



**A proposed Jackson Public Schools Charter School  
Application for Charter  
March 14, 2014**

**Respectfully submitted by:**  
**RePublic Charter Schools Board of Directors**

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## Executive Summary

### Essential Information Form

<b>Name of Proposed School</b>	Reimagine Prep
<b>Conversion or New Start</b>	New Start
<b>Grade Configuration</b>	Grades 5-8
<b>Model or Focus</b>	College Prep
<b>Proposed School District</b>	Jackson Public Schools
<b>Primary Contact Person</b>	Ravi Gupta, 917-558-3584

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
5	110	110	110	110	110
6	0	110	110	110	110
7	0	0	110	110	110
8	0	0	0	110	110
<b>Total # students</b>	<b>110</b>	<b>220</b>	<b>330</b>	<b>440</b>	<b>440</b>

	Free and reduced lunch %	Students with disabilities %	Total % FRL and/or students with disabilities
<b>District data</b>	89%*	10.22%*	90.12%*
<b>Minimum required % to satisfy 80% rule</b>	71.2%	8.18%	72.1%
<b>Projected demographics</b>	90%	10%	91%

*\*Estimates based on most recent publicly available data*



## **Executive Summary**

### **I. Culture**

#### **Mission and Vision**

The mission of Reimagine Preparatory Charter School (“Reimagine Prep”) is to educate students in grades five through eight and build the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship. All children, regardless of their backgrounds, deserve to receive a high-quality public education that prepares them to enter and graduate from the most competitive colleges. We recognize that demographics need not be the determinant of one’s destiny, and we know that a college education is the key variable in breaking the chains of poverty. To enable all our students to graduate from a competitive four-year college, Reimagine Prep’s vision maintains a dual focus on solid academic preparation combined with mastery of personal discipline and character. We offer an academically rigorous program with dramatically more instructional time, allowing in the initial grades for three hours of guided reading and writing, two hours of math, and an hour of science each day.

#### **Need**

All children, regardless of the circumstances into which they are born, are entitled to the highest quality public education. We seek to partner with Jackson Public Schools (JPS) in providing a rigorous, achievement-driven education to the students of Jackson. Reimagine Prep will recruit eligible students from neighborhoods throughout Jackson; however, we will concentrate our recruitment on neighborhoods that feed three zoned public middle schools in South Jackson, as these schools serve significantly more economically disadvantaged students than the broader JPS population. Students who attend Reimagine Prep will predominantly be zoned to attend Whitten, Peeples, Siwell Road, and Cardozo Middle Schools, each of which are located in South Jackson. In 2013, Whitten, Peeples, and Siwell Road earned an “F” performance grade and Cardozo earned a “D” performance grade from the Mississippi Department of Education.

#### **School Culture**

At Reimagine Prep, character development complements the scholarly, disciplined environment, so that students thrive in a safe atmosphere conducive to learning. Reimagine Prep focuses on enforcing the appropriate consequences for minor infractions in order to ensure that more significant negative behaviors are less likely to occur. Our culture includes rules, routines, and rituals, all designed and executed to help prepare our students for success in college and citizenship.

### **II. Leadership**

Research has consistently shown that one of the most important factors in the success of a school is its leadership. The critical characteristics of a RePublic School Leader include a passionate belief in our



mission, an eagerness to achieve ambitious goals, a sense of humility, an ability to motivate staff, and demonstrated success with the population we seek to serve.<sup>1</sup>

Christina McDonald will be the Founding Principal of ReImagine Prep and Ravi Gupta will be the Managing Partner of RePublic Charter Schools, the organization that will manage ReImagine Prep and its leadership team. Christina McDonald is currently the Assistant Principal for Culture and Arts and 5<sup>th</sup> Grade Social Studies Teacher at Nashville Prep. Previously, Ms. McDonald served as the Executive Assistant to the co-founder of the Knowledge is Power Program (KIPP) charter schools network and a chorus teacher at KIPP Infinity Charter School in New York City. Ravi Gupta is formerly the Founder and Executive Director of Nashville Prep and Nashville Academy of Computer Science. He has a unique background in politics, international development, law, and international relations. In 2010, Mr. Gupta joined the Building Excellent Schools (BES) Fellowship, where he studied and learned from the best practices used by the highest-performing schools in the nation.

### **III. School Structure and Operations**

ReImagine Prep will actively recruit students in poverty, academically low achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure. We will do this by launching a grassroots student recruitment campaign that aggressively seeks students in need. Ravi Gupta has been actively looking for facility options in Jackson. In all likelihood, we will partner with Bishop Ronnie Crudup to use the New Horizon Christian Academy building located at 3565 Wheatley Street in South Jackson. This building is advantageous for us because it is located in the neighborhood we intend to serve, which is convenient for our students and families. To ensure that as many eligible and interested students as possible have access to ReImagine Prep, we will offer free bus transportation to students throughout Jackson based on a set radius from the school along with other factors such as proximity to public transportation. We firmly believe that providing free bus transportation increases accessibility for families and allows students from all socioeconomic backgrounds, regardless of means, to attend our school.

### **IV. Education Program**

ReImagine Prep's standards and curriculum will be built in collaboration with RePublic Charter Schools, including Nashville Prep and Liberty Collegiate Academy. Its academic program rests upon a rigorous, explicitly college preparatory curriculum focused on English language arts, mathematics, science, social studies/history, and computer science. The curriculum is designed to dramatically accelerate the learning of our students. As a result, the schedule and programmatic structure are designed to promote maximum success in these courses. All courses align with Mississippi curriculum standards and the Common Core. Members of the ReImagine Prep community will do whatever it takes to ensure that upon graduation, all of our students, regardless of their level of proficiency upon entry, are academically prepared to enter the most competitive high schools and four-year colleges and universities.

### **V. Instructional Staff**

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<sup>1</sup> <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf>

We must invest in exceptional teachers to achieve exceptional results. With our mission, curriculum, and school culture as the foundation from which our students will excel, we must recruit, support, and retain the nation’s highest quality teachers. We will invest the resources necessary so that our teachers have the tools they need to realize our vision of placing every student on a path to college. Our teachers will be supported through frequent professional development and outside programs and courses of their choice. Teachers will also have planning and collaboration periods scheduled every day. By creating a culture that demonstrates that ‘only the best teachers work here’ and continually providing opportunities to demonstrate leadership, observe best practices, and participate in specific customized training sessions, teachers will realize that they are valued.

## VI. Governance

The Board of Directors governing ReImagine Prep is the Board of Directors of RePublic Charter Schools. This board will include representatives of the Jackson community and will have a wide range of expertise in finance, marketing, law, human resources, fundraising, philanthropy, real estate, education, and community building. Given the larger role of the RePublic board, it will also include members who are from outside of Mississippi. The Board of Directors firmly believes in and subscribes to a philosophy of policy governance and accountability. The board understands that the school is best able to meet its mission by empowering the Managing Partner to be responsible for day-to-day management of the organization and the supervision and management of the Principal, who would be responsible for the day-to-day operations of the proposed school. The board shall be ultimately responsible for the operation and activities of the school and will be governed in its operations and its actions by its corporate by-laws.

Full Name	Current Job and Employer	Position	Focus/Expertise
Angela Bass	Deputy Director of Policy, Mississippi First	Board Director	Education
Hal Cato	Founder and CEO, Zeumo	Board Director	Education, Technology, Non-profit Management
Ron Corbin	Principal, RBBC Holdings	Board Director	Finance, Management, Scaling Organizations
Shomik Dutta	Co-Founder and Managing Director, DuSable Capital Management	Board Director	Finance, Fundraising
Jamie Hodari	Co-Founder and CEO, Industrious	Board Director	Education, Law, Fundraising
Stewart Hood	Vice President of Systems, MuniStrategies, LLC	Board Director	Finance, Community Outreach
Aneesh Sohoni	Director of Performance Management, The New Teacher Project	Board Director	Education Policy
Lee Harper	Development Partner, West End Development LLC	Board Director	Education, Community Outreach

## VII. Other

RePublic Charter Schools currently operates two schools and will soon open a third in Nashville, TN. Nashville Prep and Liberty Collegiate Academy both opened their doors to students in August 2011. In

2013, Nashville Prep and Liberty Collegiate were ranked the two highest performing charter schools in the state of Tennessee according to Stanford University.<sup>2</sup> That same year, Nashville Prep's 5th grade scholars had the highest growth in 5th grade reading, science, and social studies of all public schools in the state of Tennessee and Liberty Collegiate Academy's scholars had the highest composite growth of all middle schools in Nashville – outperforming the city and state average in every grade and subject served.<sup>3</sup> As a result, both schools were named Reward Schools by the Tennessee Department of Education in recognition of their exceptional student growth. RePublic is well positioned to open a high performing school in Jackson.

## VIII. Finance

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	0	110	220	330	440	440
Per Pupil Revenue	0	\$11,092	\$9,987	\$9,587	\$9,756	\$9,957
Federal Revenue	0	\$216,330	\$406,846	\$586,028	\$784,690	\$803,181
Grant Funds	0	0	0	0	0	0
Private Funds	\$400,000	\$175,000	\$100,000	0	0	0
<b>Total Revenue</b>	<b>\$400,000</b>	<b>\$1,220,159</b>	<b>\$2,197,055</b>	<b>\$3,163,731</b>	<b>\$4,292,429</b>	<b>\$4,380,875</b>
Salaries and Wages	\$150,000	\$429,200	\$818,537	\$1,216,370	\$1,514,229	\$1,568,785
Benefits and Employer Taxes	\$30,603	\$102,933	\$200,225	\$298,719	\$373,689	\$381,409
Materials and Supplies	\$68,800	\$176,705	\$266,860	\$354,615	\$421,370	\$389,620
Services and Other Operating Expenses	\$105,000	\$360,955	\$644,355	\$923,998	\$1,204,378	\$1,193,688
Facility Expenses	0	\$115,650	\$222,900	\$330,150	\$437,400	\$437,400
Other Expenses	\$25,000	\$23,210	\$36,322	\$49,680	\$63,943	\$61,270
<b>Total Expenses</b>	<b>\$379,403</b>	<b>\$1,208,654</b>	<b>\$2,189,199</b>	<b>\$3,173,532</b>	<b>\$4,015,010</b>	<b>\$4,032,171</b>
Net Operating Expenses	\$377,403	\$1,166,904	\$2,147,449	\$3,131,782	\$3,973,260	\$3,990,421
Beginning Fund Balance	0	\$20,597	\$32,102	\$39,957	\$30,156	\$307,575
Ending Fund Balance	\$20,597	\$32,102	\$39,957	\$30,156	\$307,575	\$656,279

<sup>2</sup> "Results." Nashville Prep. <http://nashvilleprep.org/results/> (accessed March 12, 2014).

<sup>3</sup> "2013 Report Card." Tennessee Department of Education. <http://www.tn.gov/education/reportcard/index.shtml> (accessed February 11, 2014).



## **Section I – Culture**

### **A. Mission and Vision**

The mission of Reimagine Preparatory Charter School (“Reimagine Prep”) is to educate students in grades five through eight and build the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship.

All children, regardless of their backgrounds, deserve to receive a high-quality public education that prepares them to enter and graduate from the most competitive colleges. We recognize that demographics need not be the determinant of one’s destiny, and we know that a college education is the key variable in breaking the chains of poverty.

To enable all our students to graduate from a competitive four-year college, Reimagine Prep’s vision maintains a dual focus on solid academic preparation combined with mastery of personal discipline and character. We offer an academically rigorous program with dramatically more time, allowing in the initial grades for three hours of guided reading and writing, two hours of math, and an hour of science each day.

Six instructional imperatives drive Reimagine Prep:

1. Place a premium on literacy and math instruction.
2. Hire and retain high-quality, mission-aligned teachers.
3. Provide substantially more time for students to learn.
4. Use a data-driven approach to plan and implement lessons.
5. Employ a variety of customized daily student supports.
6. Teach all students to code.

Character development complements the scholarly, disciplined environment, so that students thrive in a safe atmosphere conducive to learning. Reimagine Prep focuses on enforcing the appropriate consequences for minor infractions in order to ensure that more significant negative behaviors are less likely to occur. Our culture includes rules, routines, and rituals, all designed and executed to help prepare our students for success in college and citizenship.

Our graduates will be prepared to actively participate and take leadership roles in our larger community and world. Through required public service, advocacy efforts, summer internships, and other civic activities, our students apply the knowledge, skills and character they have developed to help change the world. Our students learn to be poised public speakers, dynamic debaters, skilled negotiators of conflicting information, engaged community members, critical thinkers, and confident leaders.

### **B. Targeted Student Population**

The Mississippi Charter School Law was enacted to serve the most at-risk children in the state. Reimagine Prep will open in the Jackson Public School District, which serves a largely economically disadvantaged, minority population. According to the U.S. Census, 174,382 people lived in the Jackson

metropolitan area in 2012, 47,901 of which were children under the age of 18.<sup>4</sup> Approximately 97.5% of Jackson students are African-American. In the 2010-2011 school year, 89% of Jackson students qualified for free or reduced meals.<sup>5</sup> For evidence of district and community need, please see Section C.

Reimagine Prep will recruit eligible students from neighborhoods throughout Jackson; however, we will concentrate our recruitment on neighborhoods that feed four zoned public middle schools in South Jackson, where 24.8% of residents had an income below the poverty level in 2011.<sup>6</sup> Students who attend Reimagine Prep will predominantly be zoned to attend Whitten, Peeples, Siwell Road, and Cardozo Middle Schools, each of which are located in South Jackson.<sup>7</sup>

We anticipate that approximately 90% of Reimagine Prep's student population will qualify for free or reduced meals, 0.75% will be English Language Learners (ELL), and 10.22% will receive special education services. This is consistent with the student population of greater Jackson and satisfies Mississippi Code § 37-28-23, which requires that Reimagine Prep's population of underserved students be at least 80% of the population of underserved students in Jackson Public Schools.<sup>8</sup>

Reimagine Prep will open with a projected enrollment of 110 students in 5<sup>th</sup> grade and will expand one grade per year. At full growth in the fourth year of operation, 440 students will attend Reimagine Prep. The figure below outlines our enrollment projections.

**Figure 1.1 – Student Enrollment Projection**

Year	Grade Levels	Total Student Enrollment
Year One	5	110
Year Two	5, 6	220
Year Three	5, 6, 7	330
Year Four	5, 6, 7, 8	440

## C. Evidence of Need and Community Support

### Evidence of Need

There is a need for a strong college preparatory charter school serving middle school students in Jackson. On its 2012 report card, the Jackson Public School District received a “D” rating and was placed on academic watch. According to the National Assessment of Educational Progress (NAEP), in 2011, only 21% of Jackson 8<sup>th</sup> grade students scored at or above proficient in language arts, compared to 32% nationwide. In math, only 19% scored at or above proficient, compared to 34% nationwide.<sup>9</sup>

<sup>4</sup> 2008-2012 American Community Survey 5-Year Estimates. <http://factfinder2.census.gov/> (accessed February 11, 2014).

<sup>5</sup> KIDS COUNT Data Center from the Annie E. Casey Foundation. <http://datacenter.kidscount.org/> (accessed February 27, 2014).

<sup>6</sup> 39212 Zip Code (Jackson, Mississippi) Profile. <http://www.city-data.com/zips/39212.html> (accessed February 28, 2014).

<sup>7</sup> Jackson Public Schools Map. [http://www.jackson.k12.ms.us/schools/jpsschools\\_map.pdf](http://www.jackson.k12.ms.us/schools/jpsschools_map.pdf) (accessed February 28, 2014).

<sup>8</sup> MSReportCard.com - Mississippi Public School Information. <http://www.msreportcard.com/> (accessed February 28, 2014).

<sup>9</sup> "Report Card." Mississippi Public School Information. <http://www.msreportcard.com/?dist=2520> (accessed February 11, 2014).



Clinton County is located directly adjacent to the Jackson Public School District. It received an “A” rating on its 2012 report card. 86% of its 6<sup>th</sup> grade students scored at or above proficient on the end of year language arts Mississippi Curriculum Test, in contrast to only 44% of 6<sup>th</sup> grade students in Jackson. 81% of its 6<sup>th</sup> grade students scored at or above proficient on the end of year math Mississippi Curriculum Test, in contrast to only 43% of 6<sup>th</sup> grade students in Jackson.<sup>10</sup>

Students who attend Reimagine Prep will predominantly come from South Jackson middle schools. The figure below outlines the academic performance grade of each in 2013.

**Figure 1.2 – South Jackson Middle Schools Performance Grades**

School	Performance Grade
Whitten Middle School	F
Peoples Middle School	F
Siwell Road Middle School	F
Cardozo Middle School	D

Mississippi is one of several states that require 100% of its graduating students to take the ACT. In 2012, Mississippi students scored an average 18.7, the lowest in the nation and well short of the 21 required for admission to a competitive four-year college. Moreover, only 11% of students met all four ACT college readiness benchmark scores.<sup>11</sup>

According to the College Board, 20.1% of graduating students nationwide scored a 3 or higher on at least one Advanced Placement (AP) exam. This is true of only 4.4% of students in Mississippi, which is the lowest of any state. Only 12.7% of Mississippi high school graduates even attempted an AP exam, compared with 33.2% of graduates across the country.<sup>12</sup>

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.<sup>13</sup> A recently released McKinsey & Company 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.” 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.”<sup>14</sup>

<sup>10</sup> "Report Card." Mississippi Public School Information. <http://www.msreportcard.com/?dist=2521> (accessed February 11, 2014).

<sup>11</sup> "Mississippi Profile Report." ACT. <http://www.act.org/newsroom/data/2012/pdf/profile/Mississippi.pdf> (accessed February 11, 2014).

<sup>12</sup> "10th Annual AP Report." The College Board. <http://apreport.collegeboard.org> (accessed February 12, 2014).

<sup>13</sup> "The Role of Higher Education in Social Mobility", *Future of Children* (Vol. 16, No. 2 Fall 2006)

<sup>14</sup> "The Economic Impact of the Achievement Gap in America's Schools." McKinsey On Society. [http://mckinseysociety.com/downloads/reports/Education/achievement\\_gap\\_report.pdf](http://mckinseysociety.com/downloads/reports/Education/achievement_gap_report.pdf) (accessed February 28, 2014).



Approximately 40% of students nationally are expected never to graduate from high school.<sup>15</sup> Studies show 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 only a high school degree.<sup>16</sup>

Due to the critical impact of education on future earning power and quality of life, it is incumbent upon Reimagine Prep to help students catch up as quickly as possible. Doing so will create the greatest likelihood that higher education will be accessible to them later on in life, ensuring a successful and productive career.

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 grade levels behind their high-income peers.<sup>17</sup> We recognize that, even in 5th grade, many of our students will come to us with significant literacy and math 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. This education, based on the highest academic standards and a powerful focus on strong early literacy acquisition, will allow the students we propose to serve to attain the foundation necessary to excel in college and to ultimately be competitive in their community and globally.

## Community Support

“It takes a village to raise a child” is a popular African proverb that speaks to the important role that families and community members have in ensuring the academic success of students. We know that parent, family, and community involvement in the education of our scholars will have a positive affect on their academic performance, attendance rates, and persistence through challenging coursework. A plethora of research proves that parent/family/community involvement in school increases student achievement in all grade levels – regardless of student demographics. Reimagine Prep will not only prepare scholars for college and career, but will also create a model of true college preparatory education in the broader Jackson Public Schools community.

While preparing to open Nashville Prep and Liberty Collegiate Academy, we began to build strong partnerships with local and community leaders in Nashville. We have since developed an extensive network of business owners, families, religious organizations, and community activists to help spread our mission and aid in everything from recruiting families to leading school events. These relationships have been a crucial element of our success. To date, we have partnerships with the Martha O’Bryan Center, YMCA of Middle Tennessee, the Tennessee Charter School Center, Hands on Nashville, Vanderbilt University, Tennessee State University, Teach for America Nashville, and the Nashville Teaching Fellows.

We will use a similar approach as we prepare to open Reimagine Prep. We have already established working relationships with Downtown Jackson Partners, Midtown Partners, New Horizon Ministries, Inc., the Mississippi Charter Schools Association, Hope Enterprise Corporation, Mississippi First, and

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<sup>15</sup> *The Graduation Project 2007*, EPE Research Center, supplement to Education Week’s *Diploma’s Count*.

<sup>16</sup> PostSecondary.com: The Leading Post Secondary Site on the Net. <http://www.postsecondary.com/> (accessed February 28, 2014).

<sup>17</sup> National Assessment of Educational Progress, 2005



Teach for America Mississippi. Additionally, we are working with Bishop Ronnie Crudup to use the New Horizon Christian Academy building located at 3565 Wheatley Street in South Jackson. See **Attachment B** for a letter of support from Bishop Crudup. These relationships have already led to a better understanding of the community and needs of students in Jackson.

During our planning year, we will continue to develop these relationships. We will engage partners to aid in family outreach and student recruitment, host events, and provide input on the school model and program. We view our most important task as diligently working to develop a deep understanding of the South Jackson community and its needs. Accordingly, we will broaden our coalition of partners to include local elected officials, more church and community organizations, and, most importantly, parents.

After Reimagine Prep opens in August 2015, we will continue to work closely with our community partners by inviting them to visit the school, attend or volunteer at events, and participate in community canvassing and outreach. Beyond the day-to-day, we want to dream big with the community we serve, reimagining and expanding the role of the school in the neighborhood. Finally, we plan to establish a collaborative relationship with Dr. Aaron Shirley and the Jackson Medical Mall as they work to establish a public charter high school. Developing these relationships will be a critical component of our success.

See **Attachment A** for evidence of community support.

See **Attachment B** for a letter of support from Bishop Ronnie Crudup expressing his commitment to providing Reimagine Prep with a facility as well as his congregation's support, most of whom live in South Jackson. We intend to present intent to letters of support from members of Bishop Crudup's congregation whose students are eligible to attend Reimagine Prep.

## **D. School Culture and Student Engagement**

*"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*

In support of our stated academic goals, Reimagine Prep's culture is based on the following beliefs:

1. All children can learn and achieve at high levels.
2. Skilled and dedicated teachers drive exceptional results.
3. Strong school culture spurs a strong learning environment.

### **1. All children can learn and achieve at high levels.**

*"Academic excellence is not the province of any one group; rather it is a standard, a level of achievement to which students can aspire regardless of race, ethnicity or social class. It is a common ground and therein lies the power." – Rafe Esquith*

Schools that offer high quality programs and produce outstanding results for students do so because they expect excellence from all members of the school community, and they create the structures and systems

that support that expectation. Research on urban, public, and high-performing schools has demonstrated again and again that a high bar, calling forth the best efforts of students and staff alike, is essential to producing high levels of academic mastery.<sup>18</sup> In these schools the expectations are high, clear, and consistent day to day. Each member of the school community knows that good is not “good enough,” and that only excellence is “good enough.” Reimagine Prep will be that type of school. Moreover, the challenge to personal achievement will be matched with the tools and the support to meet that challenge. At Reimagine Prep, there will be no substitute for excellence, and no excuse for mediocrity. Artificial inducements to bolster self-esteem will have no place in our school. Instead, we will encourage students to look to their academic achievement, excellence in character, and the persistence and depth of their effort to comprise the foundation upon which their self-esteem will be built.

We believe that all students can be prepared to enter and succeed in college. It is a fundamental right for every child to have access to a high quality public education and a focus on college preparation. While many urban schools struggle with the challenges students bring with them, there are schools serving economically and socially disadvantaged students that successfully prepare their students for college and life success. Like these college preparatory schools, we believe that through a rigorous curriculum and a culture of urgency, accountability, and high expectations, the achievement gap can be closed. It is upon this model of success that Reimagine Prep is designed. Students will meet whatever academic bar is set for them if provided with the structures and supports to get there. It is our responsibility to ensure we set the highest of expectations and support nothing less than our students meeting or exceeding that bar. It is this steadfast belief in the ability of our students that will set the stage for outstanding student learning and achievement.

