examining the school's educational program and its effectiveness.
4. Reviewing and analyzing standardized test scores and all other student performance data as appropriate.

Committee Chair Job Description

1. Is a member of the board.
2. Sets tone for the committee work
3. Ensures that members have the information needed to do their jobs.
4. Oversees the logistics of committee's operations.
5. Reports to the board's chair.
6. Reports to the full board on committee's decisions/recommendations.
7. Works closely with the charter school administrator and other staff as agreed to by the administrator.
8. Assigns work to the committee members, sets the agenda and runs the meetings, and ensures distribution of meeting minutes.
9. Initiates and leads the committee's annual evaluation.

Committee Member Job Description

1. Regularly attends regular committee meetings and important related meetings.
2. Makes serious commitment to participate actively in committee work.
3. Volunteers for and willingly accepts assignments and completes them thoroughly and on time.
4. Stays informed about committee matters, prepares themselves well for meetings, and reviews and comments on minutes and reports.
5. Gets to know other committee members and builds a collegial working relationship that contributes to consensus.
7. Is an active participant in the committee's annual evaluation and planning efforts.
8. Participates in fund raising for the organization.

(Source: The Management Assistance Program based in St. Paul, MN and Carter McNamara, MBA, PhD.)

Liberty Collegiate Academy Dashboard

Period											
Key School Demographics											
Student Enrollment		#		Staffing		#		Parent Engagement		%	
Male				FTE Teachers				Orientatation			
Female				Administrators				Teacher Conference			
Free/Reduced Lunch				Other Staff				School Event			
SPED				Total Staff				Satisfied/Survey			
ELL				Student Ratio							
Student Recruitment											
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Letter of Intent											
Completed Applications											
Confirmed Returning											
Total Completed/Confirmed											
Target Number											
# Wait List (+) / Below Target (-)											
Enrollment and Attendance											
Grade 5	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
% Attendance											
Attrition Rate: Staff											
Reasons for Leaving	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1) Dismissed, 2) Grad Sch,											
3) Move, 4) Other											
Total Staff											
Attrition Rate: Students											
Reasons for Leaving	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1) Too hard, 2) Too strict,											
3) Move, 4) Other											
Total Enrollment											

Academic Dashboard (cont'd)

State Assessment					
ELA	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passing
Month					

National Assessment					
ELA	0-25%	26-50%	51-75%	76-100%	Total > 75%
Month					
Month					

Interims					
ELA	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passing
Baseline					
Month					
Month					
Month					
Month					

Grading Periods/Report Cards					
ELA	< 70%	70-79%	80-89%	90-100%	Total % Passing
Trim 1					
Trim 2					
Trim 3					

Culture Indic.	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
HW Completion %											
Tutoring %											
Suspension											
Expulsion											

State Assessment					
Math	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passing
Month					

National Assessment					
Math	0-25%	26-50%	51-75%	76-100%	Total > 75%
Month					
Month					

Interims					
Math	% Below Basic	% Basic	% Proficient	% Advanced	Total % Passing
Baseline					
Month					
Month					
Month					
Month					

Grading Periods/Report Cards					
Math	< 70%	70-79%	80-89%	90-100%	Total % Passing
Trim 1					
Trim 2					
Trim 3					



The Building Excellent Schools Fellowship 2010 Overview

Building Excellent Schools

As one of two national providers of high-performing no-excuses urban charter schools, the mission of Building Excellent Schools is to close the achievement gap for students in the nation's urban centers. The Building Excellent Schools (BES) Fellowship was launched in 2001 to train promising school founders to start and operate academically excellent charter schools in Massachusetts. In response to the fact that too few of Massachusetts' first 43 charter schools were producing strong academic results, the *then* Massachusetts Charter School Resource Center decided that the best way to improve the quality of the growing Massachusetts charter market was to make sure that a dominant share of new charters would be truly excellent, founded by talented educational entrepreneurs and grounded from the start in proven strategies and design elements.

To get there, the Resource Center's team decided to close down its operations as a general technical assistance provider and move squarely into the business of providing intensive full-time training to talented individuals and organizations to build new charter schools of the highest quality. The team concluded that by ensuring the high quality of a dominant percentage of new charters it could contribute the greatest value to the Massachusetts Charter School Initiative as a whole.

In June, 2003 the Building Excellent Schools Fellowship re-formed as a self-governed non-profit corporation. Also in 2003, responding to national interest, BES expanded its training to charter school founders in New York, New Jersey, and the District of Columbia. The expansion of the Fellowship's reach has put the organization squarely on the map as the national model for charter school founder training across the country.

The Fellowship

The Building Excellent Schools Fellowship is a year-long, full-time comprehensive training program in charter school creation, leadership development and school founding. The Fellowship pays its carefully selected leaders-in-training a professional-level stipend to focus on one goal: to design and open a school of uncompromising excellence. A Fellowship year typically entails approximately 85 training days in Boston, an extended residency in a high-performing urban charter school, and ongoing coaching and support around board and charter application development. The culmination of the Fellowship year is the submission of a well-written, thoroughly researched charter application that reflects the best practices in urban school design. Each of the schools founded by BES Fellows are free-standing, controlled by boards of directors comprised of local community residents, and independent of any management organization.

The following chart and description illustrate the tremendous scope of the Fellowship curriculum and affirm its comprehensive nature, but its ultimate value rests in the content of its school design training:



STRAND	DESCRIPTION	SAMPLE TOPICS
<i>I. School Design</i>	Advanced analysis of essential design and leadership concepts.	School Visits (25+); Accountability; Assessment; Supervision
<i>II. School Operations</i>	Advanced analysis of essential finance, accounting, and fundraising skills.	Facility Finance; Staff Recruitment; Compensation; Fundraising
<i>III. Governance</i>	Comprehensive training in charter school board development and governance.	Board Sourcing; Policies and By-Laws; Succession Planning; Officer Selection
<i>IV. External Relationships</i>	Training in community organizing and relationship development.	Parent Involvement; Relationship Management; Recruitment; Public Relations
<i>V. Residency</i>	Ten-week, on-site, hands-on training in general charter school leadership.	Assessment Design; Teacher Coaching; Fund Development; Program Development

The ten key shared characteristics of urban charter schools serve as the foundation and base framework for every school designed by a Building Excellent Schools Fellow. Fellows are then free to flexibly design their schools around these core principles to fully meet the needs of their communities. For example, BES Schools may offer slightly different curricular options or different extracurricular programs, but they will all be fiercely devoted to producing strong academic achievement results. It is in this flexible design that BES fully distinguishes itself. Also, by relying on proven practice, BES schools operate with a higher level of confidence and effectiveness than other free-standing grassroots charter schools.

The Results

There are currently 42 BES Schools in 18 states will serve over 14,000 students in grades K-12.

In the 2008-2009 school year, BES schools averaged 74% proficiency on state examinations in reading and math compared to 49% average of their surrounding school districts.

Several BES schools have won public recognition for their academic performance:

- **Excel Academy Charter Public School (East Boston, MA)** was named a 2007 National Charter School of the Year by the Center for Education Reform.
- **Boston Preparatory Charter Public School (Boston, MA)** was identified in a 2008 national study by the United States Department of Education as one of the nation's top five charter schools in the nation in terms of student growth.
- **Boston Prep** was additionally recognized in 2008 by the national Effective Practice Incentive Community (EPIC) as leading the nation in charter school academic performance, joining the "Gold Band" of five highest achieving schools.
- **Democracy Prep Charter School (Harlem, NY)** was recognized in 2009 by Harvard University for outstanding achievement during the university's commencement ceremony in 2009.



- **Achievement Preparatory Academy (Washington, DC)** was recognized in 2009 as the highest value-added public school (district and charter), with students making more year-to-year gains than any other public school in the city.
- **Columbus Collegiate Academy (Columbus, OH)** was recognized in 2010 by the national Effective Practice Incentive Community (EPIC), as leading the nation in charter school academic performance.

In 2008-2009, BES schools broadly produced strong academic achievement results:

- 70% of students in BES schools scored proficient or advanced on state English Language Arts exams versus an average of 54% in their local school districts.
- 74% of students in BES schools scored proficient or advanced on state Math exams versus an average of 49% in their local school districts.

These broadly strong results include the exceptional results of some schools:

- **Excel Academy Charter Public School (East Boston, MA)** is the top performing middle school in the state of Massachusetts, as measured by the MCAS examinations in English Language Arts and Math.
- 97% of **Excel's** students gained admission to competitive, college-preparatory high schools in and around the city of Boston.

LINDA MENDEZ

PROFESSIONAL EXPERIENCE

Building Excellent Schools

Fellow

June 2010 – Present

- Participated in a rigorous, year-long fellowship program aimed at creating and leading a no-excuses, urban charter school.
- Visit 20-30 structured school visits to watch successful school models in practice.
- Engage in training around recruiting and a high-quality Board of Directors that supports the mission and the operations of the school.

Gary Comer College Prep

Founding Dean of Students

A Campus of the Noble Network of Charter Schools

June 2008 – June 2010

- Supported teachers and students to make significant academic gains, improving 9th grade EXPLORE scores by 1.95 points and achieving 2 years of reading growth in a single year (2.5 years with lowest readers)
- Designed comprehensive and evolving academic support structures that included, but were not limited to:
 - Created and managed data systems that provided a timely and accurate picture of school-wide student achievement
 - Evaluated school-wide data and made holistic and individual recommendations for improving instructional practices and student support
 - Designed and implemented data-based supplemental student services that included advisor interventions, homework detention, targeted office hours, remedial tutoring services and individual academic intervention plans
 - Created an advisory curriculum that included data-based accountability measures
 - Managed a team of 23 advisors to achieve ambitious outcomes with students
 - Managed Social Work and Special Education teams to achieve school-wide academic goals
 - Helped design school-wide curriculum and course design and sequencing
 - Defined, tracked and managed success towards student promotion requirements including designing and managing Night School and Summer School programs
 - Created and implemented structures for defining, maintaining and enhancing school culture
 - Created and managed successful parent communication systems including weekly newsletters and report card pick up events that solicited 99% parent attendance
- Assisted principal in designing and maintaining teacher accountability tools around long-term planning, assessment and objective mastery tracking
- Assisted principal in the design and implementation of school wide professional development that included designing and executing whole-school professional development seminars, observing classroom teachers and providing meaningful feedback, and analyzing student data and creating intervention plans with teachers