## **2. Skilled and dedicated teachers drive exceptional results.**

*“Great teaching is an art. In other arts—painting, sculpture, the writing of novels—great masters leverage a proficiency with basic tools to transform the rawest of material (stone, ink, paper) into the most valued assets in society.”<sup>19</sup> – Doug Lemov*

We must invest in exceptional teachers to achieve exceptional results. With our mission, curriculum, and school culture as 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 paramount to the academic success of our students. We have budgeted \$10,000 in our planning year for staff recruitment.

Research has shown that teacher quality is the most significant indicator of a student’s academic performance. The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students’ academic progress.<sup>20</sup> A University of Tennessee study finds that students with teachers who rank in the top quartile in effectiveness as rated by TVAAS make gains over the school year that nearly quadruple those of the students with the least effective 25% of teachers.<sup>21</sup> Reimagine Prep’s focus on high quality teachers is modeled after a similar focus at Nashville Prep and

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<sup>18</sup> U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

<sup>19</sup> Lemov, Doug. *Teach Like a Champion*. San Francisco: 2010.

<sup>20</sup> Tennessee Value-Added Assessment System (TVAAS). <http://www.tn.gov/education/TVAAS.shtml> (accessed February 28, 2014).

<sup>21</sup> 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.

Liberty Collegiate Academy. Since day one of operation, all but one teacher at Nashville Prep and every teacher at Liberty Collegiate has been ranked 5 of 5, which is the highest score assigned by TVAAS.

Moreover, the National Commission on Teaching and America's Future found that students with quality teachers made five times the academic gains as students placed in smaller classrooms.<sup>22</sup> 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 and offer competitive salaries.<sup>23</sup> We will also offer a mission-oriented and achievement-focused team environment and provide comprehensive professional development. Our teachers will believe that all children can learn, work relentlessly so that all students do achieve, use data to effectively drive instruction, and be warm and strict regarding all academic and behavioral expectations.

We will invest the resources necessary so that our teachers have the tools they need to realize our vision of placing every student on a path to college. Our teachers will be supported through frequent professional development and outside programs and courses of their choice. Teachers will also have planning and collaboration periods scheduled every day. By creating a culture that demonstrates that 'only the best teachers work here' and continually providing opportunities to demonstrate leadership, observe best practices, and participate in specific customized training sessions, teachers will realize that they are valued.

### **3. Strong school culture spurs a strong learning environment.**

*"You have to build the culture first or you will never get to the academics." - Dr. Howard Fuller<sup>24</sup>*

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 will explicitly teach values like respect, citizenship, and hard work. The school culture will make it "cool" to do well and to help others. Reimagine Prep will implement clear, high expectations for student conduct and a strict discipline policy. Through clear rules and constant positive reinforcement, all Reimagine Prep students will learn to take responsibility for themselves, their school, and their community. Older students will be expected to provide leadership to their younger peers by modeling hard work and respectful behavior. We adhere to a "broken windows"<sup>25</sup> approach to school discipline and a "tipping point"<sup>26</sup> approach to school culture. Reimagine Prep will focus relentlessly on appropriate consequences for small issues to ensure that more significant negative behaviors are unlikely to occur.

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<sup>22</sup> What Matters Most: Teaching for America's Future." Report of the National Commission on Teaching & America's Future. 1996.

<sup>23</sup> Due to our high expectations, longer hours, and the quality teachers we intend to employ, all beginning teachers will earn a higher salary than that provided to beginning teachers in Jackson Public Schools. Lead teachers, on average, will earn more than 10% more than their district counterparts.

<sup>24</sup> Presentation by Dr. Howard Fuller at Building Excellent Schools.

<sup>25</sup> 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](http://www.cityofseattle.net/police/prevention/Tips/broken_window.htm).

<sup>26</sup> The thesis was popularized in "The 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 behaves differently in small ways, their behavior ripples outward until it reaches a critical mass or "tipping point" which can change the world.

Our staff will:

- Teach and model appropriate school behavior.
- Sweat the small stuff.
- Consistently enforce rules.
- Develop and reinforce strong character.
- Recognize the positives.

### **Teach and Model Appropriate School Behavior**

We believe that appropriate scholastic behavior is not innate, but learned. For our students, this learning must take place during student orientation before academic lessons begin. As part of orientation, students and families learn the behaviors, routines, rituals, and rules of Reimagine Prep. During orientation, students learn organizational skills, how to take notes, appropriate classroom behavior, voice tone and volume, and study skills. In addition, students learn social lessons such as walking 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.

### **Sweat the Small Stuff**

In accordance with the “broken windows” theory, Reimagine Prep 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, and no jewelry for boys. Teachers and students maintain orderly classrooms. All students are taught and held accountable for sitting up straight, making eye contact with other students and the teacher by “tracking”, responding appropriately, and articulating clearly in a “college voice”. We believe that by focusing intently on these “small” details, major infractions are less likely to occur.

### **Consistently Enforce the Rules**

At Reimagine Prep, 100% of discipline infractions are met with an appropriate consequence. The student Code of Conduct outlines specific behavioral infractions and assigns demerits to each infraction. Students who accumulate a specified number of demerits will earn detention. Part of staff members’ evaluations reflects the consistency with which they implement the rules and consequences outlined in the student Code of Conduct. Our philosophy on 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.

## **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.

Paul Tough's research on the correlation between character traits and long-term success has informed the way Reimagine Prep will teach character. In his research of KIPP alumni, he noticed that those who were most successful in high school and college were not those who excelled academically. Instead, they were individuals with exceptional character traits. Tough's research also found that while IQ is the best indicator of performance on standardized tests, self-control is the best indicator of report card grades. Based on his research, Paul Tough developed eight core values to instill in students a strong ethical character: zest, self-control, delayed gratification, grit, curiosity, social intelligence, gratitude, and optimism.<sup>27</sup>

Nashville Prep has adopted Tough's core values as an integral part of its school culture, and Reimagine Prep will adopt the same. We teach these core values within the framework of the academic curriculum, in advisory, in quarterly Community Circle meetings, and through explicit character development lessons. Reimagine Prep will also infuse these values into our school culture and celebrate character accomplishments in the same way we would celebrate academic success.

## **Recognize the Positives**

In addition to consistently noticing and redirecting undesirable behavior, staff is trained to recognize especially good behavior. Merits are issued for going above and beyond expectations, such as committing random acts of kindness, showing empathy, helping a teammate in need, making significant academic achievement, and 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 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.

## **E. Student Discipline Policy**

The Code of Conduct is the concise description of rules and associated consequences that govern student behavior at Reimagine Prep. All parents/guardians and students will read the Code of Conduct publicly at the Family Orientation event prior to the start of school. Signing the Family Contract indicates that each parent/guardian and student has read, understands, and agrees to abide by the Code of Conduct.<sup>28</sup>

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<sup>27</sup> Tough, Paul. "What if the Secret to Success Is Failure?." The New York Times. <http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all&r=1&> (accessed March 10, 2014).

<sup>28</sup> The systems and practices contained herein owe greatly to Democracy Preparatory Charter School (NY, NY) and Excel Academy (Boston, MA).



## Philosophy

Students are capable of making choices. Students can choose to follow the rules or they can choose to break the rules. At Reimagine Prep, 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 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.

The following beliefs inform our Code of Conduct:

- **Safety.** The Code of Conduct is designed first and foremost to ensure that Reimagine Prep students are physically and mentally safe at all times.
- **Respect.** Respect towards self, peers, and adults anchors our character development and helps build community within the school and beyond.
- **Self-discipline.** Students who are organized, focused and committed, behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.
- **Making a big deal out of “little” problems.** At Reimagine Prep, nothing is too small to address. There are no “little” problems; every seemingly small problem can quickly lead to more serious problems. 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 quick and consistent application of consequences.
- **Clear consequences.** The students of Reimagine Prep will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will always promptly communicate with parents about any disciplinary consequence.
- **Staying firm and positive.** 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.
- **Uninterrupted learning.** A major purpose of this Code of Conduct is to minimize distractions in the classroom so that students can commit 100% of their attention to academic learning.

Students are expected to abide by all policies and regulations that have been developed by Reimagine Prep to ensure the orderly operation of the educational program. When a student breaches these policies and regulations, fellow students and stakeholders have a shared responsibility in taking necessary action to correct the student's performance. Every reasonable effort will be made to transform a student's insufficient performance through alternative means before implementing more severe actions. It is expected that all Reimagine Prep students will exhibit their dedication to high ethical standards. Adherence to high ethical standards points to responsiveness and appreciation for the standards, as well as a readiness to take responsibility for his/her performance and education.

See **Attachment C** for Reimagine Prep’s Draft Discipline Policy/Code of Conduct.

## **F. Ongoing Stakeholder Involvement**

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.<sup>29</sup> Reimagine Prep will engage 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 will make every effort to ensure that parents are an active part of our community from day one. Parents will be engaged through immediate outreach upon enrollment of their child, and the school will hold annual family orientation meetings and multiple Family University Nights in the early fall. We will communicate proactively and frequently with families, inviting them into the life of the school and the success of their student. Parents will be taught how to be a successful Reimagine Prep parent and will be asked to sign the Reimagine Prep Family Contract to support their children and the educational mission of the school. These parental commitments include ensuring that their child is at school on time and 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 will be sought in multiple ways throughout the year, including through an annual family survey, the results of which will be included in our Annual Report. On Nashville Prep’s 2013 parent survey, 92% of parents identified as being satisfied with the overall program. We aim to replicate this level of satisfaction at Reimagine Prep.

Communication with the families is usually the single most effective way to modify negative behavior and reinforce good behavior. Therefore, teachers call families directly when student behavior warrants it. Teachers and staff members are expected to call the family if:

- They assign a student four 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 (e.g. disrespect to a fellow student, threats, and bullying).
- The student consistently doesn’t complete homework.
- 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. This type of communication is helpful in getting parents on board and showing students that you are fair and that you care.

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<sup>29</sup> Lareau, Annette (2000) *Home Advantage: Social Class and Parental Intervention in Elementary Education*. Rowman & Littlefield.





Reimagine Prep will send home daily PREP reports, which contain merits and demerits earned, current grades, and other notes as warranted. In addition, we will send home a monthly newsletter, which contains school news, upcoming events, and volunteer opportunities. Both are a critical component of our ongoing communication with stakeholders.

## Section II – Leadership

### A. Leadership Team Personnel

ReImagine Prep will be managed by RePublic Charter Schools, a newly-established charter management organization incorporated in Mississippi but serving students in Tennessee and Mississippi. The mission of RePublic Charter schools is to reimagine the public school experience for scholars in the South.

The Managing Partner of RePublic Charter Schools is Ravi Gupta. Mr. Gupta will manage Christina McDonald, the proposed Principal of ReImagine Prep and Kate Cooper, the Regional Operations Lead. Mr. Gupta will report to the RePublic Charter Schools Board of Directors. He will be responsible for long-term strategy and growth plans, public relations, fundraising, and community outreach.

Ravi Gupta is formerly the Founder and Executive Director of Nashville Prep and has a unique background in politics, international development, law, and international relations. In 2010, Mr. Gupta joined the Building Excellent Schools (BES) Fellowship, where he studied and learned from the best practices used by the highest-performing schools and school leaders in the nation. Mr. Gupta previously spent two years working for Barack Obama’s 2008 presidential campaign – joining then-Senator Obama’s exploratory committee and working through the primary and general elections. He ran fundraising, voter registration, and voter turnout operations in more than a half dozen states during the primary election and served as assistant to Chief Strategist David Axelrod during the general election. He later served as Special Assistant and Speechwriter to Susan Rice, U.S. Ambassador to the United Nations. In 2012, he was named to the Forbes 30 Under 30 List. Mr. Gupta received his J.D. from Yale Law School in 2009, where he was a Harry S. Truman Scholar, and his B.A. from Binghamton University in 2005.

The proposed Principal for ReImagine Prep is Christina McDonald, who is currently the Assistant Principal of Culture and Arts and 5<sup>th</sup> Grade Social Studies teacher at Nashville Prep. Before serving on the founding team of Nashville Prep, Ms. McDonald worked as the Executive Assistant to Dave Levin, the co-founder of the Knowledge is Power Program (KIPP), in New York City. Prior working for KIPP, Ms. McDonald taught in Metro Nashville Public Schools and received her B.A. in Music Education from Belmont University.

Ms. McDonald has a track record of exceptional academic performance in her classroom. In the 2011-2012 school year, 97.5% of her scholars scored proficient or advanced on the Social Studies Tennessee Comprehensive Assessment Program (TCAP), exceeding the average of Metro Nashville Public Schools by 16%, and nearly exceeding the scores of Williamson County, the highest performing county in Tennessee. Even more impressively, 66% of Nashville Prep scholars scored advanced on the Social Studies TCAP, exceeding the average of Metro Nashville Public Schools by 15%. In the 2012-2013 school year, 98.1% of her students scored proficient or advanced on the Social Studies TCAP, compared to a district wide average of 81%. Ms. McDonald’s Tennessee Value-Added Assessment System (TVAAS) score, which measures student growth, was a 5/5 in both her years at Nashville Prep. In 2012, the Nashville Scene honored Ms. McDonald with its “Nashvillian of the Year” award to celebrate her tremendous teaching.

We believe that it is necessary for a Principal to have school leadership experience in some capacity. Ms. McDonald has been an Assistant Principal, and in this role has managed teacher development, the arts program, and student culture.

Prior to opening Reimagine Prep, Ms. McDonald will participate in the Leadership for Emerging Networks of Schools (LENS) program through Building Excellent Schools (BES).<sup>30</sup> BES has a track record of success in training and supporting school leaders. LENS is a training program spread over one school year that is designed to prepare an individual to think, see, decide, manage, and execute as an effective instructional leader in an urban charter school.

The LENS program includes ten days of intensive training led by Jill Dunchick, BES Director of Leadership Development, and Sue Walsh, BES Chief Academic Officer, from July 7<sup>th</sup>-17<sup>th</sup> 2014 in Boston, MA. Additionally, Ms. McDonald will participate in professional development trainings to be held in November 2014 and March 2015 in Boston, MA. The BES staff will also provide leadership coaching on a regular basis via phone and email and a quarterly self-assessment. Ms. McDonald will also have a structured network of support with colleagues in the LENS cohort.

LENS provides robust content and training on developing a leader's mindset, lens, and voice, managing strong adult culture by equipping and inspiring adults to perform effectively, setting strong school culture including arrivals, transitions, thresholds, discipline, and classroom systems, and delivering effective instruction including curriculum, rigor, classroom routines and procedures, and assessment.

As part of Ms. McDonald's residency, she will travel across the country visiting high performing urban public schools. She will meet with school leaders and closely examine the best practices, systems, and structures that lead to strong student achievement with similar student populations. We will continue to take what we learn and strategically incorporate it into our school design. We will use methods that have proven successful and are supported by ample evidence of positive student achievement outcomes for urban children. From such hands-on work, and the development of a powerful network of educational colleagues, Ms. McDonald will be prepared to take on the responsibility of leading Reimagine Prep.

See **Attachment D** for the Principal job description and **Attachment E** for Ms. McDonald's resume and proof of citizenship.

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<sup>30</sup> "LENS." Building Excellent Schools. <http://buildingexcellentschools.org/excellent-schools-network/lens/> (accessed February 28, 2014).

## Leadership Team

The figure below summarizes leadership team qualifications and credentials.

**Figure 1.3 – Leadership Team Qualifications**

Position	Qualifications
<b>Principal</b>	<ul style="list-style-type: none"> <li>• Strong commitment to the mission and vision of Reimagine Prep Charter School</li> <li>• Passion for education, mentorship, and youth awareness</li> <li>• Motivational and energetic leader who is committed to excellence</li> <li>• Solutions-oriented strategic thinker who has overcome complex organizational challenges</li> <li>• Unwavering in pursuit of excellence even in the face of difficult opposition and challenges</li> <li>• Results-driven educational leader with a commitment to standards based curriculum and the use of data and assessments to drive instructional decisions</li> <li>• Fundraising experience with a history of cultivating and securing financial support from individuals, foundations, and corporations</li> <li>• Experienced public speaker</li> <li>• Well-developed technical and persuasive writer</li> <li>• Previous management experience</li> <li>• Personal and professional integrity</li> <li>• Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes</li> </ul>
<b>Director of Operations</b>	<ul style="list-style-type: none"> <li>• Commitment to Reimagine Prep’s mission and organizational success</li> <li>• 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</li> <li>• Advanced degree and two years of experience in operations and/or finance is preferred</li> <li>• Experience in an educational setting preferred</li> <li>• Ambition and desire to grow as a leader</li> <li>• Excellent technical and persuasive writer</li> <li>• Entrepreneurial spirit</li> <li>• Personal and professional integrity</li> </ul>

	<ul style="list-style-type: none"> <li>• Technological proficiency in Microsoft Office and other financial management and HR software</li> </ul>
<b>Director of Student Supports</b>	<ul style="list-style-type: none"> <li>• Certified as a Special Education teacher</li> <li>• Strong commitment to the mission and vision of Reimagine Prep</li> <li>• Experienced in education, strategic planning, and staff development</li> <li>• Motivational and energetic leader who is committed to excellence</li> <li>• Unwavering in pursuit of excellence even in the face of difficult opposition and challenges</li> <li>• Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages</li> <li>• Proven ability to work collaboratively with a diverse team of teachers</li> <li>• Analytical problem-solver and solutions-oriented thinker who has overcome difficult organizational challenges</li> <li>• Entrepreneurial spirit</li> <li>• Professional demeanor, strong work ethic, and detail-driven work style with excellent organizational skills</li> <li>• Ability to prioritize, multi-task, delegate, and lead by example</li> <li>• Three to five years of urban teaching, with at least two years of special education teaching experience and educational leadership experience is preferred</li> <li>• Masters level or advanced degree preferred</li> <li>• Highly Qualified as defined by No Child Left Behind</li> </ul>
<b>Dean of Students</b>	<ul style="list-style-type: none"> <li>• Strong commitment to the mission and vision of Reimagine Prep</li> <li>• Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success</li> <li>• Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages</li> <li>• Demonstrated ability to work well in a team, especially with parents and community members</li> <li>• Analytical problem solver</li> <li>• Basic understanding of data analysis</li> <li>• Minimum three years of urban teaching preferred</li> </ul>

	<ul style="list-style-type: none"> <li>• Certification in the subject area to be taught preferred</li> <li>• Professional demeanor</li> <li>• Highly Qualified as defined by No Child Left Behind</li> </ul>
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Kate Cooper, the RePublic Charter Schools Mississippi Regional Operations Lead, will hire and train the Director of Operations. She will start the search process in September 2014 and hire a Director of Operations by March 2015.

See **Attachment F** for additional leadership team job descriptions.

## **B. Leadership Team Coaching and Evaluation**

Mr. Gupta will evaluate the Principal using the School Leader Evaluation Rubric developed at Nashville Prep. This rubric covers a deep and wide array of skills and qualities necessary for operating an excellent urban public school. In addition to the annual review, Mr. Gupta will evaluate the Principal quarterly using the rubric as a guide. This quarterly review will inform Mr. Gupta's professional development plan for the Principal.

The Reimagine Prep School Leader Evaluation Rubric, which will be based on the rubric used at Nashville Prep, includes the following criteria: instructional leadership, people management, resource management, community leadership, problem-solving, and core values.

The instructional leadership section of the School Leader Rubric uses student data to inform scores. Thus, student achievement is a driving force in the Principal's evaluation. The Principal is evaluated on their ability to maintain a school wide focus on high standards of student achievement, knowledge of effective teaching including curriculum standards, curriculum design and learning theory, data driven instruction, strong learning culture, use of teacher feedback to increase student achievement, and professional development.

In the event of unsatisfactory performance, Mr. Gupta will work together to craft a performance improvement plan, focusing on areas of improvement during an abbreviated time period. In the event of deep or sustained unsatisfactory performance, Mr. Gupta will remove and replace the Principal.

The Principal of Reimagine Prep will evaluate all other employees of the school using evaluation tools developed at Nashville Prep. Mr. Gupta will also coach and evaluate members of the leadership team in collaboration with Ms. McDonald.

## Section III – School Structure and Operations

### A. School Personnel Structure

#### In House and Outsourced Positions

The figure below lists in-house positions and outsourced functions for ReImagine Prep in its opening year.

**Figure 1.4 – School Personnel Structure**

In-House Positions
<ul style="list-style-type: none"><li>• Principal (1)</li><li>• Director of Operations (1)</li><li>• Director of Student Supports (1)</li><li>• Teachers (6)</li></ul>
Outsourced Functions
<ul style="list-style-type: none"><li>• Bus transportation</li><li>• Speech and language pathologists</li><li>• Custodial services</li><li>• IT services</li></ul>

We have not yet negotiated final contracts for any of these outsourced functions; however, we are confident that given our connections in the Jackson community and our experience with vendors in Nashville, we will be able to hire vendors to fulfill these functions. RePublic Charter Schools will play an integral role in helping to secure contracts and vendors, and will also provide back office financial support. RePublic Charter Schools will also provide a significant amount of operational back office support with regards to facilities, fundraising, and development.

See **Attachment G** for ReImagine Prep’s Organizational Chart and **Attachment H** for the Staff Roster.

## Salary and Benefits

The figure below lists Reimagine Prep’s teacher salaries as a function of years of experience and degree. It also compares Reimagine Prep teacher salaries to Jackson Public School teacher salaries.

**Figure 1.5 – Reimagine Prep Salary Schedule**

Years	JPS		2015 Reimagine Prep Salary			
Exp	BA	MA	Teacher	% Over JPS	Master Teacher	% Over JPS
0	\$32,372	\$34,606	\$35,471.15	2.50%	N/A	N/A
1	\$32,963	\$35,361	\$37,151.15	5.06%	N/A	N/A
2	\$33,556	\$36,116	\$41,533.40	15.00%	N/A	N/A
3	\$34,148	\$36,871	\$43,461.69	17.88%	\$54,234.55	47.09%
4	\$34,730	\$37,627	\$45,461.65	20.82%	\$55,843.09	48.41%
5	\$35,332	\$38,381	\$47,531.96	23.84%	\$56,616.77	47.51%
6	\$35,924	\$39,136	\$48,455.13	23.81%	\$57,433.24	46.75%
7	\$36,516	\$39,891	\$49,042.64	22.94%	\$58,290.22	46.12%
8	\$37,109	\$40,647	\$49,669.02	22.20%	\$59,188.58	45.62%
9	\$38,293	\$41,202	\$50,087.97	21.57%	\$59,835.71	45.23%
10	\$37,701	\$42,157	\$51,029.19	21.05%	\$61,101.65	44.94%
11	\$38,293	\$42,912	\$51,762.64	20.63%	\$62,116.07	44.75%
12	\$39,478	\$43,666	\$52,530.78	20.30%	\$63,167.87	44.66%
13	\$40,070	\$44,422	\$53,334.98	20.06%	\$64,261.39	44.66%
14	\$40,663	\$45,177	\$54,171.80	19.91%	\$65,392.37	44.75%

The master teacher salary schedule, outlined in the above table, allows Reimagine Prep teachers who excel and are dedicated to longevity in the classroom to be paid comparably to the school leadership team.

Leadership team member salaries will be higher than teacher salaries and are outlined in **Attachment Y**. Leadership team member salaries will increase by 2.5% each year to account for cost of living increase.





Reimagine Prep will offer comprehensive health benefits to our employees and their families. All full-time employees will be eligible to enroll in health benefits. Employees will pay 25% of the total costs and Reimagine Prep will pay 75%. Spouses and children of Reimagine Prep's employees will also be eligible for comprehensive health benefits. Reimagine Prep will partner with a health insurance company such as Blue Cross Blue Shield or Cigna to provide health plans and benefits for our staff members.

## **B. Student Recruitment and Enrollment**

### **Enrollment Policy and Projections**

Reimagine Prep's enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Every aspect of Reimagine Prep's enrollment and recruitment practices will comply with Jackson Public Schools, Mississippi State, and federal standards.

### **Recruitment Strategies**

Reimagine Prep will recruit eligible students from neighborhoods throughout Jackson; however, we will concentrate our recruitment on neighborhoods in South Jackson. We will primarily target students zoned to attend Cardoza, Siwell Road, Whitten, and Peebles Middle Schools. Elementary Schools we will target include Lee, Sykes, Baker, Key, Marshall, Oak Forest, Lester, Wilkins, Woodville Heights, Timberlawn, and Bates. Please see Section I, Part C for justification of this choice.

Reimagine Prep will actively recruit students in poverty, academically low achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure. We will do this by launching a grassroots student recruitment campaign that aggressively seeks students in need. Our recruitment plan includes door-to-door canvassing and events at local community centers and churches. To engage with families from linguistically diverse backgrounds, we will translate promotional items into other languages, primarily Spanish.

While we have found support for Reimagine Prep among parents in the community, we will need to specifically reach parents of current 3<sup>rd</sup> grade students. Should we be chartered, we intend to acquire a mailing list of current 3<sup>rd</sup> grade students from Jackson Public schools and send direct mail to those families. We also plan to speak at local elementary schools.

Kate Cooper, the Regional Operations Lead, will be responsible for student recruitment. Ms. Cooper led student recruitment efforts the summer before Nashville Prep opened. Ms. Cooper will hire student recruitment staff members and interns with strong ties with youth and families in the local community. She will also employ students from Jackson State University to recruit for Reimagine Prep.

This fall, we will collect Intent to Enroll forms before we open the enrollment application on January 3<sup>rd</sup>, 2015. We will continue to collect enrollment forms until the application deadline on March 25<sup>th</sup>, 2015.

Reimagine Prep’s student recruitment strategy and timeline is based off of the success of Nashville Prep’s student recruitment in years past.<sup>31</sup> The figure below outlines our timeline for student recruitment efforts.

**Figure 1.6 – Student Recruitment Timeline**

What	When
Design informational brochure/packet	By September 20 <sup>th</sup>
Post flyers and leaflets in communities	September 2014 - March 2015
Website goes live with downloadable brochures and posters	By October 31 <sup>st</sup>
Knock 500 doors	By September 1 <sup>st</sup>
Knock 1500 doors	By October 31 <sup>st</sup>
Knock 2500 doors	By December 15 <sup>th</sup>
Knock 3500 doors	By January 15 <sup>th</sup>
Knock 4500 doors	By February 15 <sup>th</sup>
Knock 6000 doors	By March 24 <sup>th</sup>
Release introductory press release in English and Spanish (upon charter acceptance)	By December 15 <sup>th</sup>
Identify 5 community partners	By October 21 <sup>st</sup>
Identify 10 community partners	By November 30 <sup>th</sup>
Identify 15 community partners	By January 15 <sup>th</sup>
Design intent to enroll form	By September 20 <sup>th</sup>
Translate intent to enroll form into Spanish	By September 25 <sup>th</sup>
Collect 50 intent to enroll forms	By October 15 <sup>th</sup>
Collect 100 intent to enroll forms	By November 1 <sup>st</sup>
Collect 150 intent to enroll forms	By December 1 <sup>st</sup>
Collect 200 intent to enroll forms	By January 1 <sup>st</sup>
Design student enrollment form	By November 1 <sup>st</sup>
Translate student enrollment form into Spanish	By November 7 <sup>th</sup>
Make enrollment form available (web	By January 3 <sup>rd</sup>

<sup>31</sup> Videos from Nashville Prep’s community canvas events can be found at <http://www.youtube.com/watch?v=EHpPGxZMCEY> and <http://www.youtube.com/watch?v=EHpPGxZMCEY>

What	When
and hard copy)	
Reach out to 30 community members to create a schedule of information sessions	By October 15 <sup>th</sup>
Host 15 information sessions	September 2014-March 2015
Collect 50 enrollment forms	By February 1st
Collect 100 enrollment forms	By February 20 <sup>th</sup>
Collect 150 enrollment forms	By March 10th
Collect 225 enrollment forms	By March 25 <sup>th</sup>
Final day for enrollment form submission	March 25 <sup>th</sup>
Conduct admissions lottery	April 1 <sup>st</sup>
Notify families of status	April 5 <sup>th</sup>
Confirm acceptances - home visits	June-August

See **Attachment I** for Reimagine Prep’s Enrollment Policy.

### **Lottery Procedures**

We anticipate that the number of applications received will exceed the number of seats available. Therefore, in accordance with Mississippi state law, we will hold a lottery that is “equitable, transparent, randomized, and impartial” to determine what students will attend.

See **Attachment J** for Reimagine Prep’s Lottery Policy.

### **Student Re-Enrollment**

Our goal is for at least 95% of students who end the school year at Reimagine Prep to re-enroll the following fall.

After our first year of operation, we plan to recruit students in a similar way: door-to-door canvassing, information sessions in the community, and phone banking. However, we do anticipate that after our first year, we will have a significant number of families that are referred to us by current Reimagine Prep students.

The Director of Operations will be responsible for student recruitment once the school has opened. They will work with Ms. McDonald, Reimagine Prep staff members, and our already established community members to schedule information sessions, phone banking events, canvassing events, and open houses.

The milestones and timeline for enrollment will be the same once the school has opened.

## Attendance Policy

In order to accomplish our academic goals, consistent daily student attendance is paramount. Reimagine Prep's goal is to average 95% or higher daily student attendance in each school year. We will ensure high attendance by outlining and enforcing the attendance policy to parents in the student handbook.

Parents are expected to ensure that their child is in school except if they are seriously ill. Excessive absences will be considered a violation of the School-Student-Family Accountability contract. We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of 2:00 PM dismissal on Friday, as well as half-days and vacations, to schedule appointments and travel.

All student absences, including illness, suspension, appointments, vacations, excessive incomplete days, etc. count as absences. Reimagine Prep does not distinguish between excused and unexcused absences. If a student exceeds 15 absences in a school year, Reimagine Prep reserves the right to retain the student. Exceptions are made for court-mandated appearances with proper documentation and religious observances. Additionally, students are afforded rights under Section 504 of the Rehabilitation Act (Section 504), the Americans with Disability Act (ADA), and the Individuals with Disabilities Act (IDEA) should their absences be related to a disabling condition. Other rare exceptions may apply.

Reimagine Prep will enforce the following attendance policy:

- At five student absences, Reimagine Prep will contact the family in writing.
- At ten students absences, Reimagine Prep will require a meeting with the student's family and advisory, during which an Attendance Pledge will be created aimed at ensuring attendance patterns improve.
- At twelve student absences, Reimagine Prep's administration will require a family meeting to discuss violation of the Attendance Pledge.
- The school reserves the right to retain any student who exceeds 15 absences.
- Students who are absent for any reason will lose 15 PREP Points on their weekly PREP Report.
- In cases of truancy, Reimagine Prep may report the student and/or family to certain state agencies or file an official complaint with the court.

Reimagine Prep's attendance policy is based on Nashville Prep's attendance policy. Nashville Prep has an exceptional track record of high attendance rates. During the 2012-2013 school year, Nashville Prep averaged 98% daily attendance, compared to a district average of 95%.<sup>32</sup>

The Director of Operations will be responsible for collecting and monitoring attendance data. He/she will keep accurate attendance records, report attendance data as necessary, and communicate with families about the number of missed days.

In order to meet our attendance goals, we will strongly message to parents in information sessions and open houses what our attendance policy is and why it is so important to our academic program. We will clearly outline the consequences for absences and incomplete days. In the event that attendance targets

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<sup>32</sup> "A Parent's Guide to the Nashville Prep Report Card" <http://nashvilleprep.org/blog/2013/11/13/a-parents-guide-to-the-nashville-prep-report-card> (accessed February 28, 2014).



are not met, we will analyze our attendance data, determine why we did not meet our goals, and create a plan accordingly.

## **C. Operations**

### **Transportation**

To ensure that as many eligible and interested students as possible have access to Reimagine Prep, we will offer free bus transportation to students throughout Jackson based on a set radius from the school along with other factors such as proximity to public transportation. We firmly believe that providing free bus transportation increases accessibility for families and allows students from all socioeconomic backgrounds, regardless of means, to attend our school.

Reimagine Prep's transportation plan will mimic Nashville Prep's transportation plan. In Nashville, we have contracted with Gray Line, a third party vendor, to provide bus transportation. We pay Gray Line a base rate per bus route plus a rate per mile. Gray Line is responsible for state and district compliance, hiring and training drivers, and acquiring and maintaining buses.

We ensure that our buses are safe and reliable by working with Gray Line each summer to develop safe, efficient, and convenient bus routes. We ride the routes multiple times during the development phase to ensure that all stops are suitable for students waiting in the morning. During the school year, we hold our bus company to high expectations and ensure that bus routes are timely and consistent. Furthermore, we have staff members ride the bus each day to help ensure that students comply with the Code of Conduct while on the bus.

In securing a vendor in Jackson, the Board of Directors will solicit competitive bids for the contract with local companies. Other parameters such as types of vehicles and qualifications of drivers will be confirmed with the contracting transportation company and will be submitted for inspection and approval prior to implementation. Special transportation will be provided when necessary for students with disabilities. As per federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

In our first year of operation, we anticipate having two buses that transport about 80% of our student population. Families will also have the option of dropping off and picking up students each day.

See **Attachment K** for Nashville Prep's contract with Gray Line, which Reimagine Prep's transportation contract will be based on.

### **Food Service**

Reimagine Prep will offer students breakfast, lunch, and snack each day. Snack will be provided to all students free of charge and students will have the option to purchase breakfast and lunch.

At Nashville Prep, food is prepared off-site and delivered to school each day. Nashville Prep has partnered with Bateman Senior Meals to provide breakfast, lunch, and snack for our students. It is likely that our facility in Jackson will not have a kitchen equipped to prepare meals for our entire student body, and thus, we will have food delivered daily. Like at Nashville Prep, we will have coolers and warmers

on site to ensure that food is served at the proper temperature. Additionally, our Operations staff will be trained in food safety preparation. We intend to work closely with Bateman Senior Meals to secure a food vendor in Jackson.

Reimagine Prep will participate in the National School Lunch program and National School Breakfast program. We have not yet begun the process of securing participation, but given we currently participate in Nashville, we are confident that we have the knowledge and skill set to do so once chartered.

Based on historical data at Nashville Prep, we estimate that about 75% of students will opt-in to breakfast and lunch services.

## Insurance

Reimagine Prep will purchase insurance prior to the start of the first day of school. We will purchase policies comparable to Nashville Prep's current insurance and use the same insurance vendor, Martin and Zerfoss. Our agent at Martin and Zerfoss is also licensed to insure in Mississippi. The figure below lists the insurance policies we plan to purchase.

**Figure 1.7 – Insurance Policies**

General Liability Insurance	
Limits of Liability	Description
\$1,000,000	Per Occurrence
\$2,000,000	Annual Aggregate, Other Than Products
\$2,000,000	Annual Aggregate, Products and Completed Operations
\$1,000,000	Personal and Advertising Injury Aggregate
\$500,000	Fire Damage Liability
\$10,000	Medical Expense Each Claim
\$1,000,000	Sexual Misconduct or Molestation Per Occurrence
\$2,000,000	Sexual Misconduct or Molestation Annual Aggregate Limit
\$1,000,000	Employee Benefit Liability Per Occurrence
\$3,000,000	Employee Benefit Liability Annual Aggregate Limit
\$1,000	Deductible Per Occurrence

Directors and Officers Liability	
Limits of Liability	Description
\$5,000,000	Directors' and Officers Per Occurrence

\$5,000,000	Directors' and Officers Annual Aggregate
\$5,000,000	Educator's Error's and Omission's Liability Per Occurrence
\$5,000,000	Educator's Error's and Omission's Liability Annual Aggregate
\$1,000,000	EPLI Per Occurrence
\$1,000,000	EPLI Annual Aggregate Limit
\$5,000	Deductible

Workers' Compensation	
Limits of Liability	Description
\$500,000	Employers Liability: Each Accident
\$500,000	Employers Liability: Disease—Policy Limit
\$500,000	Employers Liability: Disease—Each Employee

Commercial Umbrella	
Limits	Description
\$4,000,000	Per Occurrence
\$4,000,000	Annual Aggregate Limit
\$0	Retained Limit

Reimagine Prep will also purchase building contents insurance once we have finalized our facility and the contents within it.

#### D. Facility

Nashville Prep co-located with Tennessee State University on its downtown Avon Williams campus for its first two years and now rents space from Metro Nashville Public Schools. During the summer of 2013, Kate Cooper, the Regional Operations Lead, supervised and coordinated a \$400,000 construction project on our facility. She will coordinate similar efforts on our Jackson facility as-needed.

Ravi Gupta, the Managing Partner of RePublic Charter Schools, has been actively looking for facility options in Jackson. In all likelihood, we will partner with Bishop Ronnie Crudup to use the New Horizon Christian Academy building located at 3565 Wheatley Street in South Jackson. This building is advantageous for us because it is located in the neighborhood we intend to serve, which is convenient for our students and families.

There are fifteen classrooms, a gym, cafeteria, library, kitchen, and an office on site. Fifteen classrooms



would accommodate our instructional needs for at least the first three years, and depending on class sizes and other needs, possibly the fourth year as well. The gym, cafeteria, and library would afford us additional space for athletics, school wide assemblies, and extracurricular activities. The site also has extensive outdoor space, which would allow us to expand if necessary, and also give our students space for sports, recess, and other extracurricular activities.

We are engaging an architecture firm to create precise floor plans indicating square footage and other key details. Therefore, we have not included **Attachment M**.

In the unlikely event that we are unable to secure this facility, we will leverage our community partners to explore other options. We have had conversations with organizations in Midtown and the medical center in South Jackson about other possible facilities. In addition, we will consider working with the Charter School Development Corporation, a non-profit that specializes in facility and financing needs for charter schools, to either renovate an existing building in Jackson, or to buy land in order to build a new facility. From our experience in Nashville, we have experience maximizing physical space for instructional efficacy, and we are confident in our ability to find a suitable facility.

## **E. Start Up Plan**

See **Attachment N** for our Startup Plan.



## Section IV – Education Program

### A. Standards and Curriculum

Reimagine Prep’s standards and curriculum will be built in collaboration with RePublic Charter Schools, including Nashville Prep and Liberty Collegiate Academy. Its academic program rests upon a rigorous, explicitly college preparatory curriculum focused on English language arts, mathematics, science, social studies/history, and computer science. The curriculum is designed to dramatically accelerate the learning of our students. As a result, the schedule and programmatic structure are designed to promote maximum success in these courses. All courses align with Mississippi curriculum standards and the Common Core as is required by Mississippi Code § 37-28-15. Members of the Reimagine Prep community will do whatever it takes to ensure that upon graduation, all of our students, regardless of their level of proficiency upon entry, are academically prepared to enter the most competitive high schools and four-year colleges and universities.

All students at Reimagine Prep will learn to code. Computer science will be part of the required core curriculum. According to the organization Code.org, computer programming jobs are growing at twice the national average. By the year 2020 there will be 1.4 million computing jobs but only 400,000 students to fill them. Only 0.7% of all high school students enrolled in AP courses in 2012 were enrolled in AP computer science. Of that group, only 15% were women and 8% were African American or Latino.<sup>33</sup> Of the 30,000 students who took the AP computer science exam in 2013, less than 20% were female, 3% were African American, and 8% were Latino. Moreover, not a single female, African American, or Latino student took the exam in Mississippi.<sup>34</sup> For this reason, Reimagine Prep will teach all students to code, thereby learning to create (rather than consume) tools and information.

### Curriculum Development and Alignment Process

Reimagine Prep will use a dual approach to develop our college-preparatory curriculum: 1) research-proven curricula suitable for students with varying learning needs that is aligned with the Mississippi State Standards and the Common Core (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed Common Core Standards, have strong internal assessments, come with rigorous professional development, and are culturally relevant); and 2) when research-proven curricula do not fully or adequately align to Mississippi or Common Core Standards or fully prepare students for success in college, we will supplement these curricula with internally developed curricula.

Reimagine Prep’s curriculum 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)

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<sup>33</sup> "What's wrong with this picture?" Code.org. <http://code.org/stats> (accessed February 9, 2014).

<sup>34</sup> "No Girls, Blacks, or Hispanics Take AP Computer Science Exam in Some States." Education Week. [http://blogs.edweek.org/edweek/curriculum/2014/01/girls\\_african\\_americans\\_and\\_hi.html?cmp=SOC-SHR-TW](http://blogs.edweek.org/edweek/curriculum/2014/01/girls_african_americans_and_hi.html?cmp=SOC-SHR-TW) (accessed February 11, 2014).

3. How do I make sure that students have really learned the concepts I wanted them to know?  
(Assessment)

The curriculum development process is designed to ensure that teachers have a deep understanding of the answers to these 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 Principal and Director of Student Supports oversee the curriculum development process, beginning with professional development training for teachers during the 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 Principal performs a detailed item analysis of all Mississippi and Common Core standardized assessments that our students will take. The Principal 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.

From these learning outcomes and goals, the Principal and teachers then develop the End-of-Year Comprehensive Assessments. Under the guidance of the Principal, teachers map backwards from the Common Core Standards and End-of-Year Assessment to create lesson plans and quarterly interim assessments in each subject. This process of careful analysis of assessments 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, quarterly, and annual basis.

In the process of creating lesson plans, teachers will develop curriculum that is culturally relevant for students, regardless whether it is internally or externally created. This will ensure courses meet the needs of culturally and linguistically diverse students.

Through this process Reimagine Prep relies on a predominantly internally created curriculum; however, we also rely on research-based curricula to guide and supplement its development. Both Nashville Prep and Liberty Collegiate Academy utilize this approach and have demonstrated excellent results. In 2013, Nashville Prep and Liberty Collegiate were ranked the two highest performing charter schools in the state of Tennessee according to Stanford University.<sup>35</sup> That same year, Nashville Prep's 5th grade scholars had the highest growth in 5th grade reading, science, and social studies of all public schools in the state of Tennessee and Liberty Collegiate Academy's scholars had the highest composite growth of all middle schools in Nashville – outperforming the city and state average in every grade and subject served.<sup>36</sup> As a result, both schools were named Reward Schools by the Tennessee Department of Education in recognition of their exceptional student growth.<sup>37</sup>

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.

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<sup>35</sup> "Results." Nashville Prep. <http://nashvilleprep.org/results/> (accessed March 12, 2014).

<sup>36</sup> "2013 Report Card." Tennessee Department of Education. <http://www.tn.gov/education/reportcard/index.shtml> (accessed February 11, 2014).

<sup>37</sup> "2013 Reward Schools." Tennessee Department of Education. [http://tn.gov/education/accountability/reward\\_2013.shtml](http://tn.gov/education/accountability/reward_2013.shtml) (accessed February 11, 2014).

## Core Curriculum Overview

All courses at Reimagine Prep will align with Mississippi and Common Core Standards. Reading and writing courses will align with the Common Core State Standards for English Language Arts.<sup>38</sup> Math courses will align with the Common Core State Standards for Mathematics.<sup>39</sup> Science and social studies courses will align with a combination of Mississippi State Standards and Common Core Standards for Literacy in History/s, Science, & Technical Subjects.<sup>40,41</sup> Our scope and sequence is aligned accordingly to these standards.

Moreover, our curriculum model is separated into two academies: Foundation Academy and Gateway Academy. The figure below outlines the school and grade levels associated with each academy.

**Figure 1.8 – Academy Model**

Academy	School	Grade Levels
Foundation Academy	Middle School	5, 6
Gateway Academy	Middle School	7, 8

### Foundation Academy

Foundation Academy includes 5th and 6th grades and focuses on building a solid foundation of literacy and mathematics skill and content knowledge. Students who enter Foundation Academy will be caught up to grade level within two years in all core subjects. Most classes will be based on a traditional classroom-based learning environment with 30 or fewer students per class. We have a track record of success in this area at Nashville Prep and Liberty Collegiate Academy.

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. Because of this, Reimagine Prep designed Foundation Academy around a rigorous literacy and mathematics curriculum.

<sup>38</sup> "Common Core Standards for English Language Arts." [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf) (accessed February 28, 2014).

<sup>39</sup> "Common Core Standards for Mathematics." CCSI. [http://www.corestandards.org/assets/CCSSI\\_Math%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf) (accessed February 28, 2014).

<sup>40</sup> "Social Studies." Mississippi Curriculum Standards. <http://www.mde.k12.ms.us/curriculum-and-instruction/social-studies> (accessed February 28, 2014).

<sup>41</sup> "Science." Mississippi Curriculum Standards. <http://www.mde.k12.ms.us/curriculum-and-instruction/science/2010-mississippi-science-framework> (accessed February 28, 2014).

## **Gateway Academy**

Gateway Academy includes 7th and 8th grades and builds upon the high expectations established in Foundation Academy. We focus on building a solid foundation of literacy with students demonstrating fluency and comprehension on or above grade level and clear, organized, and detailed writing of five paragraph essays. This ensures that students are prepared for a demanding Literature and Composition 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.

Gateway Academy will challenge the scholars who are above grade level but also differentiate for new scholars and scholars with special needs who continue to struggle. We therefore need to create a student centered classroom environment where some students can work on algebra, most students can work on grade level aligned Common Core modules, and new and struggling students work on basic skills such as fractions and multiplication tables. While some classes will be based on a traditional classroom-based learning environment with approximately 30 students per class, others will take place in the Revolution Lab, or RevLab. This is a classroom model that pairs an experienced teacher with a rookie and combines classes with up to fifty students per class. The RevLab uses a blended "playlist" model using content from Khan Academy, BuzzMath, CodeHS, ST Math, and other modules. Most scholars work on their laptops on the self-paced modules while the two teachers hold small group tutoring in the perimeter of the classroom based on mastery of individual objectives. Nashville Prep's current 7th grade has fully implemented the RevLab model, and students have one hour of instruction daily in the RevLab.

## **English Language Arts**

In Foundation Academy, the reading curriculum begins in the 5th grade with a concentration on fluency, comprehension, and if necessary, phonics. It also introduces 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.

The writing curriculum begins in the 5th 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.

Gateway Academy includes an environment where scholars are given extensive time and support through the writing drafting process. This will include both a high level of student ownership and a high level of teacher support. We will still utilize grammar instruction and the use of mentor texts in traditional classroom environments. However, most students in Gateway Academy need challenges beyond that traditional approach. These students need time on a laptop drafting in response to prompts and receiving individualized coaching in a workshop model. They then need to be given opportunities to incorporate that feedback as well as give feedback to their peers. We will use powerful tools like Canvas to facilitate this process.<sup>42</sup> This model will require a classroom structure much like the RevLab so teachers can form small groups to coach students. This too has already been implemented for Nashville

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<sup>42</sup> "Canvas." Instructure. <http://www.instructure.com/> (accessed February 28, 2014).

Prep's current 7th grade. By the end of the 8th grade, Reimagine Prep students will develop a personal style of writing, write varying types of essays and narratives, and critique and proofread writing samples.

## **Mathematics**

In both Foundation and Gateway Academies, 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, 5th 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 8th grade, all students will complete an Algebra I class, setting them up to begin high school in Algebra II or Geometry. 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.

## **Science and Social Studies**

In Foundation and Gateway Academies, the science and social studies curriculum is informed by the Mississippi Curriculum Standards and Common Core Standards.

As a result, students complete a course in science encompassing life, earth and space, and physical science. Students utilize standard safety practices, analyze data proficiently, communicate scientific ideas, and conduct scientific inquiry experiments. In social studies, students study United States history from the pre-Columbian era through Reconstruction, world history from the pre-Historic era to the Age of Enlightenment, and world geography and citizenship. In studying this content, students will be taught to read for information from complex informational texts in alignment with the Common Core Standards.

## **Computer Science**

Students will learn basic programming languages like Java, C++, and HTML using the CodeHS program to support delivery. We will also leverage our partnership with CodeHS to provide web-based tutoring from college students around the country. By the end of 8th grade, students will have completed the equivalent of the Freshman computer science curriculum at Stanford University.