Teach for America

Program Director

June 2007 – June 2008

- Managed a group of 44 corps members to achieve ambitious outcomes in their classrooms
- Managed 3 content specialist to design and execute monthly professional development for corps members
- Observed corps members in their classrooms to gather data on student learning and teacher proficiency

- Analyzed data and problem solved with corps members to prioritize teacher actions and underlying factors that most impacted student performance
- Designed and executed individual and group learning experiences to ensure that corps members acquired the knowledge, skills, and mindsets they needed to increase their proficiency
- Built relationships with school and district leaders to facilitate effective school placements and establish lasting partnerships
- Participated in corps member selection and cultivated corps members and alumni for staff positions

Teach for America/Jefferson Davis High School

High School English Teacher

2005-2007 Houston, Texas

- Invested students to achieve significant gains, raising TAKS English scores from 40% passing to 98% passing in one academic year
- Created a college-preparatory writing program that was adopted for grade-level use. Facilitated training sessions to fellow teachers
- Co-chaired ELA School Improvement Plan Committee. Collaborated with staff, community and students to set school-wide achievement goals
- Implemented a school-wide reading club to remediate struggling readers
- Regional finalist for Sue Lehmann Award for Teaching Excellence

Kansas Department of Corrections

Victim Notification Coordinator

2004-2005 Topeka, Kansas

- Provided crisis intervention and notification for juvenile victims of domestic violence
- Facilitated Victim Impact Panels between Kansas Parole Board and Victims to ensure safety of victims and their families

EDUCATION

University of Kansas

BS, Journalism

2000-2004 – Lawrence, KS

- Studies focused on international communications with two study abroad programs in Italy and Cuba
- Served as staff writer and National Advertising Sales Representative for the University Daily Kansan
- Major GPA: 3.75 Overall GPA: 3.70
- Phi Beta Kappa Honor Society

Houston Independent School District Alternative Certification Program

2005 – 2006 University of St. Thomas, Houston, TX

- Overall GPA: 4.00
- Awarded Texas Teaching Certificate in Grades 8-12 English Language Arts

LIBERTY COLLEGIATE ACADEMY

APPLICATION FORM 2011-2012 SCHOOL YEAR

Accepting applications for fifth grade students for the 2011-2012 school year.

Located in East Nashville, Liberty Collegiate Academy is open to all students who are residents of Nashville who meet one of the following criteria: 1. Previously enrolled in a charter school, 2. Assigned to a failing school, 3. Failed to score as proficient on any portion of last year's TCAP exam, 4. Qualifies for free or reduced price lunch.

Seats are limited. Apply Immediately. The application deadline is 5 PM on 3/31/2011.

Student Name: _____

Male or Female: _____ Age: _____ Date of Birth: _____

Current School: _____ City of School: _____

Mother/Guardian Name: _____ ☐ Lives w child (please check)

Work Number: _____ Cell Number: _____

Father/Guardian Name: _____ ☐ Lives w child (please check)

Work Number: _____ Cell Number: _____

Home Number: _____ Email: _____

Home Address: _____
Street number and name City State Zip Code

Please indicate whether the applicant's sibling is applying to Liberty Collegiate Academy for the fall of 2011. Please note that each child needs to submit a separate application.

Name: _____ Age: _____



LIBERTY
COLLEGIATE ACADEMY

**LIBERTY COLLEGIATE ACADEMY
SAMPLE
PERSONNEL HANDBOOK
2011-2012**

DRAFT

Introduction

Welcome to the Liberty Collegiate Academy Public Charter School Team! We recognize the incredible importance of a high-quality staff in fulfilling the mission of the school. To that end, we hope this personnel handbook answers many of your questions regarding benefits and employment guidelines, so that you are free to focus on the task at hand—educating students. These policies and procedures may be amended at any time, subject to the Tennessee Education Law and other applicable laws, rules and regulations. This manual, and the policies and procedures set forth herein, are not intended to create or constitute a contract, and do not change the nature of the employment relationship between Liberty Collegiate Academy and its employees.

Hiring

Hiring Practices

Employment Checks

To help ensure that all staff members at Liberty Collegiate Academy are of the highest quality, we will conduct extensive checks of employment references, educational verification and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment.

Equal Opportunity Employment

Liberty Collegiate Academy Public Charter School is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. All employment decisions at Liberty Collegiate Academy are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

Employment Classifications

All employees of Liberty Collegiate Academy will be classified as either full-time or part-time, and either exempt or non-exempt. We may also hire consultants and/or temporary employees.

- Full-time employees: Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the School's benefits program.
- Part-Time Employees: Part time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the School's benefits program.
- Exempt: Liberty Collegiate Academy will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.

- Non-exempt: Liberty Collegiate Academy will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay.
- Consultant: Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- Temporary Employee: Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic quarters, or five months, whichever is greater. Temporary employees are not entitled to participate in the School's benefits program.

Employment at Will

As is stated throughout this Handbook, an employee's relationship with Liberty Collegiate Academy Public Charter School is an employment "at will." Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Principal has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Schedules and Compensation

Work Day

The job of an educator is never finished. To that end, all Liberty Collegiate Academy employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the school's mission. Unless otherwise agreed upon with the Principal, all staff must arrive at school at least thirty (30) minutes prior to the start of Morning Work. Staff must remain at school until at least thirty (30) minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Pay Schedule

Employees will be paid bi-monthly, with paychecks issued on the fifteenth (15th) and the last day of every month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

Holidays and Vacation Time

With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers begin employment on

July 15 and end on June 10. Administrators and staff work year-round, and will receive two weeks of paid vacation during the summer.