## **B. Pedagogy**

*"Feedback from better data systems should drive continuous improvement in schools - providing teachers with new opportunities to collaborate, learn from each other, and take on leadership roles." – Education Secretary Arne Duncan*

Teachers at Reimagine Prep will implement multiple methods of instruction in order to convey skills and content knowledge for each course. Each of these methods is listed below.

### **Gradual Release of Responsibility for Learning (commonly referred to as “I do, we do, you do”)**

Perhaps the most powerful pedagogical strategy teachers will use is the consistent, clear modeling of both new behaviors and new academic skills. Teachers will accomplish this by utilizing the Gradual Release of Responsibility model, commonly referred to as the “I do, we do, you do” instructional process. In the “I do” stage, the teacher models the behavioral or academic skill by having students watch while he/she works through the new skill step-by-step. Teachers then allow the modeling to shift to the “We do” stage. Teachers might allow the students a chance to work through each step of similar problems, reinforcing the same skill. Teachers then slowly let students take more and more of a role in practicing the skill. Finally, when the teacher is confident that students can handle the task/skill on their own, the class moves to the “You do” stage. Teachers then support and check for understanding as students work independently to master the skill. The “I do, we do, you do” process will be used in each class throughout the day.

The key to the success of the “I do, we do, you do” technique is the teacher’s judgment on when to move from one step to the next. Teachers should only move to the “We do” stage (guided practice) when students have had ample teacher modeling, and in the most important piece of teacher judgment, students should only move to the “You do” portion (independent practice) when the teacher is confident that the students can successfully complete the task independently. This prevents students from being required to demonstrate independent thinking and learning before they have had enough practice and feedback to be successful.

### **Flexible Ability Grouping of Students to Differentiate Instruction**

We believe that flexible ability grouping is the most effective and strategic way to differentiate instruction for students at different academic levels, and as a result, all students will be placed into one of three flexible ability groups for math and reading based on the baseline data generated from diagnostic testing during the student orientation period.<sup>43</sup> Flexible ability grouping will be a mechanism designed to differentiate classroom instruction (i.e. pace at which a subject matter is taught, amount of review spent on one lesson versus another) for students of varying ability levels; however, all students, regardless of grouping, will be required to master the same curricular content and the same outcomes are expected for all students, and all students must pass the same end-of-year comprehensive examinations. Research has shown that when ability grouping is utilized in a flexible manner, with appropriate curricular adjustment, and with consistent expectations and assessments across groupings, significant achievement gains can be realized.<sup>44</sup>

As students develop skills and master content, they will be able to transfer to different ability level groupings throughout the year.<sup>45</sup> Our model of frequent assessments allows teachers to monitor student progress across ability groups and make appropriate curricular and grouping decisions based on concrete

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<sup>43</sup> This model is based upon best practices at Nashville Prep and Liberty Collegiate Academy.

<sup>44</sup> Tieso, Carol L. (2003). “Ability Grouping is not Just Tracking Anymore.” *Roeper Review* Vol. 26.

<sup>45</sup> Transfers between different groupings, if any, will be made at the end of each quarter based on data generated from the end of quarter comprehensive exams.



data. This allows us to quickly identify students who initially test at low levels but who show rapid academic progress to transfer to the group that will maximize his/her continued academic growth. Conversely, it also allows us to quickly identify students who are struggling and need to transfer to another group to solidify their foundation of basic skills. The flexibility of class groups will minimize student distractions and low achievement due to boredom and/or lack of challenging material or understanding. Flexible ability grouping is *not* meant to be in lieu of or supersede any supports, accommodations or modifications Reimagine Prep will make or be required to make for its students with disabilities.

It is also important to emphasize that flexible ability grouping is not the same as “tracking” – an often-destructive system used in many public schools to label students and pre-determine their academic achievement. As used in traditional public schools, “tracked” students are placed into separate curricular programs, with different curriculum, different exams and different expected outcomes. Often times a student is given a label in middle school that he/she will carry through the remaining school years. Therefore, we will be very intentional about not disclosing grouping designations to students or any member of the faculty except for teachers and the administrators directly involved with or responsible for instruction. We will treat each group the same, with the same expectations of proper behavior and hard work inside and outside of the classroom.

### **Reading Across the Curriculum**

Literacy serves as the crux of our academic program. As a result, we will ensure that a focus on literacy permeates across the curriculum. Emphasizing reading across the curriculum: (1) provides additional time to develop reading comprehension skills and produce avid readers; and (2) develops readers who are able to easily access content regardless of the subject matter. This will ensure that students become familiar with a variety of texts (fiction, non-fiction, technical, newspaper and journal articles) and the way ideas are expressed in different genres. Students will develop reading comprehension skills through practical application rather than in isolation. This will have a lasting impact on their ability to learn both inside the classroom and in real world situations. Teachers will be provided with professional development on implementing reading across the curriculum during our comprehensive summer professional development, with reinforced professional development throughout the year.

### **Writing Across the Curriculum**

For Reimagine Prep students to excel in high school and college, they must be able to write with fluidity, clarity, and style. This can only be accomplished by giving students numerous opportunities to write. Reimagine Prep will provide students with such opportunities by emphasizing writing across the curriculum. The high expectations for writing will be the same whether students are in reading class or science class. Specifically, in science class, when completing a lab experiment, students will write a short paper and/or accompanying essay on the lab experiment explaining how they performed the experiment, the specific findings from the experiment and how the findings might or might not affect their everyday life. In social studies/history and math, students will keep a journal to write reactions in their own words to information received in class or from reading. In addition, in all classes, students will keep a vocabulary log of all the key content area terms. In all classes, teachers will require daily “exit tickets” to check for understanding on the day’s topic. An “exit ticket” is a short piece of writing done at the end of a lesson or at the end of a class period. Before class begins, students are told what their “exit

ticket” topic will be, and they are reminded of the topic throughout the class. When students leave class or finish a class lesson, they turn in their "exit ticket" responses to their teachers. Teachers will quickly read through the responses to formatively assess learning and to determine what information might need to be re-taught or revisited the next day or during the week. Emphasizing writing across the curriculum will give students the opportunity to become fluid in a variety of writing styles and will help to further develop student vocabulary in all subject areas. Teachers will be provided with professional development on implementing writing across the curriculum during summer professional development, with reinforced professional development throughout the year.

## **Format Matters**

Not only do we expect that students answer questions correctly, we expect that they answer well. At Reimagine Prep, students are required to ask and answer questions and address teachers and colleagues in complete sentences, using proper grammar, and with strong, articulate voices. In all Reimagine Prep classrooms, a student will be corrected on their format if an answer or question is given using incomplete sentences and/or improper grammar. How students communicate their knowledge is just as important as the knowledge itself. For example, if a teacher asks the class “Why does Maya Angelou entitle her memoir *I Know Why the Caged Bird Sings*?”, a student who answers “Because XYZ” will be redirected to answer the question using the correct format of a complete sentence – “Maya Angelou entitled her memoir *I Know Why the Caged Bird Sings* because XYZ...”. The focus on format helps students build habits and communication skills that are necessary for success in college and beyond. While some educators believe that such a focus on speech format has been viewed as unnecessary and interfering with a student’s learning, at Reimagine Prep we reject such sentiments. Language can be a great barrier to one’s success, even for native speakers of the English language. For a large number of low-income, minority students in particular, the inability to express themselves using proper grammar and complete sentences with strong, articulate voices has inhibited their success inside and outside of school. All children bring with them home and social language, whether or not it is English. However, all children must learn academic English for future success in education and work. In order to fulfill our mission we have to ensure that our students are fully prepared to communicate and properly express themselves to others regardless of the environment or audience.

## **Without Apology**

Knowledge and learning are not boring, or only useful for testing purposes, so a Reimagine Prep teacher will not apologize for teaching demanding material, either explicitly or implicitly. Reimagine Prep teachers will not assume that material is boring because of the demographics of their students or the subject-matter content, and will not “dumb down” material to make it more fun. Instead, a Reimagine Prep teacher knows that if material is taught with skill and enthusiasm, students will find lessons engaging and learn the skills and content they need to succeed in college. So, rather than ever saying “I know this Shakespeare sonnet is boring, but we need to cover it,” a Reimagine Prep teacher will introduce Shakespeare’s sonnets by reading an interesting line or two, or by introducing Shakespeare and his place in the canon, and describing the impact his writing has made on popular culture.

## **Additional Proven Instructional Techniques<sup>46</sup>**

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<sup>46</sup> Intentionally using these techniques as part of a school’s programming and culture was inspired by Doug Lemov, Managing Director of Uncommon Schools. Mr. Lemov is a leader among training Principals in school design, curriculum and assessment and use of student data and is the



We will also use a variety of techniques that reinforce student expectations. These techniques have been used by effective teachers in high-performing schools across the United States and can be categorized in two areas: behavioral and academic. The figure below lists examples of proven instructional techniques that will be employed by all members of the Reimagine Prep community.

**Figure 1.9 – Proven Instructional Techniques**

Technique	Type	Description
<b>100%</b>	Behavioral	Method in which a teacher demands everyone's full participation to complete a task or activity associated with learning and will not continue instruction until all students have complied.
<b>Sweat the Details</b>	Behavioral	Approach that encourages teachers to enforce 100% compliance of every expectation, including aspects that may seem minor.
<b>Do it Again</b>	Behavioral	Technique in which a teacher instructs students to complete a procedure or process that has been practiced and demands that students repeat the process if it is not done well or by all students.
<b>Warm/Strict</b>	Behavioral	Strategy that combines a caring tone with a 'no exceptions' standard of behavioral expectations. Often used by teachers to build culture and set the tone inside their classrooms.
<b>Stretch It</b>	Academic	Technique in which a teacher challenges and strengthens a student's understanding of a concept by asking them to explain how they arrived at an answer or asking them to answer a harder question that

author of *Teach Like a Champion*, a text which outlines these instructional techniques, and a text which has been highlighted in *The New York Times*, CNN, and other national news outlets immediately upon its release in 2010.

		builds off that same concept or standard.
<b>Ratio</b>	Academic	Method in which the teacher purposefully minimizes the time they spend talking to afford more opportunities for the class to lead.
<b>Right is Right</b>	Academic	Teaching standard in which the teacher refuses to accept partial answers or ‘close’ answers that may not be technically correct. Instead the teacher continues to engage the class, until the absolute correct answer is given.
<b>No Opt Out</b>	Academic	Process in which a student who answers incorrectly is not able to give up on the learning process. Instead the teacher will call on their fellow classmates to assist them and then will ask the same question or give a similar question for the student to answer correctly.
<b>Precise Praise</b>	Academic	Technique used by teachers to reward students with praise using <i>very</i> specific examples that are meaningful and genuine.

### Results of our Instructional Methods

As direct result of the instructional content and methodology we have chosen our students will have:

- More time on task
- Demanding curriculum
- Social competency
- Competitive test scores
- Exposure to a variety of cultural experiences
- Individualized attention
- Opportunity to thrive academically

- Preparation for admission into a top college or university

## C. School Schedule & Calendar

Reimagine Prep will have 187 school days. There will be 22 full days of professional development before the start of the school year and eight during the course of the year. Reimagine Prep will adopt a quarter and semester system, which we will use to diagnose and effectively respond to students' academic needs. Each quarter allows staff to effectively collect and analyze student achievement data, which they will then use to drive individual instructional practice and student supports. Progress reports will be distributed at the mid-point of each quarter and report cards will be issued at the end of each quarter. In order to address the needs of families and give full access to teachers, mandatory parent teacher conferences will take place at the end of each quarter, and parents of all incoming students are required to attend one of our three parent orientation sessions during the summer.

Reimagine Prep students arrive at 7:30 AM and go to their advisory where they are greeted by a teacher and a verbal math problem. Students then sit down to breakfast and turn in all homework from the previous day at 7:40 AM. At 7:45 AM, teachers lead a culture or team building activity. First period begins at 7:55 AM. All students in middle school will have two hours of reading and one hour of writing/social studies (encompassing the three-hour literacy block). Students will also have two hours of math. Each student will also attend one hour of science per day. At 11:50 AM, students go to recess or detention. In either case, students eat lunch. At 1:25 PM, students go to book club and then spend the remainder of the afternoon in class. At the end of the day, students will have an enrichment course (art, theatre, etc.). Students are dismissed from Reimagine Prep at 5:00 PM. Students attend school from 7:30am – 5:00pm on Monday, Tuesday, Wednesday, and Thursday and from 7:30am – 2:00pm on Friday. At a minimum, students attend school for 9.5 hours per day and 44.5 hours per week.

## D. Progress Monitoring and Assessment

Reimagine Prep embraces accountability, and sees accountability both as the engine that helps to drive student achievement and as the exchange for the autonomy that a charter allows. We implement a transparent assessment system that triangulates data, provides objective, longitudinal, and comparative measures of student achievement, and measures the fiscal soundness of the organization.

U.S. Secretary of Education Arne Duncan recently highlighted Nashville Prep's effective use of data in a speech. He said, "At Nashville Prep, school leaders and teachers analyze data about student achievement, attendance, and discipline every week—as a team—to spot trends and sync up about each student's needs."<sup>47</sup> Reimagine Prep's progress monitoring and assessment process will be based on Nashville Prep's.

*"Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their*

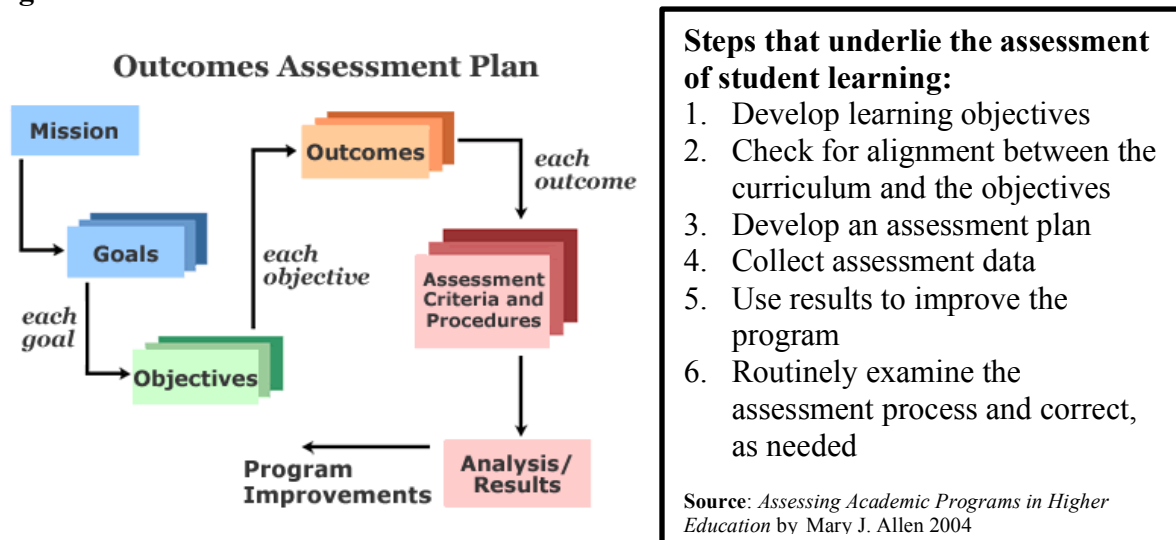
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<sup>47</sup> "Technology in Education: Privacy and Progress." U.S. Department of Education. <http://www.ed.gov/news/speeches/technology-education-privacy-and-progress> (accessed March 9, 2014).

knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”<sup>48</sup>

All assessment elements support our college preparatory mission for the students of Reimagine Prep, and all assessment measures are ambitious and achievable. The figure below outlines the approach and steps of our Outcomes Assessment Plan.

**Figure 1.10 – Outcomes Assessment Plan**



To accomplish our goals, under the direction of the Principal, we will measure academic progress extensively and precisely using a variety of ongoing assessment tools. We believe it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or standardized exam. In addition to nationally normed assessments, we will ensure that baseline, cumulative and comprehensive interim and end-of-year assessments developed by the school are frequent, relevant, and aligned with Common Core Standards. We view our frequent assessments as tools to help teachers strategically use data to inform instructional decisions to ensure student mastery. School-wide, frequent assessments allow us to ensure that all students have mastered the material in the curriculum. Our assessment system will provide real-time data that will inform reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students. Accommodations will be designed to ensure that all students, including students with disabilities and English language learners, are able to access the assessment.

To measure what our students know and are able to do, we will employ a robust assessment system that does not rely on any one measure or type of measure in isolation; instead, we will rely on three types of measures in concert. Each one of these measures will allow us to triangulate the data and to most effectively and accurately demonstrate student achievement results and strategically inform the ongoing improvement of our educational program. The data will specifically determine if students have mastered the curriculum, if extra supports are needed for individual students, if cohorts of students have

<sup>48</sup> *Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning* by Huba and Freed (2000).

progressed over time, if individual teachers have demonstrated effectiveness, and if we are accomplishing our overall mission. Our assessment system is aligned to Common Core assessment methods so as to ensure appropriate comparison with the academic performance of traditional public and other charter schools.

## Baseline Assessments

All Reimagine Prep students will complete a series of academic assessments when they first arrive at the school. Students will take reading assessments such as the Scholastic Reading Inventory (SRI) exam to gauge general reading level and vocabulary knowledge. They will also take a test of oral reading fluency and reading comprehension. Baseline data prior to students' entrance to Reimagine Prep will help determine the materials that need to be taught to incoming students and also will inform our placement decisions for the initial composition of flexible ability groupings in the core subjects of math and literacy. All students, incoming and returning, will take the end-of-the-year exams for all of their courses. Students' initial performance on these assessments will be used as a baseline against which we can compare year-end results, and through which we can measure longitudinal academic growth from year to year. These comparative results will be used to improve instruction for the following school year.

Baseline data will be collected in all three types of assessment measures: (1) absolute, (2) value-added outcome, and (3) internally developed assessments.

1. **Absolute Measures.** Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called criterion-referenced or standards-based because they measure against criteria rather than against other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. The Partnership for Assessment of Readiness for College and Careers (PARCC) is an example of such a test. Under NCLB it is our goal to make Adequate Yearly Progress (AYP) on the state tests in English language arts and mathematics for all sub-groups of students in the school as disaggregated by race, income, special education status, and English proficiency, and in all years.
2. **Value-Added Outcome Measures.** We anticipate that most of our students will enter Reimagine Prep not proficient in literacy or math. As a result, one of the most important indicators of our success in early grades will be the amount of value we add to our students' performance in each of these areas. Value added scores will measure both the progress of individual students over time as well as that of cohorts of the same students over time. Because this measure compares students to themselves, it controls for demographic factors that may influence performance. We will measure added value on a nationally normed test, which will allow us to compare our student performance to similar grade level cohorts across the nation. While rapid value-added improvement alone is not enough to ensure proficiency on the PARCC or other criterion referenced exams, it does demonstrate progress towards that goal.
3. **Internally Developed Measures.** In addition to the external standardized assessments that are an essential part of preparing our students to enter and succeed in college, we believe that other indicators and assessments are critical in preparing them to *succeed* in those schools, college and beyond.

- **Do Nows** at the start of each class allows the teacher to quickly assess student understanding of a specific topic.
- **Homework** will serve as a consistent barometer for student performance. Since homework will be a review of subject content already covered, it will allow teachers to know how each student is performing on each lesson and identify any necessary student interventions.
- **Reading Logs** will be collected each morning as part of a student's daily homework. These logs will allow teachers to have a quick check on the reading level and proficiency of the student over time.<sup>49</sup>
- **Weekly quizzes** will be given at the end of the week and will focus on the skills and content taught in class during that week. This will provide immediate data to help teachers assess how students are progressing toward the mastery of multiple concepts and allow teachers to make accurate and informed decisions about the additional supports that a student(s) might need.
- **Projects/Essays/Lab Reports** will be an integral part of the curriculum. Students will be required to 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. Quality of student performance on such as projects, essays, and lab reports will be evaluated using teacher-developed rubrics. Teachers will be encouraged to collaborate both with other teachers within their department and teachers in other departments to develop rubrics for assignments.
- **Interim Assessments** are cumulative exams that will be given at the midpoint of each quarter. These exams will provide detailed data on student mastery of content taught since the start of the school year. This data will be analyzed by leaders and teachers and will allow us to identify students who need additional supports or to determine content standards that need to be revisited. Interim assessments will mirror the testing environment and question style of state and national exams, allowing students to feel comfortable and confident when taking high stakes exams and effectively minimizing poor scoring due to student test anxiety and frustration.
- **End-of-Quarter Comprehensive Exams** are cumulative exams that primarily evaluate students' mastery of material taught since the start of the school year. Comprehensive exams will be given at the end of each quarter. They will account for 25% of a student's overall grade for each respective quarter.
- **End-of-Year Comprehensive Exams** are cumulative exams that evaluate students' mastery of content and performance standards for the entire course. These exams will be administered at the end of the second semester and account for 25% of a student's overall grade for the year.

Each of these internal assessments will be aligned with content and performance standards and will provide teachers with several opportunities to monitor students' progress toward mastering such content and performance standards.

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<sup>49</sup> Students will be required to read their independent reading books for at least 20 minutes at home each night as part of their homework. Students will check out a book from our library according to their ability level. Parents will be required to sign student reading logs each night. We are considering using a leveled book series to track students' understanding of their independent reading books and to assist in the selection of appropriate books for future reading.

## Use of Assessment Data

To ensure that we are able to use data effectively to diagnose educational strengths and needs of students and to inform instructional planning and professional development, we will adopt the data analysis process outlined in the text *Driven by Data*<sup>50</sup> by Paul Bambrick-Santoyo, Co-Founder and Managing Director of the North Star Network of Uncommon Schools and as used by North Star Academy in Newark, NJ.<sup>51</sup> After each assessment is given, data will be generated and made available to teachers. This data will include the standards that each test item assessed, the percentage of the class with correct or incorrect responses, each individual's responses, and newly taught versus reviewed standards. Teachers will use this data to complete a comprehensive item analysis of the test results. Based on the results of the analysis, teachers will be able to determine which content standards need to be re-taught in whole group instruction, the students who require small group instruction to reinforce concepts, the students who need additional individual support or tutorial, and the content standards that have been mastered and only require integration or spiraling into the existing curriculum or homework. The data will also help us to develop and modify our curriculum, instructional methods, and professional development programming.

The Principal will be responsible for tracking and monitoring assessment data. Teachers will be trained to analyze data during our comprehensive summer professional development and then meet each Friday afternoon and other scheduled professional development days to review specific assessment data in faculty working groups. Such analysis will help all teachers keep their eyes on the prize: student mastery of clear standards. When necessary, modifications will be made to instruction to more effectively meet the needs of students. The Director of Student Supports, with the support and guidance of the Principal, will monitor the oversight of these modifications. The Principal will be responsible for ensuring that teachers conduct the necessary reviews, discuss their conclusions, and implement any appropriate changes in practice in a timely way throughout the school year. Internal trainers or external experts will provide any required professional development on data analysis methods. Our school calendar and personnel policies support this process. We consider active, open, and ongoing participation in the discussion of assessment results and their implications central to our teachers' jobs.

Management of assessment data will be accomplished through the use of an assessment-data system that allows for the recording and monitoring of student progress. This system will be implemented in year one of operation. We will likely use Kickboard, which we currently use at Nashville Prep and Liberty Collegiate. In line with our educational philosophy of accountability, we will regularly present our data in an easily accessible, widely disseminated, jargon free, and critical manner. Our Board of Directors, families, community members, students, and the authorizer will receive regular updates on the most current data available. Our Annual Report will be published shortly after the end of the fiscal year, once state test data from the previous year has been reported and analyzed.

## Basis for Promotion and Graduation

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<sup>50</sup> Bambrick-Santoyo, Paul. *Driven By Data*. San Francisco, CA: Jossey-Bass, 2010.

<sup>51</sup> Knowledge of the North Star Data Analysis Method was informed by a workshop conducted by Paul Bambrick-Santoyo, Co-Director of North Star Academy in Newark, NJ. North Star has the highest percentage of graduates accepted to four-year colleges of any public school in the state of New Jersey.