In general, Liberty Collegiate Academy observes all MNPS paid holidays during the year; however these dates are subject to approval by the Board of Directors through approval of the Liberty Collegiate Yearly Calendar.

School Closings

Liberty Collegiate Academy Public Charter School follows the same school-closing policy as MNPS. Therefore, if the Department of Education makes an announcement regarding the delay of opening, closing, or early dismissal of students, Liberty Collegiate Academy will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Principal.

Performance Review and Evaluation

We believe that in order to constantly improve as a school, staff members of Liberty Collegiate Academy must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Performance reviews may take place any number of times during the year, and may be in the form of a scheduled meeting or more informal talks during the school-day. Performance reviews may be utilized as tools to improve employee performance with regard to management expectations.

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, as close to the end of the mid-year and end-of-year as possible. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. Performance evaluations may be used to determine professional development opportunities, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions.

Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, the Principal will also be involved in the preparation of performance evaluations.

Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Principal shall be scheduled within the next five (5) business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand.

Once this meeting takes place, a written response shall be prepared by the Principal within five (5) business days, and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Chairperson of the Liberty Collegiate Academy Public Charter School Board of Directors schedules a meeting of the full Board, or sub-committee of the Board, to hear this case.

The Board of Directors, through the Board Chair, shall hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate this case. All decisions of the Board of Directors shall be final.

Benefits

We want all of the employees of Liberty Collegiate Academy to be happy and healthy. To that end we offer a competitive benefits package.

Health Insurance

We currently pay (TBD – 80%). We reserve the right to amend or terminate this program or to increase employee premium contributions.

Dental Insurance

The Principal may select a dental insurance plan that the School may offer.

Life Insurance

The Principal may select a life insurance policy that the School may offer.

Disability Insurance

Liberty Collegiate Academy carries short-term disability insurance in accordance with Tennessee State Law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Principal. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement and 403(b)

Upon determination by the Board of Directors, Liberty Collegiate Academy may submit an application to join the Teachers Retirement System and the Tennessee State and Local Employee Retirement System. If accepted, all full time staff shall be eligible for

membership in the System. The School will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

Medicare

All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate in the future without notice.

Domestic Partner Policy

Liberty Collegiate Academy offers domestic partner health coverage along with individual and family plans. The cost of this plan is the same as the family plan.

Workers' Compensation Policy

All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation

Liberty Collegiate Academy contributes to the Unemployment Compensation Plan administered by State of Tennessee.

Continued Education Assistance

Because we expect that every staff member will work to constantly improve their own professional capacity, employees are encouraged to seek professional development opportunities outside of those offered internally. Limited tuition reimbursement may be available to full-time employees who have been employed at Liberty Collegiate Academy for a minimum of one year. Applicants are required to maintain their status at the School through completion of the courses to be eligible for tuition reimbursement.

Such payments may be for tuition or professional development costs, but will not cover the cost of any fees, books, or any other non-tuition, course-related cost.

Time Away From Work

Every individual employee has been hired in order to positively contribute to Liberty Collegiate Academy. We operate a small school, with a small staff, which makes attendance of every staff member every day that much more important. That being said, we recognize that there are times throughout the year when employees must miss work.

Sick Days

Every full-time employee is entitled to five (5) paid sick days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will contact the Principal with as much advance notice as possible, and by 6:00 am on the day of the absence, allowing enough time for the Principal to find a substitute teacher or temporary help. Sick days will not roll over from year to year.

Personal Days

Every full-time employee is entitled to three (3) paid personal leave days per school year beginning August 1 to be available for use over the following twelve (12) months. Employees hired after August 1 in any given year are granted a pro rata portion of the three (3) personal leave days for that twelve (12) month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five (5) total personal leave days.

Jury Duty

All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Principal immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy

Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent or grandchild.

Military Leave

The Unified Services Employment and Re-employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family Care, Maternity, and Adoption Leaves of Absence

Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner,

siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to twelve (12) weeks.

An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve (12) weeks. If the employee is disabled due to pregnancy for longer than twelve (12) weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to twelve (12) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

Returns from Leave

If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve (12) weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve (12) month period, then the employee's job will be held for a total of ninety (90) days. The ninety (90) day period will include all leave time used in connection with all family care leave taken during the previous twelve (12) months, not just the leave time used in connection with the current leave.

If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

Workplace Safety and Environment

Email and Internet

The school's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees who use these systems for personal communications are subject to the terms of this policy. The School reserves the right to review all email messages and Internet transaction, and users of the School's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial or religious messages, or

other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

Telephone Policy

All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only.

Drug and Alcohol Policy

Liberty Collegiate Academy prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge.

Use of Tobacco

Employees may not use any tobacco products on school grounds, anywhere off of school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students during the school day. Any violation of this policy may result in disciplinary action.

Dress Code

Teachers are expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees, excepting dress-down Fridays, when teachers may wear college attire from their alma mater.

Moral and Ethical Expectations

Every employee must carry themselves as a role-model for students at all time. All employees of Liberty Collegiate Academy are expected to behave in a consistently moral and ethical manner.

Personal Property

Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours.

Records Retention

All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Principal or Director of Finance and Operations.

Outside Employment

Helping students achieve their full academic potential, and working to help the school realize its mission will take a significant investment of time from every staff member. To that end, employment outside of the School is strongly discouraged. Any outside employment that an employee does decide to pursue must not conflict in any way with staff responsibilities within the school. Employees may not conduct outside work or use school property, equipment or facilities in connection with outside work whilst on school time.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Change of Personal Data

It is the responsibility of the employee to notify the Director of Finance and Operations or the Principal of any change(s) in personal data that may have an impact on future employment verification.

Dispute Resolution

It is the policy of Liberty Collegiate Academy to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Principal where both employees are present. The resolution of the Principal shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Liberty Collegiate Academy.

- 1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Principal within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
- 3) The Principal will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Principal, or if the complaint involves the Principal, the employee may present the complaint to the Board of Directors. The Board of Directors will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Directors are final.
- 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
- 6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

Harassment Policy

Liberty Collegiate Academy expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be:

- 1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
- 2) Offensive comments, jokes, innuendoes, and other sexually oriented statements.
- 3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

The Principal and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Principal. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

If Liberty Collegiate Academy determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary may be taken against the offending employee, up to and including termination of employment.

Liberty Collegiate Academy prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement

Liberty Collegiate Academy admits students of any race, color, gender, religion, disability and national and ethnic origin. Liberty Collegiate Academy does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

Non-Discrimination Policy

Liberty Collegiate Academy works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Principal and in consultation with the Board of Directors when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint.

Specifically, no person within Liberty Collegiate Academy shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally-protected classification.
- A Liberty Collegiate Academy employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the management team.

It is the policy of Liberty Collegiate Academy Public Charter School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay.

Immigration Law Compliance

Liberty Collegiate Academy does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Accommodations of Individuals with Disabilities

Qualified individuals with a disability may make a request for reasonable accommodation to the Principal. On receipt of an accommodation request, the Principal will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Liberty Collegiate Academy might make to help overcome those limitations. Liberty Collegiate Academy may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

Workplace Searches

To safeguard the safety and property of our employees, students and Liberty Collegiate Academy, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Liberty Collegiate Academy to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

Corrective Action

Liberty Collegiate Academy expects the highest quality performance from all employees. An employee's failure to meet these expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge.

Most performance problems will be address using progressive discipline, which may include an oral warning, a written warning, a probation period and then discharge. In

cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

METROPOLITAN GOVERNMENT OF NASHVILLE AND DAVIDSON COUNTY



One Public Square, Suite 204
Nashville, Tennessee 37219
Office: (615) 291-6734
Email: carter.todd@nashville.gov

4005 Wallace Lane
Nashville, Tennessee 37215
Home: (615) 292-2309
Mobile: (615) 305-8903

CARTER R. TODD

Councilman, District 34

September 15, 2010

Dr. Jesse Register
Director of Schools
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Re: Support for Liberty Collegiate Academy

Dear Dr. Register:

My name is Carter Todd, and I am the Metro Council member for the Green Hills area of Nashville. In my work on the Council, I spend significant time analyzing and approving the MNPS budget and the overall progress of our Nashville Public Schools. In addition, my daughter Neily was a member of Nashville's first class of Teach for America teachers, and currently teaches math at Stratford High School. I also serve as the General Counsel for Gaylord Entertainment Company – one of Nashville's largest employers – and I see first hand how important a good public school system is in recruiting new employees and running a business.

I am writing in support of the proposed Liberty Collegiate Academy. Over the past year, I have had the pleasure of getting to know Linda Mendez, who is currently serving a training fellowship here in Nashville with Building Excellent Schools (BES). As you probably already know, Ms. Mendez is also a Teach for America alum and most recently served as the founding Dean of Students at one of Chicago's top charter schools.

Liberty Collegiate Academy is founded on the proposition that parents have the liberty to choose a school that prepares their students for a life of scholarship, discipline and honor, and East Nashville has a true need for this type of academy.

Liberty Collegiate will provide students with a college preparatory curriculum, and a disciplined learning environment. I know from visiting my daughter's classroom at Stratford that learning cannot occur in an environment of disorder and chaos. Liberty Collegiate Academy will have an intense focus on strong moral character education, and it will be a school defined by high expectations for all of its students – regardless of race, socioeconomics, or incoming academic placement.

Dr. Jesse Register
September 15, 2010
Page 2

Linda Mendez understands both people and academic life. She is a very bright teacher and administrator who takes her work seriously, but not herself. In other words, she is exactly the type of spark we need in Nashville to start a charter school for East Nashville. I can therefore submit an unequivocal letter of support for both Linda Mendez and Liberty Collegiate Academy and do so.

I strongly urge you to approve this application.

Best regards.

Sincerely,

A handwritten signature in blue ink, appearing to read "C. R. Todd", is written over the printed name.

Carter R. Todd



August 26, 2010

Dr. Jesse Register
Director of Schools, Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Register:

My name is Lucia Folk and I am the Sr. Director of Public Affairs at CMT. I oversee the channel's corporate social responsibility initiatives, including CMT One Country, our volunteer engagement program, and CMT's support of Get Schooled, Viacom's partnership with the Bill & Melinda Gates Foundation to encourage our audience to graduate from high school and enter college. In addition, I am chair of the MNPS Arts, Media & Entertainment Partnership Council supporting the Academies of Nashville. CMT is also proud to be the Academy Partner of the Digital Design & Communications Academy at McGavock High School.