We will do whatever it takes to support a student in mastering the standards and content at each grade level and in every subject. We believe that promotion of a student who has only passed some of his/her classes and has not fully mastered the underlying content would be a disservice to that student and detrimental to teachers who would then be expected to take a heterogeneous group of students and deliver quality content. It is our goal that all students are truly prepared for college and beyond as demonstrated by content acquisition and mastery; not our like/dislike, empathy, or personal thoughts of or about a particular student. While Reimagine Prep offers a wide array of academic supports, there will be no grade inflation and no social promotion.

### **Grade Level Promotion**

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Quizzes, tests, homework, and class work will account for 75% of the student's overall grade for each quarter and the end-of-quarter comprehensive exam will account for 25% of the overall grade for that quarter. In the fourth quarter, 100% of the student's grade will be calculated based upon the mid-quarter exam, quizzes, homework and participation. The final grade for the year will be an average of the scores from the end-of-year comprehensive exam and the four grades from each quarter. Any student who receives below a 60% for their final grade for the year for any one or two core academic class(es) will be eligible for retention.

In the event that a student does need to repeat a grade, the Principal will assemble a multidisciplinary team to plan an appropriate strategy for the following year. Based on an understanding of the reasons for the student's lack of success during the previous year, the team will detail supports and processes for ensuring that he or she will be successful the following year. These interventions may include, but are not limited to, extra tutoring, a change in the student's flexible ability grouping, or an effort to work with the student's family to address personal or peer group issues.

### **E. English Language Learner Students**

We are committed to providing a challenging and high quality education for all of our students. Therefore, even if we have one student with limited English proficiency or no English proficiency, we will support that student in moving towards reaching and surpassing our high standards, and we will equip him/her with individualized support necessary for his/her academic success. We will serve any and all students with limited English proficiency (English Language Learners or "ELL") using structured English language immersion so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. Our ELL program is designed exclusively to meet our mission. If students are to leave our school and enter, excel in, and graduate from the strongest college-preparatory and magnet high schools, they must read, write, and speak English fluently. Effective delivery on this mission requires that we teach our students English.

The school will serve English Language Learners based on the U.S. Department of Education's six steps of progression through an ELL program: 1) enrollment in school, 2) identification of potential ELLs, 3) assessment determining need for ELL services, 4) provision of appropriate ELL services, 5) transition from ELL services, and 6) monitoring ability to participate meaningfully.<sup>38</sup> In implementing our ELL program, Reimagine Prep will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.



Students with limited proficiency in English will achieve proficiency in the English language through the use of Reimagine Prep’s services and teaching methods. We will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from Reimagine Prep in their native language. Parental outreach will also be conducted through a home visit by a school representative and an interpreter.

### **Identification of ELL Students**

We will use the following process for identifying students who are ELL: (1) Home Language Surveys will be used to screen all new enrollees for potential limited English proficiency; (2) If the home language is other than English or the student’s native language is other than English, appropriate Reimagine Prep faculty or a hired interpreter will conduct an informal interview in the student’s native language and English; (3) If the student speaks a language other than English and/or the student speaks little or no English, we will administer W-APT and ACCESS for ELLs. Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance and content standards.

Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any, is necessary.

### **English Immersion Program and Services**

All ELL students will receive the same academic content as those students who are native English speakers. Reimagine Prep will use the Sheltered English Immersion (SEI) protocol. All instruction at Reimagine Prep will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. This does not mean that the content will be “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. For example, use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. Staff will take part in professional development opportunities in these areas as they become available. Students will never be prevented from speaking in their native language, either inside or outside of the classroom. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education.<sup>52</sup> We plan to provide all necessary faculty and specialized

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<sup>52</sup> Arizona Department of Education, July 2004. “The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison” found at [http://www.public.asu.edu/~macswan/ade/ade\\_document.pdf](http://www.public.asu.edu/~macswan/ade/ade_document.pdf).

curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Reimagine Prep will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English—including vocabulary, grammar, reading and writing—so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time.

Our extended day schedule provides ample time that can be used for additional intensive English language instruction. We will actively recruit at least one full-time teacher who speaks the foreign language that is most common among our students. We believe that in order to have meaningful relationships with parents and students who do not speak English as a first language, we must be proactive in our communication styles and techniques. This may require us to be creative through the involvement of translators, community organization support, or friends of Reimagine Prep. We will make sure that all home-school correspondences are translated. During the planning year, we will secure ELL experts to help design and review our ELL services.

All Reimagine Prep students, including ELL students, will receive instruction using methods proven to be effective for developing English proficiency. Students will be taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Initially ELL students will be able to use some native language and/or colloquial speech for personal narratives while developing their English skills. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in the content-specific context making it meaningful and relevant.

As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples from a journal or class assignment rather than a unit exam). Team meetings will focus on a specific assessment that has previously been agreed upon and implemented by all teachers.

### **Exit Criteria**

The proficiency of an identified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until a student attains fluency in English language proficiency as measured by the ACCESS for ELLs. In addition, we will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No students will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate fully in Reimagine Prep's academic program.

## Accountability and Evaluation of the ELL Program

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine the need for programmatic modifications, Reimagine Prep will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. Reimagine Prep will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. Reimagine Prep will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

## F. Students with Disabilities and Special Needs

Reimagine Prep will provide students with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE) possible. We will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, we will fully comply with additional regulations and policies of the state of Mississippi and Jackson Public Schools.

See **Attachment Q** for Reimagine Prep’s policies for serving students with special needs.

## G. Academic Intervention & Acceleration

*“Race, ethnicity, and poverty are poor excuses for low expectations.” –Dr. Lorraine Monroe<sup>53</sup>*

The founders of Reimagine Prep are aware of the hard work and dedication that achieving the level of academic achievement we expect will require. We believe that success is a direct result of hard work and effort, and that hard work and effort must be developed and supported through all components of the school’s academic program and student supports. Simultaneously, we realize that a large percentage of students who enroll in our school will enter with skills that are substantially below grade level. Our focus on core mastery of skills and content, a longer school day and year, and emphasis on structure and organizational skills is a direct response to this reality. Our academic programming in the middle school is designed to provide intensive remediation in core subjects and skills that many of our 5th through 8th grade students may lack.

We realize that even with our school design, some students will require even more targeted intervention. Our program incorporates several additional academic supports for such students. All students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. There will be no stigma to such support, but rather we will work to ensure that this is seen as part of the path to college. These supports include:

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<sup>53</sup> Monroe, Lorraine. *Nothing’s Impossible: Leadership Lessons from Inside and Outside the Classroom*. Public Affairs, 1997. (105).

- Longer School Day and School Year
- Flexibility Ability Grouping
- Literacy Interventions and Remediation
- Homework and Homework Club
- Tutorials

### **Longer School Day and School Year**

Reimagine Prep will have a school day that is two hours longer than the traditional Jackson Public Schools, and a school year that includes 187 instructional days. An extended school day and year are critical to strengthening academic weaknesses, accelerating student performance and providing the time necessary to successfully meet the school's mission with all students. This extended instructional time provides an opportunity for our intensive focus around literacy and mathematics and additional opportunities for providing students with academic support.

### **Flexibility Ability Grouping**

Using flexibility grouping for reading and mathematics, we will ensure that students who are significantly below grade level and struggling academically are receiving the support and appropriate curricular adjustments necessary to ensure significant achievement gains can be realized. We chose flexible ability grouping for reading and mathematics because we believe that those areas are the cornerstones of academic achievement and once those skills are mastered, they will translate into other content areas resulting in increased academic achievement.

### **Homework and Homework Club**

Homework will be assigned nightly for every class. We believe that homework should be a mechanism for student success. It is *not* a means of introducing new material – that is the purpose of classroom instruction. Instead, it will be used to review materials and subject content taught and practiced in class that day or taught in a previous lesson. Since homework will be a review of subject content already taught, it will allow teachers to know how each student is performing on each lesson and identify any interventions students may need.

Nightly homework assignments will also help students become accustomed to the self-motivation and time-management skills needed to advance their education. Each morning, homework will be collected during breakfast. Assigned faculty members will be responsible for general review of homework to ensure that all assignments are complete. If students do not complete their homework adequately and consistently, they will be in danger of failing their classes. These students will immediately be identified as part of the daily homework collection process and required to attend Homework Club. This homework checking process will be completed by no later than 11:50 AM each day. Students attend Homework Club instead of Recess during the Lunch block. Homework Club will provide a quiet and structured environment where students can complete their homework, receive assistance if needed, and turn in work for partial credit.

## Tutorials

All students will have daily access to additional tutoring. Teachers will provide tutoring during the enrichment period or in the mornings before the school day begins. If a student needs to access tutoring at lunch, the student will speak with his/her teacher to schedule additional tutoring sessions. Tutorials will be provided either in small group settings or through one-on-one support. Tutoring will be mandatory for any student scoring below 70% in a subject area. Students will be required to attend tutoring over a six-week period or until the student demonstrates that he/she is now successfully mastering the class material. Mandatory tutoring will take place during the enrichment period four days per week. Tutoring programs will be individualized to meet student needs and will vary in duration and content taught and practiced.

## H. Gifted and Talented Students

A component of Reimagine Prep's mission is to ensure that *all* students grow and achieve academically. The schedule and structure of the school is set up in a way that supports all students, including those who struggle and those who excel.

In accordance with Mississippi Code § 37-23-171-181, Reimagine Prep will identify gifted/talented and academically advanced students. The school will identify students using a variety of measures, including their Lexile reading level as measured by the Scholastic Reading Inventory (SRI), scores on Achievement Network interim assessments, grades in core subject classes, and mastery of content as measured by unit and trimester assessments.

Each day, students at Reimagine Prep participate in a book club. During book club, teachers guide a discussion about a book they and students read at the same pace. Student placement in book clubs is based entirely on Lexile reading level. Therefore, students are placed in a book club with other students who are on the same reading level and therefore working on similar reading skills. Accordingly, students with higher reading levels will be placed together. This will allow teachers to push gifted and talented students to read at even higher levels. As a result of this program, many students at Nashville Prep are reading on a high school level and have read books such as Paul Tough's *How Children Succeed*, Malcolm Gladwell's *David and Goliath*, and Paul Coelho's *The Alchemist*. Students who demonstrate tremendous reading growth are celebrated at school-wide events like Community Circle and throughout the school in hallways and on bulletin boards.

Students also participate in a daily Focus block. During this time, students who need extra support receive tutoring while students who do not receive extension work of their choice. Examples of extension work include extra time in the RevLab for advanced coding or math, a current event case study, and foreign language. Teachers and students will be free to create extension subjects aligned with their interests.

Reimagine Prep will utilize Flexibility Ability Grouping, which supports all students, including those who excel. In math, students who are academically prepared will be enrolled in an advanced math class. For example, some of Liberty Collegiate's current 7th graders are enrolled in Algebra, which typically isn't offered until 9th grade. See Section IV, Part B for more information about Flexible Ability Grouping.



Research demonstrates that students who excel can benefit from working with students who struggle, and vis versa. Therefore, seating charts at Reimagine Prep will be created to pair struggling students with their academically proficient peers. This will allow students to work together collaboratively in a way that benefits both.

Reimagine Prep will also host periodic events open to the Jackson Community. Significant portions of these events will be planned and executed by students. Students will be selected to participate on the basis of their interest and meeting the required PREP Report and grade requirements.

Finally, Reimagine Prep plans to partner with a local university. Students will be able to attend on campus events such as guest speakers. Nashville Prep has a similar partnership with Vanderbilt University and Belmont University. Nashville Prep students recently visited Belmont to attend a breakfast and lecture by noted author and New York Times bestseller Malcolm Gladwell.

## **I. Co-curricular or Extracurricular Programming**

### **Co-curricular Programs**

Reimagine Prep will offer supplementary programs to its students and families in order to promote improved physical, mental, and emotional health. These events will be held during the evening and planned by the Principal and Dean of Students in conjunction with our community partners. Reimagine Prep will also offer programming within the school day to educate students about hygiene, nutrition, and healthy relationships. We are also planning to pursue a mentoring program with a local university to pair Reimagine Prep students with college students on the weekends.

### **Extracurricular Programs**

In addition to a rigorous academic program, Reimagine Prep will offer extensive co-curricular and extracurricular programming in order to build well-rounded scholars. We want our scholars to be successful both inside and outside of the classroom in order to best prepare for success in college and beyond. Therefore, Reimagine Prep scholars will have the opportunity to participate in extracurricular programming on Thursday afternoons.

Extracurricular offerings will vary depending on community partnerships and staff interests, but in the past Nashville Prep has offered chess, journalism, gardening, a musical, soccer, and basketball. Nashville Prep has never charged students to participate in extracurricular activities, and we do not plan to charge Reimagine Prep students.

In our second year of operation, we have budgeted for an elective teacher. This elective will likely either be physical education or an arts class, and all scholars will have this elective at least once a week. In our third year of operation, we have budgeted for a second elective teacher, and all scholars will also have this elective at least once a week.

We will offer at least one sport per season (Fall, Winter, and Spring) for each gender. We will select the sports to be offered based on student interest, staff capacity, and available athletic facilities.



Starting in 7<sup>th</sup> grade, all Reimagine Prep students will be required to perform at least ten hours of community service per semester outside of the school day. We will work to establish community relationships with organizations so that our students have ample access and choices to volunteer opportunities.

## **J. Performance Framework**

Reimagine Prep has developed a series of performance-based academic goals using absolute, comparative, and longitudinal measures that support the goals of Jackson Public Schools, the state of Mississippi, and federal No Child Left Behind legislation. Our detailed and rigorous goals will guide our academic and organizational goals for the first five years of operation. Students will sit for criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas.

See **Attachment S** for our Academic, Operational, and Governance Performance Framework.



## Section V – Instructional Staff

### A. Teacher Recruitment, Hiring, & Retention

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.<sup>54</sup> We will seek Highly Qualified staff through Teach For America, career fairs, college alumni associations, and multimedia resources. Our website will have a link to all career opportunities. Candidates must be 100% aligned with our 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.

All full-time faculty members will be aligned with and deeply committed to the mission of Reimagine Prep. Full-time faculty members will be required to obtain the appropriate teaching licensures as outlined by the state of Mississippi and demonstrate Highly Qualified status in accordance with the Elementary and Secondary Education Act (ESEA).

### B. Teacher Coaching

Each teacher will be assigned a coach. Over time, experienced teachers may assume some coaching responsibilities. Teachers will be frequently observed in the classroom and given feedback by their coach. Observations of each teacher will involve assessment of student engagement, lesson delivery, instructional methodologies and classroom management. Post-observation conferences with specific feedback will occur within 24 hours of the observation to maximize the value of the observation as a constructive tool. This will enable teachers to be immediately aware of their strengths and weaknesses, and design a plan to address weaknesses.

### C. Teacher Evaluation

The Principal will evaluate teachers twice per year. Results will be included in the employee’s personnel file. We have developed our own teacher evaluation criteria and rubric. Evaluation criteria are outlined in **Attachment T**.

### D. Professional Development

We know that teacher quality is the single most important factor in driving student achievement and closing the achievement gap; our entire year, from summer professional development to weekly professional development, is designed to support our teacher’s growth.

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<sup>54</sup> Schmoker, Mike. “The Real Causes of Higher Achievement”; SED Letter Volume XIV Number 2 May 2002.



## **Annual School Visits and Study**

All new hires will spend, at minimum, one day analyzing the highest performing urban charter schools in the country. Prior to starting summer PD, each new staff member will gain experiences in the schools on which we are modeled.

## **Summer Professional Development**

In year one, teachers engage in 20 summer PD days on (1) School Culture, (2) Assessment & Data, and (3) Curriculum & Instruction.

1. **School Culture.** Training emphasizes school-wide systems, procedures, rituals, and routines.
2. **Assessment and Data Analysis.** We review our accountability plan and staff learn how to implement assessment tools.
3. **Curriculum and Instruction.** Using the Common Core curriculum standards, staff develop detailed curriculum guided by the use of Curriculum Alignment Templates (CATs), along with calendared unit plans.

## **Monthly Professional Development**

We provide ten full PD days throughout the school year. Two occur immediately following interim assessments and support staff in analyzing achievement data and constructing action plans for moving forward. Sample questions to be addressed include: On which standards are my students demonstrating mastery? Are there any students who are in need of additional supports or interventions outside of the classroom? Are there standards in which the class is nearly reaching mastery, but not quite there? What can I spiral into my curriculum and instruction moving forward to address this? Are any of our subgroups, ELL, Special Education, etc., achieving below the school averages? If so, what evidence supports this claim and how can we address this lack of efficacy in our teaching practices? On days not focused on data-analysis and action planning, the focus is on areas of growth for the whole school. This may include the use of effective ELL strategies to support math instruction, reflection on our overall school culture and areas where we need to improve, or how to increase the frequency and quality of family engagement.

## **Weekly Professional Development**

Each Friday, students dismiss at 2:00 PM and staff have three hours of dedicated, targeted PD. Early in the year, the majority of time is used to examine and constantly improve the effectiveness of our school-wide practices and systems. For example, we have a system for homework collection at the beginning of each day that includes gathering the work, inputting the data for whether or not assignments have been completed and contacting families. If three weeks into the school year we find that a system is ineffective or overly time consuming, we will revise it and implement the new practice. As a school built on continuous improvement, it is our obligation to analyze the effectiveness of everything we do, and when necessary, modify and adapt. As the year progresses, weekly PD transitions between whole staff work to smaller focus groups such as grade level teams and literacy instruction inquiry groups.

See **Attachment T** for the Professional Development Scope & Sequence.

## **E. Pedagogy**

Please see Section IV, Part B.

## Section VI – Governance

### A. Governance Philosophy

The Board of Directors firmly believes in and subscribes to a philosophy of policy governance and accountability. The board understands that the school is best able to meet its mission by empowering the Managing Partner to be responsible for day-to-day management of the organization and the supervision and management of the Principal, who would be responsible for the day-to-day operations of the proposed school. The board shall be ultimately responsible for the operation and activities of the school and will be governed in its operations and its actions by its corporate bylaws, included in **Attachment W**.

The board's legal powers include maintaining responsibility for the business and affairs of the school. As a corporate entity, the board will exercise all the rights and privileges legally exercisable by the school, except as otherwise provided by law, the charter, or bylaws. The board will have the authority to receive, administer, invest, and distribute property on behalf of the school. However, the board's primary functional role will be to set overall strategic direction; establish and approve school policies; select, set the compensation for, and evaluate the performance of the Managing Partner; and oversee the selection of an annual financial auditor and appropriately review the results of the audit report. More specifically, some of the primary duties the board is likely to fulfill include:

- To elect and remove Directors;
- To select and remove the Managing Partner;
- To enter into contracts, leases, and other agreements which are, in the board's judgment, necessary or desirable in promoting the interests of the School;
- To acquire real or personal property and to dispose of such property;
- To borrow money and incur debt;
- To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees, or agents.

Upon approval of the charter application, the board would oversee and manage the Managing Partner of RePublic Schools, Ravi Gupta. Mr. Gupta will be supported and evaluated throughout the year by the board using both formative and summative assessments gathered from faculty, students, and parents. This process will be led by the Governance Committee. A member of the board will be chosen each year to lead the process. The board believes that evaluation is not a one-time event; rather, it is an ongoing and reflective process. The lead board member will deliver the assessment feedback to the Managing Partner throughout the year as part of the evaluation process described below.

### B. Board Capacity and Structure

#### Expectations for Board Members

The Board of Directors of Reimagine Prep will work efficiently through a committee structure. The initial committees will include Governance, Academic Accountability, Finance, and Resource Development. The board may establish other committees and/or task forces it deems necessary to carry 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 administration, teaching staff, board members, and outside individuals and organizations, when appropriate, to achieve its objectives.

Behaviors that would trigger removal from the board include, but are not limited to, fraud and embezzling, poor attendance, and personal or professional misconduct. 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 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.

### **Size and Composition of Board of Directors**

The Board of Directors governing ReImagine Prep is the Board of Directors of RePublic Charter Schools. This board will include representatives of the Jackson community and will have a wide range of expertise in finance, marketing, law, human resources, fundraising, philanthropy, real estate, education, and community building. Given the larger role of the RePublic board, it will also include members who are from outside of Mississippi. In addition, within six months of operation, the RePublic Board will have one parent representative. Most importantly, the RePublic 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 ReImagine Prep.
- Contribute their experience and knowledge to the governance of ReImagine Prep.
- Serve on one or more board committees and contribute the appropriate time and energy necessary to follow through on assigned tasks.

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. Officers have not yet been selected.

Eight board members have already been selected and more will be added during the planning year. The board will be comprised of a minimum of seven people and a maximum of fifteen. The board was chosen because of key skills and areas of expertise and is a combination of individuals from Jackson who possess an intimate knowledge of the community, individuals who have previously served on the board of a high performing charter school, and individuals with additional expertise that will be beneficial to the operation of the school.

Hal Cato brings to the RePublic board a breadth of experience in youth services. He is the former CEO of the Oasis Center in Nashville, which has offered safety and support to Nashville's most vulnerable and disconnected youth, while seeking to also teach young people how to transform the conditions that creates problems for them in the first place. Ron Corbin chaired the Nashville Chamber of Commerce Report Card Committee in both 2011 and 2012, where he gained expertise on how to evaluate the success of schools. Angela Bass, a Mississippi native, is a Teach for America alumni, a Dean of

Students at a high performing KIPP school in Memphis, and received a M.Ed. from Harvard University. Ms. Bass brings to RePublic Schools a wealth of education experience in the South, most recently as the Deputy Director of Policy at Mississippi First. Lee Harper, another Mississippi based board member, served on the Jackson Public School Board, and is intimately familiar with the local education arena.

The members of the proposed board were selected strategically and carefully. Mr. Gupta recruited members of the board in Jackson, Nashville, and throughout the nation. In the past year, he has met with many government officials, community leaders, partners in education reform, and parents in order to assemble the most effective governing board possible.

**Figure 1.12 – Current Reimagine Prep Board of Directors**

Full Name	Current Job and Employer	Position	Focus/Expertise
Angela Bass	Deputy Director of Policy, Mississippi First	Board Director	Education
Hal Cato	Founder and CEO, Zeumo	Board Director	Education, Technology, Non-profit Management
Ron Corbin	Principal, RBBC Holdings	Board Director	Finance, Management, Scaling Organizations
Shomik Dutta	Co-Founder and Managing Director, DuSable Capital Management	Board Director	Finance, Fundraising
Jamie Hodari	Co-Founder and CEO, Industrious	Board Director	Education, Law, Fundraising
Stewart Hood	Vice President of Systems, MuniStrategies, LLC	Board Director	Finance, Community Outreach
Aneesh Sohoni	Director of Performance Management, The New Teacher Project	Board Director	Education Policy
Lee Harper	Development Partner, West End Development LLC	Board Director	Education, Community Outreach

Information about each board member’s qualifications can be found in **Attachment V**. Board Directors will complete criminal background checks upon approval of this charter.

In addition to the Board of Directors, we are building a Board of Advisors led by Bishop Ronnie C. Crudup, Sr., Leland Speed, and Charles Smith – prominent members of the Jackson community.

### Board Development and Recruitment

Once chartered, our board will be fully staffed by January 2015. Our board recruitment efforts will be concentrated in Jackson in order to find additional board members with direct ties to the community we plan to serve.

Board development is a critical part of creating and sustaining a high performing school. The Board of Directors of RePublic will invest the necessary funds and time to build an effective governing body. This development will include an annual retreat to review the school's and board's performance and to generate annual strategic plans. In addition, the board will participate in an annual self-evaluation that will help the board better understand its strengths and weaknesses and serve as a useful tool for improvement. As necessary, the board will secure additional consultants for resource development and assistance with strategic planning and visioning.

As documented in the proposed bylaws, the Board of Directors will maintain a standing Governance Committee that will be responsible for identifying potential new Directors, presenting them to the board for consideration, and orienting all new members.

### **Board Meetings and Reporting**

The RePublic CMO Board will meet at least once a month ten months per year to review school operations and updates from each member, the Managing Partner, and the Principal. They will also consider and adopt policies and requests 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 members are required to attend at least eight of ten board meetings per year. Members can attend either in person or remotely. The board will record minutes of all meetings and will make these publicly available within 30 days as required.

See **Attachment U** for an organizational chart outlining the relationship between the board, the Managing Partner, and ReImagine Prep.

### **C. Board Oversight**

The board will approach its oversight role by monitoring progress towards goals listed in our performance framework. The reporting column indicates the frequency at which the board will review any given metric. The Managing Partner will prepare a dashboard for each board meeting outlining progress towards goals.

See **Attachment S** for our Academic, Operational, and Governance Performance Framework.

### **Grievance Policy**

Any student or employee who believes that ReImagine Prep has discriminated against or harassed him/her because of his/her race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaints with the Managing Partner. If the Managing Partner is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Chair of the Board of Directors. The Managing Partner and Chair of the Board of Directors are subsequently referred to as the Grievance Administrator.

The Grievance Administrator is responsible for communicating with individuals who file a grievance, investigating grievances, documenting all interviews related to the grievance, and proposing a resolution



designed to stop the harassment or discrimination. The goal of the Grievance Administrator is to ensure that all grievances are thoroughly investigated and that discrimination and harassment are not tolerated.

#### **D. Board Status and Compliance**

RePublic Charter Schools will hold the charter for the proposed school, ReImagine Prep. RePublic Charter Schools will be a 501(c)(3) with federal tax-exempt status incorporated in the state of Mississippi. The Articles of Incorporation have been filed, and the 501(c)(3) will be submitted by the end of March.

RePublic Charter Schools developed its Articles of Incorporation with input from current Nashville Prep and Liberty Collegiate board members as well as our legal team from Baker Donelson. The board bylaws were developed in conjunction with current Nashville Prep and Liberty Collegiate board members.

See **Attachment W** for filed Articles of Incorporation, the governing board's bylaws, and the board's Conflict of Interest Policy. The Articles of Incorporation were submitted to Delbert Hosemonnn, Mississippi's Secretary of State, on March 7, 2014.

ReImagine Prep and its governing board will comply with Mississippi Code § 25- 41-1 pertaining to open meetings by listing board meeting dates, locations, and times on the ReImagine Prep website. ReImagine Prep will also comply with Mississippi Code § 25- 41-1 by publishing all board and committee meeting minutes on its website within 30 days of the meeting.

#### **E. Budget Policy and Narrative**

The submitted budget file reflects the financial plan for first ten years of ReImagine Prep, including one year of planning and nine years of school operations. While the RFP calls for a five year outlook, ReImagine Prep has developed a ten year outlook to evaluate budget decisions with impact beyond the five year period and ensure both short-term and long-term sustainability. Operating income is projected to be positive for all years and the school's fund balance is anticipated to grow to \$656K or a 15% reserve by 2019-20 and \$2.51M or a 52.7% reserve by 2023-24.

#### **Student Assumptions**

ReImagine Prep is proposed to serve grades 5<sup>th</sup>-8<sup>th</sup>, starting out with 110 students in 2015-16, adding a grade level each year until 8<sup>th</sup> grade, reaching 440 students by 2018-19. Below is a snapshot of each year, along with various other student count factors that drive the budget.

**Figure 1.13 – Reimagine Prep Enrollment and Demographic Assumptions**

<b>Operational Year of the School</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Grades Served</b>	5	5-6	5-7	5-8	5-8	5-8	5-8	5-8	5-8
<b>Enrollment</b>	110	220	330	440	440	440	440	440	440
<b>Average Daily Attendance</b>	108	216	323	431	431	431	431	431	431
<b>SPED Students</b>	11	22	33	44	44	44	44	44	44
<b>English Language Learners</b>	0	1	2	2	3	3	3	3	3
<b>Students Qualifying for Free Lunch</b>	88	176	264	352	352	352	352	352	352
<b>Students Qualifying for Reduced Lunch</b>	11	22	33	44	44	44	44	44	44
<b>Students Not Qualifying for Free or Reduced Lunch</b>	11	22	33	44	44	44	44	44	44

## Revenues

Revenue assumptions, including both rates and drivers, have been aligned to reflect the intention of charter school funding in Mississippi. While a number of funding details remain to be confirmed, the budget developed reflects the best available information.

During operational years, Reimagine Prep anticipates the following sources of funding in the snapshot below:



**Figure 1.14 – Reimagine Prep Revenue Streams**

Revenue	Rate	Driver	Source of Rate Assumption
<b>Minimum Adequate Education Program (Local)</b>	Up to 27% of \$5,055 (MAEP base cost)	ADA	FY 2014 base cost in application toolkit
<b>Minimum Adequate Education Program (State)</b>	Balance of \$5,055 not funded by the district	ADA	FY 2014 base cost in application toolkit
<b>Minimum Adequate Education Program Enhancement</b>	5% of total MAEP or \$253	FRL students	FY 2014 base cost in application toolkit
<b>Transportation State Categorical</b>	\$400; depends on district density	ADA	Based on allocations to districts
<b>SPED State Categorical</b>	\$500	SPED Students	Based on allocations to districts
<b>Title I</b>	\$475	FRL	Based on federal award to state and state enrollment numbers
<b>Title II</b>	\$20	Various; FRL for simplicity	
<b>Title III</b>	\$220	ELL Count	<a href="http://www.mde.k12.ms.us/docs/federal-programs/fy14-(sy2013-2014)-title-iii-lep-allocations12388E4ECD4E.pdf?sfvrsn=2">http://www.mde.k12.ms.us/docs/federal-programs/fy14-(sy2013-2014)-title-iii-lep-allocations12388E4ECD4E.pdf?sfvrsn=2</a> )
<b>IDEA Part B</b>	\$1,000	SPED Students	Based on federal award to state and state enrollment numbers
<b>NSLP</b>	\$922 (average)	Enrollment	Funding driven by meals served to eligible students; average rate extrapolated using FY 2014 reimbursement rates
<b>E-Rate</b>	80% of telecom costs	Telecom costs; FRL	Based on federal program
<b>21<sup>st</sup> Century</b>	\$30K per year	# of sites	Based on anticipated participation
<b>Local Mills/Levies</b>	\$1,637	ADA	Proportional share of local dollars beyond MAEP component; total local assumed not to exceed \$3K per ADA between this and MAEP local component

<b>Fundraising</b>	Varies	Donors	Based on need and donor/funder interest; RePublic Schools have had good success with fundraising approaching this magnitude.
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Across most funding rates, the budget assumes a 2.5% increase over the previous year. E-rate funding has been assumed starting in year one for priority one services and continuing as RePublic Schools participates in the program as a consortium on a yearly basis.

Overall, the school is anticipating total revenues for year one to be approximately \$1.2 million. Annual revenues are anticipated to increase through year four mostly driven by the grade level expansion each year. Starting year five and beyond, the annual revenues will largely flatten out and any increases will be tied to underlying funding rate increases. In year five, anticipated total revenues should approach just over \$4 million.

Currently, there is no available startup funding for charter schools in Mississippi. As such, private donations are anticipated to be the only source of revenue and four local donors have pledged a combined \$400,000 to exclusively cover one-time startup related expenses related to the launch and opening of ReImagine Prep.

The additional fundraising amount of \$275K total in years one through five has not been secured, but is anticipated given the track record of Liberty Collegiate and Nashville Prep. In addition, RePublic Schools is in serious conversations with the Charter School Growth Fund for a multiyear commitment to fund its expansion and schools opening throughout the South. The additional private revenue is earmarked to support a staffing level and school elements otherwise not fundable or possible in the current Mississippi funding environment. This additional fundraising is what will allow ReImagine Prep to reflect successes similar to Liberty Collegiate and Nashville Prep. Overall, none of the private funding is from a foreign source, nor is it anticipated to come from a foreign source.

Should the various private funding not be secured, ReImagine Prep will explore opportunities to pursue more public resources including applying to the DOE for the non-state CSP grant to mitigate costs in startup and years one and two, as well as other competitive state and federal grants that closely align with the school's work. ReImagine Prep has a contingency line of 1.5% of public revenues each year to also mitigate shortfalls and account for inflation. ReImagine Prep will also explore opportunities to optimize current spending, explore additional outsourced and contracted relationships to make spending more efficient, and as a last resort, reduce spending. Reductions will be done in alignment with ReImagine Prep's mission, working to reduce or eliminate all nonessential operations and non-academic expenses before looking towards areas impacting instruction and curriculum. Reductions might also involve a delayed organizational chart implementation and reduced salaries and benefits. In all cases, the board of ReImagine Prep will ensure that the school meets the following benchmarks each year: 1) balanced budget; 2) fund balance growth year over year; 3) positive cash flow; and 4) established industry standards for spending trends/areas.

ReImagine Prep will receive fundraising support and resource development support as part of the services provided through RePublic Schools. Ravi Gupta, Managing Partner of RePublic Charter



Schools, is responsible for long-term strategy and growth plans, including fundraising and community outreach. He will spearhead the fundraising efforts for ReImagine Prep in its first charter term.

### **Startup Costs**

Because of the anticipated generous support of local donors and its relationship with RePublic Charter Schools, ReImagine Prep will be able to support an incubation and training year for the Principal, as well as shared staffing with the Managing Partner and Regional Operations Lead. In addition to the personnel costs, some additional costs will be incurred, centering on staff travel, professional development, talent recruitment, community relationship building, and student recruitment. In addition, RePublic Charter Schools will provide non-monetary teacher training for the ReImagine Prep leadership team.

### **CMO Relationship**

In the planning year, \$50,000 of revenue will be paid to RePublic Schools in order to fund the CMO's operations. In future years, 2.5% of federal, state, and local revenue would be paid to RePublic schools. Provided by the CMO are a variety of services, including but not limited to leadership development, financial services and management, budget strategy development, regional operations support, fundraising, teacher recruitment, comprehensive professional development, marketing, and branding. This % may be adjusted up or down to align with level of services provided, as well as some means testing.

### **Supplies and Materials**

In ReImagine Prep's first year of operation with students, direct educational expenses are \$34K and administrative expenses are \$88K. The following items are considered direct education expenses: classroom supplies, student supplies, textbooks, library books, testing and assessment materials, field trips, book club books, uniforms, health supplies, student culture supplies, parent engagement supplies, after school programs, and after school supplies. The after school program and after school supplies line item are contingent upon receiving federal funding from the 21<sup>st</sup> Century Community Learning Centers grant. In the event that ReImagine Prep did not receive this funding, these line items would be adjusted accordingly.

The following items are considered administrative expenses: office supplies and materials, phone and internet, cell phones, printing and copying, postage, building decorum, printing paper, staff gifts and awards, custodial supplies, and liability insurance. Although these items do not directly impact instruction, they are imperative to the functioning of a high performing school.

The supplies and materials line items were developed based off of Liberty Collegiate and Nashville Prep's historic spending. The main driver behind supplies and materials line items is enrollment. Therefore, the main driver behind the change between year one and future years is the growth of the school. To the extent possible, expenses have been differentiated between what is a consumable (annual replacement) expense, what is incremental to new student growth, and what is meant to address the costs associated with normal wear and tear replacement.

## **Compensation and Benefits**

In 2015-16, ReImagine Prep will employ six teachers, one Principal, a Director of Student Supports, and a Director of Operations. Salaries and hourly rates have been indexed against existing compensation trends in Jackson plus an upward adjustment to be competitive. For the various administrative and support roles, the school has incorporated compensation assumptions that are informed by the industry standard. Teaching staff salaries were developed with a more targeted approach of being competitive in Jackson. A 2.5% year-over-year increase has been applied to future year salaries to account for any cost of living or performance based adjustments to compensation. The budget reflects the organizational charts included within the charter application and the plan to add staff until the school reaches scale.

Employer benefits have been calculated to cover Social Security contributions (6.2%), Medicare contributions (1.45%), and state unemployment contributions (1.35% on the first \$14K per employee). An assumption has also been included for contributions to health costs (the school to cover 75%), retirement (5%, as the growing PERS contribution of 14%+ appears to be unsustainable in the longer term), and 1.5% in workers compensation insurance.

## **Facilities**

Facility planning is still ongoing, but ReImagine Prep has included a preliminary budget to align with several of the options currently been explored. Facility costs have been indexed against the number of students each year and each student's pro-rata share of the facility costs. Costs included cover not only leasing costs, but also utility costs and minor maintenance. On average, facility costs represent 9.8% of the annual budget.

There is a possibility for renovation work with several of the facility options, but the planning team is acutely aware of the financial constraints to incur any significant improvement costs. When possible, improvement costs will be structured within a lease to amortize the impact over time, as well as secure a commitment from the landlord to share the burden as well.

## **Contracted Services**

ReImagine Prep plans to contract for a number of services including but not limited to, audit services, payroll processing, transportation, food service, special education services, and janitorial services. With respect to business services, it is the intention of ReImagine Prep to utilize the broader RePublic Schools current and future systems, as this is included within its CMO support. At this point in time, there is no plan to contract with the local education agency for any specific service, but ReImagine Prep is open to exploring opportunities that are beneficial for both the school and the local education agency. In all cases, all major contracts will be sent out for bid, and staff will use industry standards and criteria to evaluate bid and proposals. As part of its financial policies, ReImagine Prep has a conflict of interest policy requiring interested parties to otherwise disclose their interests and recuse themselves or themselves as necessary.

In its first year of operation with students, ReImagine Prep anticipates spending just around \$354K on contracted services, professional development, marketing & recruitment, and other miscellaneous expenses. Contracted expenses increase each year as a function of student enrollment, full time

employees, and ADA. In year four, contracted services begin to level off in line with the school reaching scale.

## **Technology & Equipment**

In the first year, the budget reflects \$55K to reflect technological investments like computers and classroom technology, as well as classroom furniture.

## **Cash Flow**

In addition, cash flows for 2014-15 and 2015-16 have been included, and cash is projected to be positive. The timing of revenues have been aligned to the standard revenue distribution schedule and expenses have been aligned to how schools typically spend money, specifically with the heavier cash burn occurring in the months leading to the first day of school. Should the school encounter any cash flow constraint, Reimagine Prep will evaluate all traditional and nontraditional financing options available to it. The school will be pursuing a line of credit, vendor credit, credit cards, and any options available that can give the school additional breathing room in its cash needs. Cash flow is affected by a school's budget, and if the budget has been built conservatively, the expectation is that the cash flow follows a similar line of conservatism. Some of the same strategies to adjust the budget in the wake of limited fundraising can also be deployed to mitigate cash shortages.

## **Financial Systems**

Through a combination of school staff and outsourced services, Reimagine Prep has developed a plan for ensuring all critical business functions are addressed, and financial and operational excellence is just as much a priority as academic excellence.

As mentioned, Reimagine Prep plans to leverage RePublic Schools' business systems through its CMO relationship, currently serviced through a back-office firm. Reimagine Prep will receive the standard back-office transactional service support (e.g. accounts payable processing, accounting, payroll, and financial statement development) as well as additional support around reporting compliance, budgeting and forecasting, cash flow planning, scenario building, and growth planning.

The Director of Operations role at Reimagine Prep will manage these, and he or she will be responsible for working with RePublic Schools' selected back-office firm across the transactional areas to make sure they have all required information to provide services.

## **Accounts Payable**

The Director of Operations will manage the purchase order and invoice approval process as well as all direct communication with vendors. Approved invoices, based on the adopted budgeted and in consultation with the Managing Partner, Principal, and department leads will be submitted to the back-office firm for processing. These invoices will be submitted with coding based on the adopted budget and the implemented chart of accounts that conforms to Mississippi requirements. The back-office firm will enter the transactions and generate a report for review and quality assurance. Once the Director of Operations has reviewed and approved the entry, he or she will request payment of either all or select

invoices. Once payments have been issued, the back-office provider will generate a check register that identifies all payments made for reference and an aging report for any unpaid invoices. Each month, the Director of Operations will prepare a combined check register for all payments made on behalf of the school for review by the board as part of an additional layer of financial oversight.

Credit card and debit card transactions will have a separate process for entry to ensure that 1) information is being entered into the accounting system and 2) all back-up and receipts are being collected. In both cases of regular invoices, as well as credit and debit card activity, the school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year. In addition, the back-office firm will keep electronic versions to make sure the school has adequate documentation. In the case of payments to independent contractors, the Director of Operations will collect W-9s from all eligible vendors. The back-office firm will complete all the required reporting for vendors to IRS.

### **Accounting**

The Director of Operations will be responsible for submitting bank statements and deposit logs each week. Based on the adopted budget and the implemented chart of accounts, revenue will be entered by the back-office firm. In addition, the back-office accounting staff will enter other financial activity that does not originate within the accounting system, such as payroll activity. Regardless of information submitted, the back-office firm will still complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize activity until documentation is provided.

Other ancillary support functions managed by the back-office firm will include maintaining a fixed asset schedule and ensuring all depreciable expenses are being treated properly. In addition, the firm will ensure balance sheet transactions are correctly treated as prior year accrued revenues and expenses, including the recognition of the principal portion of loan payments. Finally, the firm will be responsible for working closely with the independent audit firm selected by the school to make sure it has all the required documentation and schedules developed each year for the audit process.

All financial records will be maintained using generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB), MS Comptroller requirements for charter schools, and any other requirements, as outlined by the Mississippi Department of Education. The fiscal year will be July 1 through June 30.

### **Payroll**

The Director of Operations will be responsible for maintaining employee files, including but not limited to: employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a semi-monthly basis or frequency that aligns with the school's pay period frequency, the Director of Operations will submit any new payroll information to the back-office firm. The back-office firm will then collate all the information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through a utilized payroll provider like PayChex or ADP. Once the Director of Operations has approved payroll, the back-office firm will process the payroll and coordinate



delivery. On a quarterly basis, the back-office provider will also be responsible for all of the required tax reporting to IRS and any state agencies.

### **Financial Statement Development**

Each month, the back-office firm will be responsible for preparing standard financial statements, including an income statement, balance sheet, statement of net assets, and cash flow statement. In addition, this information will be completed with a budget vs. actual analysis and trending analysis to ensure that the school is on track to meet its adopted budget. The back-office firm will be responsible for preparing a monthly or quarterly analysis to the board and school leadership on the ongoing finances of the school. During the budget development process each year, the school will engage the back-office firm for their assistance in developing the next year's budget to ensure that it meets sustainability goals in both the short and long term.

### **Other Supplemental Services**

In addition to all transactional services, the Director of Operations is committed to leveraging the back-office firm to provide additional business expertise and value-added services to enhance the capacity of the school, Managing Partner, other staff, and the Board of Directors. Reimagine Prep understands that operating a successful charter school requires more than efficient transactional work.

### **Audit**

On an annual basis, all charter schools in the state of Mississippi must contract with an independent, approved certified public accountant or accounting firm to complete an audit of the school's financial information no later than August 1<sup>st</sup>. Each spring, the finance committee will solicit bids for these services and evaluate firms by their experience and expertise with charter schools, reputation, and cost. After an audit firm is selected, they will present to the board an overview of the audit process as well as the roles and responsibilities of all involved parties.

When the audit process begins, the Managing Partner, the Director of Operations, and the back-office provider will ensure that the audit firm has access to all necessary financial and non-financial information and records maintained by the school in advance of audit fieldwork. During the course of the audit fieldwork, other documents requested by the firm will be provided in a timely manner.

After the audit is complete, the board, the Director of Operations, and the Managing Partner will review the audit report and management letter. In addition, the audit firm will be asked to present its findings to the board. Should the audit report or management letter include any negative findings, including but not limited to material weakness or significant deficiencies, Reimagine Prep will create a formal action plan on how the issues will be resolved. Copies of the final audit report will be forwarded on to the MS Charter School Authorizer Board and Jackson Public Schools.





## **Section IX – Education Service Provider**

ReImagine Prep does not currently have plans to contract with a separate Education Service Provider. The RePublic Charter Management Organization will be the same legal entity and board that manages and governs ReImagine Prep. However, we are studying the governing and legal relationships of entities such as KIPP that separate the larger CMO from the local board that governs the schools. If we ever feel compelled to change our legal and governing relationship between the RePublic CMO and the ReImagine Prep school, we will petition the authorizing board.

## Section X – Other RePublic Schools

Two existing Nashville schools, Nashville Prep and Liberty Collegiate Academy, make up the current portfolio of RePublic Schools. Since their founding in 2010, both Nashville Prep and Liberty Collegiate have demonstrated excellent results. In 2013, Nashville Prep and Liberty Collegiate were ranked as the two highest performing charter schools in the state of Tennessee by Stanford University. That same year, Nashville Prep's 5th grade scholars had the highest growth in 5th grade reading, science, and social studies of all public schools in the state of Tennessee and Liberty Collegiate's scholars had the highest composite growth of all middle schools in Nashville – outperforming the city and state average in every grade and subject served.<sup>55</sup> As a result, both schools were named Reward Schools by the Tennessee Department of Education in recognition of their exceptional student growth.<sup>56</sup>

See **Attachment CC** for evidence of success.

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<sup>55</sup> "2013 Report Card." Tennessee Department of Education. <http://www.tn.gov/education/reportcard/index.shtml> (accessed February 11, 2014).

<sup>56</sup> "2013 Reward Schools." Tennessee Department of Education. [http://tn.gov/education/accountability/reward\\_2013.shtml](http://tn.gov/education/accountability/reward_2013.shtml) (accessed February 11, 2014).



## **Attachment A – Letters of Stakeholder Support**

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**MARCH 5, 2014**

Mississippi Charter School Authorizer Board  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, Mississippi 39211

**TO WHOM IT MAY CONCERN:**

I am writing this letter of support for the application of Reimagine Public Schools and their proposed middle school(s) to serve students in Jackson, beginning in 2015. I became very interested in their mission after several long, fruitful visits with many of their potential founders, teachers and administrators here in Jackson. After touring Nashville Prep, and seeing for myself the incredible success and possible opportunities for replication of these efforts in my hometown, I am so hopeful that these applications are approved.

I would like to share some of the success stories of Nashville Prep, and I believe these accomplishments can happen in our city.

- In its first two years of serving students, Nashville Prep, a public charter middle school in Nashville, TN, was named by Stanford University as the highest performing charter school in Tennessee. With the leadership being put into place, Reimagine Prep will follow suit. I really believe that.
- While 86% of Nashville Prep scholars are considered low-income, Nashville Prep scholars had the highest growth in the state last year in science, social studies and math. These demographics are similar to Jackson, and I feel quite certain our students are up to this task.
- Nashville Prep 6<sup>th</sup> grade scholars had the highest overall performance last year of all open enrollment public schools in Nashville and even exceeded the performance of their wealthier peers in Williamson County Schools in math, science, and social studies. Williamson County would be similar in demographics and wealth to Mississippi's Madison County.
- Unarguably, public school students in Jackson are just as bright as students in Nashville, but considering that eleven of the eleven open-enrollment middle school options within JPS received a D or F rating in 2012, Jackson's future depends on a generation that historically has not had access to transformational options like Nashville Prep. Starting in 2015, they will at Reimagine Public Schools.

I have personally gotten to know Ravi Gupta, Christina McDonald and Kate Cooper. Additionally I have met and conversed with many of the staff at Nashville Prep. The passion and focus of these educational partners, and the love that they put into teaching and their scholars is hard to accurately describe, unless you actually witness it. They are “good people”. The respect shown to them by their scholars is particularly noteworthy.

Our city and community desperately needs the opportunity to expose our children to this caliber of an education. I wholeheartedly hope that the charter for Reimagine Public Charter Schools is approved.

Sincerely,

A handwritten signature in black ink, reading "Ben Allen" with a long, sweeping horizontal line extending to the right.