I am writing in support of the proposed Liberty Collegiate Academy. Brian Williams has become a close friend and respected colleague of mine since he took the helm at Hands On Nashville in 2007 (I am proud to say as a member of the board there, I like to take the credit for our wise decision to hire him!). When Brian told me that he's on the board for Liberty Collegiate Academy, I jumped at the chance to let you know how important this school will be for East Nashville, which has been my beloved neighborhood for seven years. East Nashville is in dire need of quality schools for the children there and Liberty Collegiate Academy will be just that.

Liberty Collegiate will provide students with a college prep curriculum, a structured learning environment, an intense focus on literacy, and character education. It is a school that will be defined by high expectations for all of its students. As the leader of the team who is doing incredible work to reform Metropolitan Nashville Public Schools, I ask you to count Liberty Collegiate as one of the steps you take to ensure that all of our children receive the education that they deserve.

I strongly urge you to approve Liberty Collegiate Academy's charter school application.

Sincerely,

A handwritten signature in cursive script that reads "Lucia Folk". The signature is written in dark ink and is positioned above the printed name.

Lucia Folk



MCNEELY PIGOTT & FOX
PUBLIC RELATIONS, LLC

September 16, 2010

Dr. Jesse Register
Director of Schools
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Register,

As someone who has a deep interest in seeing our public school system succeed, I am writing in support of the proposed Liberty Collegiate Academy in East Nashville. I am aware that Liberty Collegiate's founding principal, Linda Mendez, was selected as a Building Excellent Schools (BES) fellow and has been working intensively with both BES and the new Center for Charter Excellence in Nashville.

Our company has been fortunate to work in support of private, public and charter schools here in Nashville, and we are committed, not only to the overall success of our public school system, but also to the unique approach that charter schools bring to public education. While we are making great strides across the system, it is also true that every public, open-enrollment middle school in East Nashville is considered a chronically failing school by national standards.

Because of this, every fifth-grade student in the Maplewood and Stratford school clusters is eligible to attend a charter school. I believe Liberty Collegiate will provide an option for East Nashville families who want to send their children to a neighborhood school that will also prepare them for college.

Liberty Collegiate will provide students with a college preparatory curriculum, a structured learning environment, an intense focus on literacy, and character education. It is a school that will be defined by high expectations for all of its students. I strongly urge you to approve Liberty Collegiate Academy's application.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Fox'.

David Fox
Partner, McNeely Pigott & Fox Public Relations



Aaron White
Senior Vice President

CB Richard Ellis, Inc.
Investment Properties
Multi-Family

150 4th Avenue North, Suite 2110
Nashville, TN 37219

T 615.248.1145
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C 615-498-7168

aaron.white@cbre.com
www.cbre.com

Dr. Jesse Register
Director of Schools, Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

September 8, 2010

Dear Mr. Register:

My name is Aaron White. I am a Senior Vice President with CB Richard Ellis and am a founder & owner of Core Development services which has developed 18 infill mixed use projects in urban neighborhoods in Nashville.

I am writing in support of the proposed Liberty Collegiate Academy. I am eager to see expanded public education options for our city, especially in the East Nashville area. The historic neighborhoods in that area are such an important aspect of our cities rich heritage. There is no single element more important for the future of those communities than schools that can adequately prepare children for college and equip them to their fullest potential.

Having reviewed the literature for Liberty Collegiate Academy and knowing many of its early supporters and advisors, I am confident that this is the right concept and team to deliver a new and successful charter school for Nashville.

I strongly urge you to approve Liberty Collegiate Academy application.

Sincerely,

Aaron White



**GARY
COMER**
COLLEGE PREP

A CAMPUS OF NOBLE STREET CHARTER SCHOOL

7131 S. South Chicago Ave.
Chicago, IL 60619
ph 773.729.3969
fax 773.729.3960

Dr. Jesse Register
Director of Schools, Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Register:

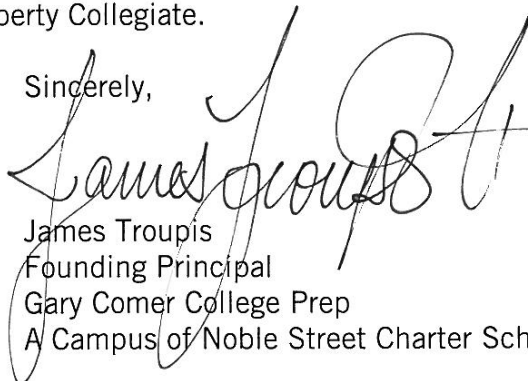
My name is James Troupis. I am the founding principal of Gary Comer College Prep in Chicago, Illinois. The school is a charter high school that serves students on Chicago's South Side and is a part of larger set of charter schools in Chicago known as the Noble Network of Charter Schools.

I am writing in support of the proposed Liberty Collegiate Academy. As someone who has successfully founded a high performing charter school in an area of a metropolitan city in need of quality schools I know first hand the impact a new school can have. Linda Mendez, the founder of Liberty Collegiate, helped start Gary Comer College Prep three years ago as our founding Dean of Students. She has fought at the ground level and knows first hand the high stakes involved in running a great school. She has seen and knows when a school develops in a community it changes the dialogue immediately – education, youth, hope, change, college, engagement – all of these topics become positively reignited.