Ben Allen





MAILING ADDRESS 1524 Lakeside Drive  
Jackson, MS 39216  
CONTACT Cell: 601-968-2468  
Fax: 601-961-3098  
INTERNET griffindebral@aol.com

March 4, 2014

Mississippi Charter School Authorizer Board  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, MS 39211

Dear All:

This letter is written in support of Reimagine Prep opening as a Charter School in Jackson to strengthen and empower students. As a small business owner and a product of a teen pregnancy, I believe very strongly that every child living in our great state should have every opportunity possible to enjoy and access all of America's Liberties.

Being one of the people at the table when Nashville Prep was introduced, I was impressed in the many accomplishments of their students and the parent who acknowledged the impact this school had made by enhancing their child's learning experience.

Peter Drucker stated that to predict your future you first have to create your future. In my opinion Reimagine Prep is a great step toward improving and strengthening our educational system to ensure more predictable futures.

Nashville Prep has proven results that cannot be diluted. Ravi, Christina and Kate have strong shoulders to stand our hopes and dreams on for more children to have a better predictable future. I appreciate this chance to encourage you to approve Reimagine Prep's application with God speed.

Sincerely,

  
Debra L. Griffin





Hope Credit Union

Hope Enterprise Corporation

March 5, 2014

Mississippi Charter School Authorizer Board  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, Mississippi 39211

To Whom It May Concern:

Please accept this letter of support for the application of Reimagine Public Schools and their proposed middle school(s) to serve students in Jackson, beginning in 2015. Hope Enterprise Corporation (HOPE) is a non-profit Community Development Financial Institution and intermediary working to strengthen communities, build assets and improve lives in distressed communities across the Mid-South states of Mississippi, Louisiana, Arkansas, and western Tennessee.

Reimagine Public Schools will be managed by the same team that has built a very successful public charter middle school in Nashville, TN, called Nashville Prep. In its first two years of serving students, Nashville Prep was named by Stanford University as the highest performing charter school in Tennessee. While 86% of Nashville Prep scholars are considered low-income, Nashville Prep scholars had the highest growth in the state last year in science, social studies and math. Nashville Prep 6<sup>th</sup> grade scholars had the highest overall performance last year of all open enrollment public schools in Nashville and even exceeded the performance of their wealthier peers in Williamson County Schools in math, science, and social studies.

HOPE is interested in providing financing to assist in providing a high quality school facility for their students, subject to a complete loan application and approval by HOPE's credit committee. Nashville Prep has a strong track record of academic excellence, and we encourage you to approve the application of Reimagine Public Schools.

Sincerely,

Alan Branson  
Chief Operating Officer



March 14, 2014

Mississippi Charter School Authorizer Board  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, Mississippi 39211

To Whom It May Concern:

I'm writing this letter in support of the application of Reimagine Public Schools and their proposed middle school(s) to serve students in Jackson, beginning in 2015. As a business owner and avid supporter of public education, I understand the importance of a quality education to every child, and how it relates to the future of a prosperous Jackson community. I also served a seven-year term on the board of Jackson Public Schools, and became very familiar with the challenges of educating our children in a large district. Reimagine Public Schools can provide assistance to the Jackson Public School district by focusing its efforts on a more defined group of students in a specific area of our city.

As you know, Reimagine Public Schools application is being submitted by members of Nashville Prep, a group that has had proven successes in innovated learning especially in communities with low performing schools. Jackson can only benefit from allowing Reimagine Public Schools to operate within the city.

Having had the opportunity to personally hear from Ravi Gupta of Reimagine Public Schools, and members of the staff, I am absolutely convinced that Reimagine Public School could change the direction of public education in our city. Because of this belief, I have made a commitment to serve on the board and do whatever necessary to insure that Reimagine succeed in providing a high level of education to every student under its influence, as well as introduce innovative instruction processes that can be duplicated in setting district wide. As a business leader and community stakeholder, I will always support whatever form of public education. I will be a vocal advocate for Reimagine Public Schools within the local community; sharing its successes, challenges and needs.

I implore you to approve Reimagine Public Schools application for the sake of the children in the Jackson community who deserve the best possible opportunity to succeed.

Sincerely,

Lee Harper

LELAND RHYMES SPEED

P. O. Box 22728  
JACKSON, MISSISSIPPI 39225

March 4, 2014

Mississippi Charter School Authorizer Board  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, Mississippi 39211

Ladies and Gentlemen:

I am writing this letter to express my support for the application of Reimagine Public Schools and their proposed middle schools to serve students in Jackson.

As a lifelong Jacksonian it pains me to see our middle school children faced with no options other than our eleven D & F rated schools. We can do better.

Nashville Prep – the school we plan to replicate – is compiling an impressive record.

- a. Named the #1 performing charter school in Tennessee/
- b. 86% of Nashville Prep students, are considered low income.
- c. Nashville Prep students had the highest growth in the state last year in science, social studies and math.

The prospect of offering education of this quality to our children in Jackson is truly exciting.

I have had the opportunity visit with Ravi Gupta and his team on several occasions. I've also checked with friends in Nashville. We are blessed to have these people interested in working with us as our operator.

Charter schools are just getting started in Mississippi. It is crucial that we get it right the first time. We will not lack for critics. Please let me know if there is anything I might answer to your organization to facilitate this application.

Sincerely,



Leland R Speed

LRS/lb



## **Attachment B – Letter of Community Support**



March 14, 2014

Mississippi Charter School Authorizer Board  
Mississippi Institutions of Higher Learning  
3825 Ridgewood Road  
Jackson, Mississippi 39211

To Whom It May Concern:

I am writing this letter of support for the application of Reimagine Public Schools and their proposed middle school(s) to serve students in Jackson, beginning in 2015. As a lifelong resident of Jackson and as someone who is committed to improving my city, I truly feel Reimagine Public Schools would play a vital role in the growth of this city. Here at New Horizon Church, we have a strong desire to help the children of south Jackson. This is why we are committed and give our full support to Reimagine Public Schools. Their success record gives us hope:

- In its first two years of serving students, Nashville Prep, a public charter middle school in Nashville, TN, was named by Stanford University as the highest performing charter school in Tennessee. For our students here in Jackson, this type of success is needed as we have some of the lowest performing schools in the state of Mississippi. I am certain that Reimagine Public Schools will achieve the same level of success.
- While 86% of Nashville Prep scholars are considered low-income, Nashville Prep scholars had the highest growth in the state last year in science, social studies and math. Although a majority of students in Jackson are considered low-income, I expect the same growth to be duplicated through Reimagine Public Schools.
- I have no doubt that public school students in Jackson are just as bright as students in Nashville. Unfortunately, eleven of the eleven open-enrollment middle school options within JPS received a D or F rating in 2012 and continued the same trend in 2013. These students have not had access to transformational options like Nashville Prep. However, they will in 2015 with Reimagine Public Schools and I have no doubt that it will truly change not just the development of these students, but the future of this city.

Throughout this entire process, I have had nothing but positive dealings with the people behind Reimagine Public Schools, and I have full confidence in them and their abilities. I offer my support to them financially as well as by providing the host site. I will encourage my congregation and others in the community support them as well.

I truly hope you will see fit to approve the application for Reimagine Public Schools and provide the children of Jackson with an opportunity for success.

Counting it All Joy!

Bishop Ronnie C. Crudup, Sr.

1770 Ellis Avenue, Suite 100, Jackson, MS 39204  
601-371-1427 • Fax 601-371-8282 • [www.nhcms.org](http://www.nhcms.org)



## **Attachment C – Discipline Policy/Code of Conduct**

### **A. Purpose**

Reimagine Preparatory Charter School (“Reimagine Prep”) has created a Code of Conduct in order to:

- Ensure that our school is a respectful space for learning
- Allow students to focus on their learning
- Prepare students to become engaged citizens who follow rules set by our community

The Code of Conduct describes behaviors that Reimagine Prep considers inappropriate or unacceptable (which we will call “behavioral infractions”) and the consequences of those behaviors.

### **B. Our Philosophy**

Students who do not meet the school community’s clearly defined standards for reasonable and 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 our scholars can happen. This is the basis of our student Code of Conduct.

### **C. PREP Reports**

In order to ensure that the school’s values are respected at all times, the student management system at Reimagine Prep is centered on maintaining the core values. The school believes that students should be empowered to understand that their choices in life determine if they are rewarded or punished. Students who choose to uphold the school’s core values are rewarded, but students who choose not to uphold them are held accountable and must pay the consequences. This philosophy is reflected in the school’s “PREP Report” system, in which students receive points for displaying the school’s core values, but lose points for not upholding these values. PREP Reports are used to motivate and reward students, not punish them.

All students receive PREP Reports every day. At the beginning of each week (PREP Report weeks begin on Friday and end on Thursday), a student’s score starts at 90 PREP Points. Students can retain their beginning balance of 90 PREP Points simply by meeting school expectations throughout the week. Students may earn PREP Points by exceeding expectations during a given week by earning merits from a staff member for a variety of reasons, including but not limited to:

- Displaying characteristics of one of the core values
- Displaying outstanding effort or improvement in core academic subjects
- Accomplishing something worthy of public recognition at Community Circle meetings

Students will decrease their PREP Report score when they fail to meet expectations. Specifically, PREP Points are deducted when:



- Students do not meet behavioral expectations (e.g., they earn demerits or detentions)
- Students do not meet attendance expectations (e.g., they are absent, late, or dismissed early)
- Students do not meet homework expectations (e.g. they fail to actively read or do not have their reading tracker signed)

Students with PREP scores of less than 75 on Wednesday afternoon must attend Thursday Extension, which is an extended detention held on Thursday afternoon. At the end of each week, a student's PREP Points are transferred into the student's PREP Report Bank. Students may use accumulated points to "purchase" prizes such as school supplies, lunch with a teacher, gift certificates, and tickets to sporting events at the PREP store. The student with the highest PREP score at the end of the year will receive the Diane Nash award. This award will be presented during Community Circle.

Over time, a student's PREP Report average is also monitored. Students with high PREP Report averages earn rewards such as invitations to school celebrations and field trips. Students with low PREP Report averages lose privileges such as their invitation to the PREP store and ability to participate in extracurricular activities (e.g. school celebrations, field trips).

Weekly PREP Reports that include grades are sent home each Thursday for review and to be signed by parents/guardians and returned on Friday.

### **C. Responding to Negative Behaviors**

Reimagine Prep teachers hold students to high academic expectations and are able to focus on effective instruction because every teacher enforces consistent classroom management expectations. Teachers proactively plan to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors. No misbehavior will go unchecked at any time for any reason.

Students will be held responsible for the elements of the school's Code of Conduct during the school day, during school-sponsored events, and while on school grounds or school-provided transportation. While we will address infractions as they occur, we will explicitly teach and consistently reward desirable behaviors in our school. We will use school-wide and class based systems to build a culture that acknowledges, praises, and rewards students who demonstrate the core values. On such occasions when students make choices counter to a climate conducive to learning, consequences will be issued.

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, Reimagine Prep 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
- During all other school-related events
- Off school grounds that results in substantial disruption to the learning environment

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 one's 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 Reimagine Prep 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.

Enforcement of Reimagine Prep's Code of Conduct is based on a framework of progressive discipline. Specifically, minor infractions will result in less severe consequences, while larger infractions will result in more severe consequences. Furthermore, first-time infractions result in less severe consequences while repeated infractions result in more severe consequences.

### **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 Reimagine Prep staff.

Infractions that may warrant a demerit include, but are not limited to:

- Being out of uniform (e.g., shirt is untucked)
- Arriving late to 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
- Other behaviors deemed inappropriate by school staff

### **Detention**

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

- Receiving three demerits within a given week (Friday-Thursday)
- Disrespect towards a fellow student
- Disrespect towards faculty, staff, or other members of the school community





- Disrespect of school property
- Making verbal or physical threats, empty or otherwise
- Possessing an electronic device (e.g., cell phone) in the school building
- Failing to return forms by school-mandated deadlines (e.g., PREP Reports, Report Cards)
- Possessing or drinking soda

### **Thursday and Friday Extension**

If a student earns a weekly PREP Score of lower than 70, the student will serve Thursday extension. If a student's PREP score drops below 60 by Thursday afternoon, the student will serve Friday extension.

### **In-School Suspension (ISS)**

At times, particular infractions warrant consequences that are more severe than detention or Thursday and Friday Extension, but less severe than out-of-school suspension. Therefore, Reimagine Prep has an in-school suspension model ensuring that students have access to the curriculum while at the same time ensuring that students face serious consequences.

Specific infractions, which may warrant in-school suspension from the community, include, but are not limited to:

- Forging, cheating, plagiarism or dishonesty
- Deliberately disrupting class
- Multiple class send outs in a given day or week
- Horseplay or engaging in physical contact that causes a disruption
- Skipping school or after school commitments

In addition, students who have not met behavioral expectations over an extended period of time, as measured by a PREP Report score less than a specific school-determined threshold, may face in-school suspension.

Furthermore, to promote and uphold our school community's values and Code of Conduct, students who communicate with a student who is currently on in-school suspension may also earn the consequence of in-school suspension.

### **Out-of-School Suspension (OSS)**

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

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, visitor, or school transportation provider
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Using or possessing tobacco products
- Disrupting Thursday and/or Friday extension or in-school suspension 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
- Serious forgery, plagiarism, or cheating
- Lying
- Leaving school grounds without permission
- Being charged with a felony
- Repeated offenses for which the student has already earned in-school suspension

## **Expulsion**

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 Mississippi state law. At Reimagine Prep the due process will be as follows (subject to legal review and Board approval):

- The 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 Jackson Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons.

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

## **Appealing an Expulsion**

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 days to file an appeal. All appeals must be filed, orally or in writing, within five 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 ten 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.

### **State Reporting**

Reimagine Prep shall include in each application to the Mississippi 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.

Reimagine Prep policies and administrative rules and regulations pertaining to student conduct shall be filed with the Mississippi State Superintendent of Education.

### **D. Procedures for Disciplinary Action**

The following section explains the procedures for determining consequences students may face for violation of this Code of Conduct. All students are entitled to due process commensurate with the disciplinary consequences to which they may be subject.

#### **Detention**

**Requirements:** On Mondays-Thursdays, detention is served during the lunch hour of the day the detention is earned. Any detention(s) earned on Friday after lunch will be served the following Monday. If a student is required to serve one detention and Homework Club during the same day, he/she will only serve the detention.

**Student Notification:** If a student is required to serve detention, he/she will be notified before lunch on the day the detention is to be served.

#### **Thursday and Friday Extension**

**Requirements:** Students will stay at school until 5:00 p.m.

**Student Notification:** Students will receive notice with their weekly PREP Reports on Wednesday and Thursday.



**Parent Notification:** Parents are notified of Thursday and Friday Extension through a letter attached to the scholar's PREP report *before* the consequence is fulfilled. Students will be expected to stay even if the school is unable to reach the family.

### **In-School Suspension (ISS)**

**Requirements:** In the morning, students will need to check in with Dean of Students who will reiterate the expectations of in-school suspension. Students on ISS will:

- Attend classes, receive instruction and complete class work
- Wear a tag labeled "ISS" indicating that they have lost the privilege of being apart of the community.
- Not be permitted to communicate with any students throughout the day, including during breaks and lunch, except as specifically instructed by a teacher during an academic discussion.
- Not participate in selected class activities, as determined by each teacher
- Not participate in enrichment activities
- Not attend reward events including field trips, etc. (exceptions may be made in extraordinary circumstances at the sole discretion of the school administration)

Violation of the requirements of in-school suspension may result in additional days of in-school suspension or an out-of-school suspension.

A student will be on ISS until he/she meets his/her goal for two consecutive days. The Dean of Students will determine each student's goal.

**Student Notification:** if a student is assigned an in-school suspension, a staff member will notify the student the day before, or the day of, in-school suspension.

**Parental Notification:** the school will contact Parents of those students who have been assigned in-school suspension within 24 hours, notifying them of the suspension, the cause for the suspension, and the conditions for readmission. Additionally, a letter will be sent home notifying the parent of the consequence. A parent meeting may be required.

### **Out-of-School Suspension and Expulsion**

#### **Short-Term Suspension**

For suspension between one and ten days<sup>1</sup>, the following procedures will apply:

When an infraction occurs, the student will be removed from class and sent to the Main Office, Dean of Students' office, or another designated school location. The Principal, Principal, or another representative of the school will notify the student's parent or guardian of the incident.

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<sup>1</sup> For disciplinary purposes (i.e., the length of an In-Class or Out-of-School Suspension) the term "day" means Monday through Friday, and does not include Saturdays.



Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive notice and an opportunity to present her/his version of the relevant facts prior to receiving a suspension of one to ten days.

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

In the case that a student is assigned an out-of-school suspension, the student's parent/guardian must immediately come to the school, meet with the Principal and/or Principal, and remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in a designated area until the parent/guardian arrives. Written notice will be sent home describing the incident and designating the length of suspension. The school will immediately contact parents of those students who have been assigned an out-of-school suspension, notifying them of the suspension, the cause for the suspension, and the conditions for readmission.

In order for the student to re-enter the Reimagine Prep community following an in-school or out-of-school suspension:

- The student may have to write a letter of apology and publicly present this letter to Reimagine Prep staff and/or students.
- An administrator will contact the parent/guardian to schedule a required re-entry meeting.
- Students who are suspended two or more times may be asked to submit a reasonable and genuine plan for improvement in addition to an apology to the Reimagine Prep community.
- The student may have to meet additional conditions as required by Reimagine Prep.

Once the above conditions are met, the student will be welcomed back into the community. If a student has not met the above requirements, he or she may earn in-school suspension.

If a student is assigned an out-of-school suspension of more than five days, the Principal or Principal must develop and implement a behavior plan for assisting the student to improve his/her behavior.

Students are responsible for completing academic work missed during the suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., Homework Club, no academic credit).

### **Long-term Suspension and Expulsion**

If a suspension of more than ten days is assigned to a student, the following procedures will apply:

- Parents or guardians of those students who have been assigned an out-of-school suspension longer than ten days or an expulsion will immediately be contacted by the school, notifying

them of the suspension, the cause for the suspension, and the conditions for readmission. The student and the parents or guardians of the student will also receive immediate written or actual notice of the right to appeal the decision. Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

- A parent, guardian, or student may request a conference with the Principal or a designee when the student has received an out-of-school suspension of greater than ten days or expulsion. The school will provide due process by explaining the school's view of the offense, the information gathered during the investigation, and the length of the out-of-school suspension, if applicable. The school will allow the student to explain his/her side or view of the offense.
- A student and/or parent, upon request, will have the right to review the student's records in accordance with applicable federal and state law.
- Parents or guardians have the right to appeal a decision to suspend a student for more than ten days or expel a student. All appeals of such a decision must be filed, orally or in writing, within five days after receipt of the notice of the suspension or expulsion and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by the school system if requested by the student. Failure to appeal such a decision within five days waives any right to appeal. The appeal from this decision shall be to the Reimagine Prep Board of Directors, which may (through the Chair) appoint a disciplinary hearing authority comprising at least three members of the Board.
- The appeal hearing shall be held no later than ten days after the beginning of the suspension. The Board of Directors or disciplinary hearing authority shall give written notice of the time and place of the hearing to the parent or guardian, the student, and the school official who ordered the suspension or expulsion.
- After the hearing, the Board of Directors may affirm the decision of the Principal, order removal of the suspension or expulsion unconditionally or upon such terms and conditions as it deems reasonable, or suspend the student for a specified period of time.
- A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be kept or prepared by the board or disciplinary hearing authority. The student or Principal may, within five days of the decision, request review by the full Board of Directors, or, if the initial hearing was held before the full board, request re-review by the full Board of Directors. Absent a timely appeal, the decision shall be final. The full board, based upon a review of the record, may grant or deny a request for a another hearing and may affirm or overturn the decision of the hearing authority with or without a hearing before the board; provided, that the board may not impose a more severe penalty than that imposed by the hearing authority without first providing an opportunity for a hearing before the board. If the board conducts such a hearing, this hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. The action of the full board shall be final.

The Principal reserves the right to request that the Board of Directors hold an expulsion hearing and consider the student for expulsion for a specific, severe behavioral infraction or for repeated disregard of school policies and procedures. Specifically, regarding the latter, a family meeting will be required once a student has been out-of-school suspended for four separate

incidents. A contract will be formed between the student and school once a student has been out-of-school suspended for six separate incidents. A student's breach of this contract may lead to the recommendation of an expulsion hearing.

Whenever an expulsion hearing is recommended, the above-described procedural safeguards will be in effect. In general, the following will be provided:

- The student shall receive written notice of the following:
  - Charges and a statement of the evidence
  - Date, time and place of a hearing
  - Notice of the right at the hearing to:
    - Be represented by their parents, legal or other representative (at the student's/parent's own expense)
    - Present evidence
    - Confront and cross-examine witnesses
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
- Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
- A student and/or parent, upon request, will have the right to review the student's records in accordance with applicable federal and state law.
- All decisions by the Board of Directors regarding expulsion of a student will be issued to the student in writing.

## **E. Discipline of Students with Special Needs**

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability.<sup>2</sup>

In the case of a special education student, or a student who receives 504 accommodations, Reimagine Prep 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.

## **F. Discipline and Minority Students**

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<sup>2</sup> A copy of these rights is available at <http://www.teateachers.org/cms/IDEA/141.html>.



Reimagine Prep holds high expectations of all its students, including minority students. To that end, we hold all students to the same high bar and will not make excuses for students on the basis of their background. However, we will track behavioral data against subgroups of students to see if particular groups are over-represented. If a disproportionate representation is discovered, the Dean of Students will develop a behavioral intervention plan for the student or group of students in question.

At Nashville Prep in 2013, the suspension rate (13% overall, 14.1% African American) was lower than the district (14.1% overall, 21.5% African American) and higher than the state overall (7.5%) but lower for African American students (18.8%). In addition, the expulsion rate at Nashville Prep (0%) was lower than the district (0.9%) and state (0.6%).<sup>3</sup> We are always working to make these numbers as low as possible and will implement our evolving best practices at Reimagine Prep. See **Attachment S** for our Performance Framework, which includes discipline goals.

## G. Student Searches

In order to maintain the security of all its students, Reimagine Prep Charter School staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School cubbies and desks, which are assigned to students for their use, remain the property of Reimagine Prep Charter School; therefore, students should have no expectation of privacy in these areas.

## H. Bus Behavior

The Reimagine Prep Charter School Code of Conduct applies on school bus transportation. Students who take the school bus are expected to act responsibly and respectfully at all times. All school rules apply on the bus. Certain additional rules will apply on the bus. Students will be given assigned seats. An administrator will meet the bus every day, and everyday, either a teacher or staff member will ride the bus. No child will exit the bus before the administrator checks with the driver and teacher/staff member as to behavior. Failing to be in the assigned seat, putting hands out of the bus, throwing things, using bad language, not obeying the bus driver, are all infractions, as well as those listed in part (C) of this Code of Conduct. More serious behavior (i.e. fighting) will be investigated and consequences will be assigned as if it happened on school grounds.

The following consequences apply for bus related infractions:

- One infraction = loss of bus privileges for a week.
- Two infractions = loss of bus privileges for a month.

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<sup>3</sup> "A Parent's Guide to the Nashville Prep Report Card" <http://nashvilleprep.org/blog/2013/11/13/a-parents-guide-to-the-nashville-prep-report-card> (accessed February 28, 2014).



- Three infractions = loss of bus privileges for the year.

Infractions, if serious enough, can warrant immediate loss of bus privileges for the year. Other consequences (e.g., demerits, detentions, suspensions) apply as well.

Families are strongly encouraged to reinforce the importance of proper bus behavior and the potential consequences for bad behavior.

Consequences for misconduct by Special Education students riding on transportation provided by their Individual Education Plan will be dealt with on a case-by-case basis.

## **I. Field Trips/End-of-Year Events**

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip that allows students to attend all school-sponsored field trips and events will be sent home at the beginning of the school year and should be signed by a parent or guardian. The school will attempt to notify all parents and guardians before each school-sponsored trip. For trips that are not school-sponsored (e.g., voluntary trips), a permission slip will be sent home prior to the trip/event, and must be signed by a parent or guardian.