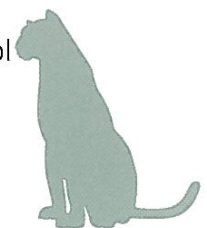
Liberty Collegiate will have a vision for its students that will cause multigenerational change far beyond what any of us can begin to measure. Students will learn the definition of high expectations through a rigorous college-prep curriculum in a clearly structured environment. Linda Mendez will set ambitious goals for the school and will work relentlessly to ensure that the school meets these benchmarks.

I strongly urge you to approve Liberty Collegiate.

Sincerely,



James Troupis
Founding Principal
Gary Comer College Prep
A Campus of Noble Street Charter School



September 13, 2010

Dr. Jesse Register
Director of Schools, MNPS
2601 Bransford Ave.
Nashville, TN 37204

Dear Dr. Register,

I am writing to you in regards to the proposed Liberty Collegiate Academy. My name is Gretchen Horner, and I am a 20-year resident of Nashville and the mother of three MNPS students. My husband and I are both conscientious supporters of public schools and have experienced the challenges and rewards involved in delivering education to such a geographically large and economically diverse group of students.

I recently sat down with a close friend of ours, Wood Caldwell, who also was a parent of public school students. Having finished educating his own kids, he has become involved in the important mission of the education for all students and more specifically, the students who are at the greatest risk of failure. He is working on behalf on the Charter School, Liberty Collegiate Academy, and shared with me the vision of this particular school. Liberty has made plans to help close the educational gap experienced by students in the East Nashville by incorporating more instructional time during the school year, and specifically more time on core subjects. Having the flexibility and autonomy to make decisions specifically for their own population is key in delivering such education to these learners.

I believe that Liberty will provide students with a college preparatory curriculum, a structured learning environment and an intense focus on literacy and as well as character development. Being a school of choice, it will be defined by high expectations for all of its students and supported by an administration with the freedom to make strategic decisions on behalf of its smaller learning environment.

I've seen a bumper sticker on cars driving in Nashville, that reads "Educating children is the most important thing a community does." Although I truly believe that, I would amend it to read, "Educating ALL children is the most important thing a community does." Because this charter school will help to educate those that many of the traditional schools have been unable to, I urge you to approve the charter school application for Liberty Collegiate Academy.

Sincerely,



Gretchen P. Horner
5904 Robert E Lee Ct.
Nashville, TN 37215

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Dr. Jesse Register
Director of Schools, Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Register:

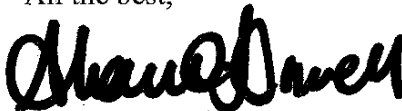
As the Executive Director of Teach For America in Nashville I am thrilled to write a letter supporting Linda Mendez and Liberty Collegiate Academy. From her time as a corps member in Houston, TX Linda worked relentlessly to assure her students were learning, achieving, and prepared to be successful in college and beyond. Linda has continued this work on behalf of students in Houston, Chicago, and now she will bring this vision and work ethic to Nashville. Therefore, I am writing in support of Linda's proposed school, Liberty Collegiate Academy (LCA).

We know that in partnership with Metro Nashville Public Schools we can work to insure all of our city's students have the opportunity to attain an excellent education. We are hopeful that Liberty Collegiate Academy will be one such opportunity, and are emboldened in that hope by the leadership of Linda Mendez and the support of BES and Center for Charter Excellence for LCA.

A few areas that I'm most excited about when considering Liberty Collegiate Academy. LCA will provide students with a college prep curriculum, a structured learning environment, an intense focus on literacy, and character education. It is a school that will be defined by high expectations for all of its students.

Upon reviewing the application, I hope you will agree that Liberty Collegiate Academy will make an excellent addition to school options for Nashville students and families, and will subsequently approve LCA's application. Please do not hesitate to reach me at 615.881.6046 with any questions.

All the best,



Shani Dowell
Executive Director, Teach For America * Nashville



AN AMERICORPS PROGRAM

Mark K. Sanders
129 S. 11th St.
Nashville, TN 37206
Phone: (615) 227-8646
Email: mark@sandsproperties.net

Dr. Jesse Register
Director of Schools, Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Register,

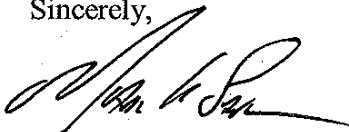
My name is Mark Sanders. I have lived in East Nashville since 1981 and have also worked here since 1988 when I founded my company, S&S Property Management, which is a company that specializes in the management of apartment complexes across Middle Tennessee and parts of Alabama. Additionally, I have worked over the last few years to redevelop East Nashville through the Martin Corner multi-phase project.

I am writing in support of the proposed Liberty Collegiate Academy. I met last week with John Baird, who sits on the board of the school, and he told me all about the proposed school and its mission. Since then, I have read and heard a lot of great things about what the school hopes to accomplish. East Nashville sorely needs better educational options at the middle school level. This is evident in the fact that every open-enrollment public middle school in East Nashville is classified as "failing" according to the national standards of No Child Left Behind.

Liberty Collegiate will provide students with a structured and disciplined learning environment conducive to making them college-ready and preparing them to be productive leaders of society and hopefully Nashville for years to come. The program will focus especially on math and literacy that will no doubt benefit students throughout their lives. In addition to the benefits to the students, it will help Nashville set the foundation to become a national educational and economic leader.

I strongly urge you to approve Liberty Collegiate Academy's application. It is a decision that will surely benefit the students of East Nashville and the city for years into the future.

Sincerely,



Mark K. Sanders

August 27, 2010

Dr. Jesse Register
Director of Schools
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Register:

We are the business owners/leaders in East Nashville, residents of East Nashville and believers in the children of East Nashville.

We are the past, current and future chairs of Chamber East, the local board of directors for the Nashville Chamber of Commerce. For many years our board has prioritized education in our work and advocacy believing that strong, successful schools are first, something for every child, and second, good for the health and success of our business community in East Nashville. This business impact comes from the improving quality of young people we can hire and how strong schools increase retention of neighbors who support our businesses over time.

We are writing in support of the proposed public charter school Liberty Collegiate Academy. As business owners and leaders we admire the vision, values and training of Linda Mendez, recognize the growing desire in our community for excellent educational options for all of our children and appreciate the way that Linda is working to become a part of our neighborhood.

In speaking with a member of her founding board of directors we understand that "Liberty Collegiate will provide students with a college prep curriculum, a structured learning environment, an intense focus on literacy, and character education. It is a school that will be defined by high expectations for all of its students." We are pretty excited about that vision!

With all the urging we can offer, first, please evaluate this application with great rigor. Second, if it meets your critical approval, please allow this great opportunity to join the ongoing efforts of many inside and outside of the Metro Public Schools to help our children learn and grow to reach their fullest potential.

Sincerely,



Doug Fox
Vice President of Education
Nashville Auto Diesel College
Chair – Chamber East



Eric Jans
Owner
Eric Jans Insurance
Chair-Elect – Chamber East



Anthony Davis
Founder / Marketing Director
iDesign
Past Chair – Chamber East

September 20, 2010

Dr. Jesse Register, Director
Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Doctor Register,

I enthusiastically recommend the application to launch Liberty Collegiate. The school founder, Linda Mendez, has played a key leadership role in a highly effective charter school - Gary Comer College Prep. It is a member of the Noble family of schools in Chicago, IL. I used to work for Chicago Public Schools and have visited Noble schools many times. I find in each a uniquely rigorous and warm learning environment dedicated to college for every one of its students. Families are welcomed and integrated into student life, and teachers do whatever it takes to set up each child for success.

But Liberty is more than Linda. She is learning even more from leaders of public schools who've proven what it takes to build schools of uncompromising quality. As part of the extremely selective Building Excellent Schools program, Linda is being prepared to make Liberty one of Tennessee's best schools. As part of the nation's first state-based charter incubation effort, Linda is able to do this work from Nashville. She will know families and fellow educators because Nashville is now her home.

But Liberty is more than Linda and Building Excellent Schools. The board of Liberty is made up of dedicated individuals committed to service in a town where they've worked hard to build excellent personal reputations. They commit their skills and passion to the city they also call home. The bold promises these applicants have made to you are backed up with deep experience and credibility.

I have been exposed to hundreds of charter applicants in more than a decade of charter school support and consider Liberty an exquisite applicant prepared to execute their plan with integrity. I offer my highest recommendation of Liberty.

Sincerely yours,

A handwritten signature in black ink, reading "Matt Candler". The signature is fluid and cursive, with a long horizontal stroke at the end.

Matt Candler
Chairman, Louisiana Association of Public Charter Schools

September 18, 2010

Dr. Jesse Register
Director of Schools
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear Dr. Register:

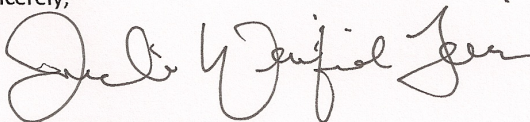
I see many East Nashville young people come through the doors of our YMCA every day. I know that many, many teachers and school leaders are working hard to help them succeed. I write in support of Linda Mendez and her efforts to join this group of hard working staff in helping each one of our children reach their fullest potential through receiving the best and greatest educational options.

I have met with Ms. Mendez and heard about her vision, credentials and passion for our kids. I am writing in support of the proposed public charter school Liberty Collegiate Academy. I admire the vision, values and training of Linda, recognize the growing desire in our community for excellent educational options for all of our children and appreciate the way that Linda is working to become a part of our neighborhood.

In speaking with a member of her founding board of directors I understand that "Liberty Collegiate will provide students with a college prep curriculum, a structured learning environment, an intense focus on literacy, and character education. It is a school that will be defined by high expectations for all of its students." I can support this vision and am pretty excited about it!

With all the urging I can offer, first, please evaluate this application with great rigor. Second, if it meets your critical approval, please allow this great opportunity to join the ongoing efforts of many inside and outside of the Metro Public Schools to help our children learn and grow to reach their fullest potential.

Sincerely,



Judi Winfield-Ferri
Executive Director
Margaret Maddox (East) Family YMCA

Margaret Maddox Family YMCA

2624 Gallatin Road Nashville, TN 37216 - 615-228-5525 Fax: 615-228-5590