A student may be considered ineligible for a trip for reasons including but not limited to: low PREP Report average, not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, poor school attendance, misbehavior or severe lack of academic effort in the days prior to the trip, etc. Students who are considered ineligible for attending a trip will be required to attend school that day.

If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past inappropriate behavior, or excessive demerits and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

## **J. Student Behavior Policy for Extra-Curricular Activities**

Attending after-school extra-curricular activities such as athletic events as a fan is a privilege, and students will be held to high expectations for their behavior at these events. Specifically,

- Students with a PREP average below 70 may not attend games as fans.
- Cell phones should only be used for specific purposes related to safety/transportation (i.e. no long conversations); this applies to players and fans.
- All fans are expected to follow Reimagine Prep's Code of Conduct.
- Fans may not interact with players during the game.



- School consequences may be issued at games.

If a student who is not allowed to attend an after-school extra-curricular activity chooses to do so, he/she should be referred to the Dean of Students immediately on the following school day. The Dean of Students will determine the appropriate consequences.

### **K. Cheating, Plagiarism, and Copying Other's Work**

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but, in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should raise their hands and ask their teacher for directions. Specific guidelines regarding cheating and plagiarism will be reviewed with students during Student Orientation and continued throughout the year. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work may result in In School Suspension, loss of academic credit, and/or other consequences.

Reimagine Prep upholds high standards of honor and integrity to maintain our community of trust. To be honorable is to respect each other, our teachers, and our community. Integrity is doing the right thing, no matter the circumstance. Honor and integrity are embodied in the following principles:

- A student's word is expected to be complete truth; therefore, lying and forgery are violations of the Honor Code.
- A student's work is expected to be entirely his/her own, unless properly credited; therefore, plagiarism and cheating are violations of the Honor Code.
- The property of others is to be respected; therefore, stealing — no matter how minor — is a violation of the Honor Code.

Students should report any suspected Honor Code violations, no matter how small, to the Principal. Violations of the Honor Code hurt the Reimagine Prep community and will result in consequences.



## **Attachment D – School Leader Job Description**

### **Role**

- The Principal will be the instructional leader of ReImagine Prep. The Principal will lead the school Leadership Team and will oversee implementation of the academic model. The Principal will be managed by the Executive Director of RePublic Charter Schools, and will work closely with members of the RePublic Charter Schools Team.

### **Responsibilities**

- Establish and ensure a joyful, structured, achievement-orientated school culture;
- Provide exemplary leadership to all members of the school's community to achieve outstanding performance;
- Dramatically improve student achievement by leading the education program;
- Manage faculty and staff effectively;
- Effectively supervise the Founding Director of Operations and Founding Dean of Students;
- Serve as a point person for all students and families;
- Foster commitment among faculty and staff members to the development and fulfillment of the school's mission and vision;
- Hold teachers accountable for meeting high standards for student academic and behavioral performance;
- Recruit, interview, hire, evaluate, develop, retain, and when necessary, dismiss staff;
- Maintain communication and relations with parents, ensuring families are kept involved with and held accountable for their children's academic and behavioral performance;
- Communicate regularly with families regarding student performance and academic achievement;
- Oversee students' academic and behavioral program, including disciplinary decisions, scheduling and class decisions, assessment and accountability;
- Ensure that traditions and rituals that support the school's college mission are being created and maintained;
- Ensure student achievement is published, shared, and celebrated;
- Foster consistency in academic and behavioral expectations in and out of class;
- Lead new and returning staff orientation;
- Build an effective, efficient, action oriented, and highly accountable data analysis and action planning process; and
- Create a highly systematic and wide-ranging network of school level supports designed to catch students who are struggling in their new school environment.

### **Qualifications**

- A passionate belief in ReImagine Prep's mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;



- An ability to thrive in a fast-paced, entrepreneurial environment and a capacity to remain calm and focused when faced with challenged;
- Excellent interpersonal and communication skills, including strong public speaking skills;
- A sense of humility in the face of success;
- An ability to provide an accessible strong presence and demonstrate leadership by example;
- Three years teaching experience;
- Demonstrated success in leading in a diverse environment;
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teacher, administrators, and parents;
- Demonstrated skills in creative problem solving; and
- Experience supervising and/or evaluating staff.



## Attachment E – School Leader Resume and Proof of Citizenship

Christina McDonald, the proposed School Leader for Reimagine Prep, is the current Vice Principal for Culture and Arts at Nashville Prep.

Nashville Prep has been the highest performing charter school in Tennessee for the past two years, according to Stanford University. During the 2012-2013 school year, Nashville Prep scholars had the highest growth in 5<sup>th</sup> grade reading, science, and social studies. Nashville Prep scholars scored the highest of all open enrollment public schools in the city on the 6<sup>th</sup> grade Tennessee Comprehensive Assessment (TCAP) in all subjects. Our scholars also exceeded the performance of Williamson County, the highest performing county in the state, in math, science, and social studies.

Nashville Prep's TCAP achievement data broken out by sub-group is listed in the tables below:

2012 ELA			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	64.4%	65%	60%
MNPS	49.1%	41.6%	41.5%
Tennessee	59.5%	41.7%	48.2%

2013 ELA			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	71.9%	69.8%	67%
MNPS	40%	30.9%	31.4%
Tennessee	50.4%	31.2%	37.8%

2012 Math			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	78.9%	77.5%	77.3%
MNPS	45.2%	36.4%	39%
Tennessee	55.4%	38%	45.2%

<b>2013 Math</b>			
	<b>Students Proficient or Advanced</b>	<b>African American Students Proficient or Advanced</b>	<b>Economically Disadvantaged Students Proficient or Advanced</b>
<b>Nashville Prep</b>	72.4%	69.9%	68%
<b>MNPS</b>	42.5%	32.1%	35.2%
<b>Tennessee</b>	50.8%	33.5%	39.7%

<b>2012 Science</b>			
	<b>Students Proficient or Advanced</b>	<b>African American Students Proficient or Advanced</b>	<b>Economically Disadvantaged Students Proficient or Advanced</b>
<b>Nashville Prep</b>	81.1%	78.8%	80%
<b>MNPS</b>	42.6%	33.4%	34.9%
<b>Tennessee</b>	60.7%	34.6%	48.2%

<b>2013 Science</b>			
	<b>Students Proficient or Advanced</b>	<b>African American Students Proficient or Advanced</b>	<b>Economically Disadvantaged Students Proficient or Advanced</b>
<b>Nashville Prep</b>	87.8%	85.5%	81%
<b>MNPS*</b>	45.8%	34.8%	37.6%
<b>Tennessee*</b>	62.6%	39.6%	50.7%

*\*Data represents grades 3 - 8 because more specific grade level summary data broken out by student sub-group is not available via the Tennessee State Report Card.*



Ms. McDonald taught 5<sup>th</sup> grade social studies during the 2011-2012 and 2012-2013 school year. Her data is broken out in the tables below:

<b>2012 Social Studies (Ms. McDonald)</b>			
	<b>Students Proficient or Advanced</b>	<b>African American and Hispanic Students Proficient or Advanced</b>	<b>Economically Disadvantaged Students Proficient or Advanced</b>
<b>Ms. McDonald</b>	97.8%	97.5%	97.3%
<b>MNPS</b>	77.9%	72.7%	73.9%
<b>Tennessee</b>	86.7%	73.2%	80.7%

<b>2013 Social Studies (Ms. McDonald)</b>			
	<b>Students Proficient or Advanced</b>	<b>African American and Hispanic Students Proficient or Advanced</b>	<b>Economically Disadvantaged Students Proficient or Advanced</b>
<b>Ms. McDonald</b>	98.1%	98.8%	98.1%
<b>MNPS*</b>	81%	69.6%	71.9%
<b>Tennessee*</b>	86.9%	71.1%	78.5%

*\*Data represents grades 3 - 8 because more specific grade level summary data broken out by student sub-group is not available via the Tennessee State Report Card.*



## **Christina Lea McDonald**

2056 Elliot Ave. Nashville TN, 37204

646-257-9734

cmcdonald@nashvilleprep.org

### **Employment:**

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**Nashville Prep Charter School** 2011-Present

Nashville, TN

*Assistant Principal of Culture and Arts*

*5<sup>th</sup> Grade Social Studies*

**KIPP NYC**

2008-2011

New York, NY

*Executive Assistant to Dave Levin co-founder of KIPP, Office Manager of the Shared Services Team  
KIPP NYC*

Coordinated Board Meetings and Professional Development for all KIPP NYC staff; educated tour groups on KIPP NYC schools; facilitated speaking events for Dave Levin.

**KIPP Infinity**

2008-2010

New York, NY

*Chorus Teacher*

Taught music to scholars 5-8<sup>th</sup> grade, coordinated performances for the school, and the community.

**Private Music Teacher**

2006-Present

Nashville/New York

**Dock's Seafood Restaurant**

2005-2008

New York

*Manager*

Managed a staff; created schedules; oversaw food costs; supervised customer service.

**Granberry Elementary**

2004-2005

Nashville, TN

*Elementary Music Teacher*

### **Education:**

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**Belmont University**

2000-2004

Nashville, TN

*B.A. in Music Education*

References upon request



## **Attachment F – Leadership Team Job Descriptions and Resumes**

Ravi Gupta, the Managing Partner of RePublic Charter Schools, and Kate Cooper, the Regional Operations Lead, have both been identified as members of the Reimagine Prep leadership team.

Mr. Gupta is the Founder and Executive Director of Nashville Prep, and Ms. Cooper is the Director of Operations of Nashville Prep. Under the leadership of Mr. Gupta and Ms. Cooper, Nashville Prep has surpassed both Metro Nashville Public Schools and the state of Tennessee in its performance on the Tennessee Comprehensive Assessment Program (TCAP). Annual student achievement data for Nashville Prep can be found in **Attachment CC**.

## **RAVI M. GUPTA**

1300 56<sup>th</sup> Ave North · Nashville, TN 37209 · (917)-558-3584 · rgupta@nashvilleprep.org

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### **EXPERIENCE**

#### **REPUBLIC CHARTER SCHOOLS**

February 2013 – Present

##### *Managing Partner*

Managing Partner of RePublic Charter Schools, a newly founded organization dedicated to reimagining the public school experience in the South by opening high quality schools and pursuing impactful legislation.

#### **NASHVILLE PREPARATORY CHARTER SCHOOL**

##### *Founder and Executive Director*

August 2011 – Present

Founder and Executive Director of Nashville Preparatory Charter School, a high performing, no excuses grades 5-7 (5-12 at full growth) charter school serving predominantly low-income students in North Nashville. For the past two years (2012 and 2013), Nashville Prep has been ranked as the highest performing charter school in Tennessee by the Stanford University Center for Research on Education Outcomes (CREDO).

#### **NASHVILLE ACADEMY OF COMPUTER SCIENCE**

##### *Founder and Executive Director*

May 2013 - Present

Building and managing a team of educators to lead a newly-chartered (opening August 2014) grade 5-8 public school modeled off of Nashville Prep, with the addition of a core computer science curriculum.

#### **BUILDING EXCELLENT SCHOOLS**

##### *Fellow*

April 2010 – August 2011

Participated in an intensive one-year training program in urban charter school creation and leadership. The Fellowship was in preparation for the founding of Nashville Prep.

#### **U.S. MISSION TO THE UNITED NATIONS, U.S. DEPARTMENT OF STATE**

##### *Special Assistant to the U.S. Ambassador, Susan Rice*

January 2009 – April 2010

Was appointed by the President to serve as traveling aide and speechwriter to Susan Rice, U.S. Ambassador to the UN and member of President Obama's Cabinet. Top Secret/SCI Clearance.

#### **OBAMA FOR AMERICA/AXELROD & ASSOCIATES**

##### *Assistant to the Chief Strategist, David Axelrod*

July 2008 – Nov. 2008

Served as assistant to the campaign's Chief Strategist.

#### **OBAMA FOR AMERICA**

##### *Deputy Mid-Atlantic Finance Director, Countdown to Change Finance Director*

Feb. 2007- March 2008

Deputy fundraiser for Delaware, Pennsylvania, Maryland, Washington DC, Virginia, and West Virginia. Coordinated the Countdown to Change effort—a series of large fundraising rallies across the country that expanded the small donor database by over fifty thousand.

#### **OBAMA FOR AMERICA**

##### *Regional Get Out The Vote (GOTV) Director*

Dec. 2007- Nov. 2008

Coordinated GOTV operations for the City of Philadelphia and northeastern Ohio during the primary election, and central Ohio during the general election.

#### **ORPHANS OF RWANDA, INC. (www.OrphansofRwanda.org)**

##### *Director of Development*

2006-Feb. 2007

Directed fundraising, donor management, and grant management for an organization that provides university support and healthcare for children in Rwanda orphaned by the 1994 genocide and/or HIV/AIDS.

### **EDUCATION**

#### **YALE LAW SCHOOL, New Haven, CT**

J.D., 2009 (Leave of absence Jan. 2007 – Jan. 2008).

#### **BINGHAMTON UNIVERSITY - STATE UNIVERSITY OF NEW YORK, Vestal, NY**

B.A., *summa cum laude*, Science and Public Policy, and Philosophy, May 2005.

### **HONORS**

Forbes Magazine 2012 '30 Under 30 for Law and Policy,' Harry S. Truman Scholar, Harry S. Truman Scholarship Selection Committee (Member), Keynote Speaker at Binghamton University 2011 Winter Commencement, Binghamton University Medal, SUNY Chancellors Award for Student Excellence, Binghamton University Presidential Scholarship for Academic Excellence, Binghamton University Student Excellence Award for the Humanities Division, Jason Matthew Hendler Award for Commitment to Community Service



*Of the United States,  
in Order to form a more perfect Union,  
establish Justice, insure domestic Tranquility,  
provide for the common defence,  
promote the general Welfare, and secure  
the Blessings of Liberty to ourselves and  
our Posterity, do ordain and establish this  
Constitution for the United States of America.*



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**PASSPORT  
PASSEPORT  
PASAPORTE**

# USA



# UNITED STATES OF AMERICA

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USA

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Surname / Nom / Apellidos

GUPTA

Given Names / Prénoms / Nombres

RAVI MELNICK

Nationality / Nationalité / Nacionalidad

UNITED STATES OF AMERICA

Date of birth / Date de naissance / Fecha de nacimiento

28 Apr 1983

Place of birth / Lieu de naissance / Lugar de nacimiento

Sex / Sexe / Sexo

NEW YORK, U.S.A.

M

Date of issue / Date de délivrance / Fecha de expedición

Authority / Autorité / Autoridad

28 Mar 2009

United States

Date of expiration / Date d'expiration / Fecha de caducidad

Department of State

27 Mar 2014

Endorsements / Mentions Spéciales / Anotaciones

**SEE PAGE 51**

USA

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# Catherine (Kate) Marie Cooper

1011 Halcyon Avenue  
Nashville, TN 37204

ccooper@nashvilleprep.org

(703) 577-3828

## WORK EXPERIENCE

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### **Director of Operations, Nashville Prep Charter School, Nashville, TN, July 2013-present**

- Managed a 3 million dollar budget
- Supervised a \$400,000 facility improvement project
- Ensured compliance with state, local, and federal regulations

### **Director of Academic Operations, Nashville Prep Charter School, Nashville, TN, June 2012-June 2013**

- Managed high stakes testing for 200+ students
- Wrote the charter application for Nashville Academy of Computer Science
- Managed school based academic systems

### **Chief of Staff, Nashville Prep Charter School, Nashville, TN, July 2012-December 2012**

- Served on the founding team of a high performing charter school
- Created a managed systems pertaining to attendance, food services, homework, and Saturday Academy

### **Intern, United States Environmental Protection Agency, Washington, D.C., May 2010-August 2010**

- Worked in the Office of Federal Advisory Committee Management and Outreach (OFACMO)
- Developed social media outlets for OFACMO
- Edited and finalized the Spanish translation of the 13<sup>th</sup> annual Good Neighbor Environmental Board report

### **Camp Counselor, Brookfield School, McLean, VA, June 2008-July 2009**

- Responsible for group of 20 four year old campers
- Planned and executed activities in fields of art, nature, cooking and culture

## EDUCATION

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### **University of Virginia**

Charlottesville, VA

Bachelor of Arts in History, May 2012

GPA: 3.48

- Dean's List Fall 2008, Spring 2009 and Fall 2009
- Coursework in Comparative Politics, Psychology, History, Economics and Religious Studies

## LEADERSHIP EXPERIENCE

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Alternative Spring Break, University of Virginia

Alpha Chi Omega Fraternity, University of Virginia



*Of the United States,  
in Order to form a more perfect Union,  
establish Justice, insure domestic Tranquility,  
provide for the common defence,  
promote the general Welfare, and secure  
the Blessings of Liberty to ourselves and  
our Posterity, do ordain and establish this  
Constitution for the United States of America.*

SIGNATURE OF BEARER / SIGNATURE DU TITULAIRE / FIRMA DEL TITULAR

# UNITED STATES OF AMERICA

Type / Type / Tipo Code / Code / Código Passport No. / No. du Passeport / No. de Pasaporte

P USA 451286870

Surname / Nom / Apellidos

COOPER

Given Names / Prénoms / Nombres

CATHERINE MARIE

Nationality / Nationalité / Nacionalidad

UNITED STATES OF AMERICA

Date of birth / Date

19 Apr 1990

Place of birth / Lieu de naissance

VIRGINIA, U.S.A.

Date of issue / Date

14 Jan 2009

Date of expiration /

13 Jan 2019

Endorsements / Me

SEE PAGE 27

Sex / Sexe / Sexo

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Authority / Autorité / Autoridad

United States

Department of State

USA

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## **Dean of Students**

### **Role**

The Dean of Students will work with the school's Leadership Team to ensure that students demonstrate dramatic student achievement gains and internalize the school's values. The Dean of Students will help lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

### **Specific Responsibilities**

- Establish and ensure a joyful, structured, achievement-oriented school culture;
- Support teachers to hold all students to consistently high behavioral expectations;
- With the Director of Operations, build systems and procedures which protect the sanctity of instructional time and reinforce a positive school culture;
- Serve as the point person for discipline/culture issues;
- Assist teachers, students, and families in the effective creation and implementation of individual behavior plans;
- Lead staff efforts to ensure all students have excellent attendance and arrive at school on time and prepared to learn;
- Reinforce the effective use of a school-wide behavior plan, including managing the school's value system;
- Ensure that the physical environment of the school reinforces school culture and facilitates student achievement;
- Oversee the development and implementation of student supports and interventions;
- Serve on the Reimagine Prep Leadership Team; and
- Model the school's values and the standard for professional behavior.

### **Qualifications**

- A passionate belief in Reimagine Prep's mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;
- An ability to thrive in a fast-paced, entrepreneurial environment and a capacity to remain calm and focused when faced with challenged;
- Proven track-record of high achievement;
- Excellent interpersonal and communication skills, including strong public speaking skills;
- A sense of humility in the face of success;
- Drive to improve the minds and lives of students in and out of the classroom; and
- Bachelor's degree is required; Master's degree is preferred.



## **Director of Operations**

### **Role**

The Director of Operations will work with the school's Leadership Team to create efficient and effective systems that ensure the school's success.

### **Responsibilities**

- Manage and execute on a detailed start-up plan to ensure the school starts each year fully prepared and fully stocked;
- Manage the school budget process including annual budget development and ongoing budget management;
- Develop the school's fiscal policies and procedures manual;
- Oversee all school-based purchasing and procurement in accordance with Massachusetts state procurement laws;
- Work with appropriate staff at the school to create and distribute the personnel handbook;
- Oversee the purchase and maintenance of technology equipment and infrastructure;
- Manage the implementation of a technology initiative that will provide cutting-edge opportunity for Reimagine Prep students;
- Develop and manage a plan space usage within the facility;
- Develop a calendar for the Summer of 2015 that ensures the school facility will be fully prepared by the start of school;
- Secure student transcripts from prior schools and provide student transcripts to students' future schools; and
- Manage office managers, food services staff, custodians, and other non-instructional staff.
- Manage all systems within the school, including but not limited to arrival and dismissal procedures; breakfast, lunch, and snack distribution; uniform dispersal; student enrollment; coverage for absent staff members, and more;
- Ensure that school-based employees receive payroll and benefits in a timely and accurate manner;
- Work with appropriate staff to ensure hallway and general facility decorations, including student work, are updated and maintained regularly;
- Oversee systems to ensure the school is adhering to its fiscal policies and procedures, and ensure that school invoices are paid on time;
- Complete all compliance information for food and transportation including collection of free and reduced information to determine family eligibility; and
- Manage student information database system and generate reports as needed.

### **Qualifications**

- A passionate belief in Reimagine Prep's mission, values, and educational model;



- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;
- An obsessive attention to detail;
- An ability to thrive in a fast-paced, entrepreneurial environment and a capacity to remain calm and focused when faced with unexpected challenges;
- Proven track-record of high achievement;
- Excellent interpersonal and communication skills, including strong public speaking skills;
- A sense of humility in the face of success; and
- Drive to improve the minds and lives of students in and out of the classroom.



## **Director of Student Supports**

### **Role**

The Director of Student Supports is responsible for ensuring the special education program at Reimagine Prep is compliant with Mississippi state and federal special education laws. The Director of Student Supports will report to the Principal of Reimagine Prep.

### **Responsibilities**

- Collaborate with the Principal, Leadership Team, teachers and related service providers, to manage activities relating to compliance with all state and federal special education regulations and Section 504 of the Rehabilitation Act, including, but not limited to:
  - Provide expertise and assistance regarding the implementation of state and federal Special Education laws for students with disabilities;
  - Collaborate with the Principal and Leadership Team in providing FAPE, LRE, and specialized instruction and services for students with disabilities, and differentiated instruction for all students;
- Collaborate with the Principal and Leadership Team in regards to:
  - provide a respectful and engaging school environment for all students,
  - ensure that students with disabilities participate in the general education environment;
  - ensure that student schedules are aligned to specific learning needs; and
  - provide and/or arrange professional development, and support for special education teachers and related service providers;
- Coordinate and support the continuum of settings and array of services for students with disabilities and students placed-at-risk;
  - Manage the special education dashboard database and other network-driven information databases;
  - Serve as liaison to and coordinate the work of outside agencies providing services to students;
  - Engage families as partners in planning, problem solving, and provide assistance with school assignments;
  - Provide support to special education teachers regarding research-based and effective instructional and social-emotional-behavioral practices;
  - Consult with and support special education teachers and related service providers in their responsibilities to chair annual reviews and develop IEPs for these students;
  - Participate in dispute resolution meetings, hearings and mediation settlement meetings as needed; and
  - Perform other duties related to this job description as required by the school Principals or other immediate supervisor.

### **Qualifications**

- Certification in the field of special education OR a related field including school psychology;
- Experience with Special Education processes (IEP meetings, documentation, initial



referrals);

- A passionate belief in Reimagine Prep’s mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;
- An ability to thrive in a fast-paced, entrepreneurial environment and a capacity to remain calm and focused when faced with unexpected challenges;
- Excellent interpersonal and communication skills, including strong public speaking skills; and.
- A sense of humility in the face of success.



## **Attachment G – Organizational Chart**



**Year One**

**Board of  
Directors**

**Christina  
McDonald,  
School Leader**

**Director of  
Operations**

**Director of  
Student  
Supports**

**Core Teachers (6)**

- **Math (2)**
- **Reading**
- **Writing**
- **Science**
- **Social Studies**

**Year Two**

**Board of  
Directors**

**Christina  
McDonald,  
School Leader**

**Director of  
Operations**

**Operations  
Associate**

**Director of  
Student  
Supports**

**Student  
Supports  
Teacher**

**Elective  
Teacher**

**Core Teachers (12)**

- **Math (4)**
- **Reading (2)**
- **Writing (2)**
- **Science (2)**
- **Social Studies (2)**

**Year  
Three**

**Board of  
Directors**

**Christina  
McDonald,  
School Leader**

**Director of  
Operations**

**Director of  
Student  
Supports**

**Dean of  
Students**

**Director of  
Curriculum**

**Operations  
Associate**

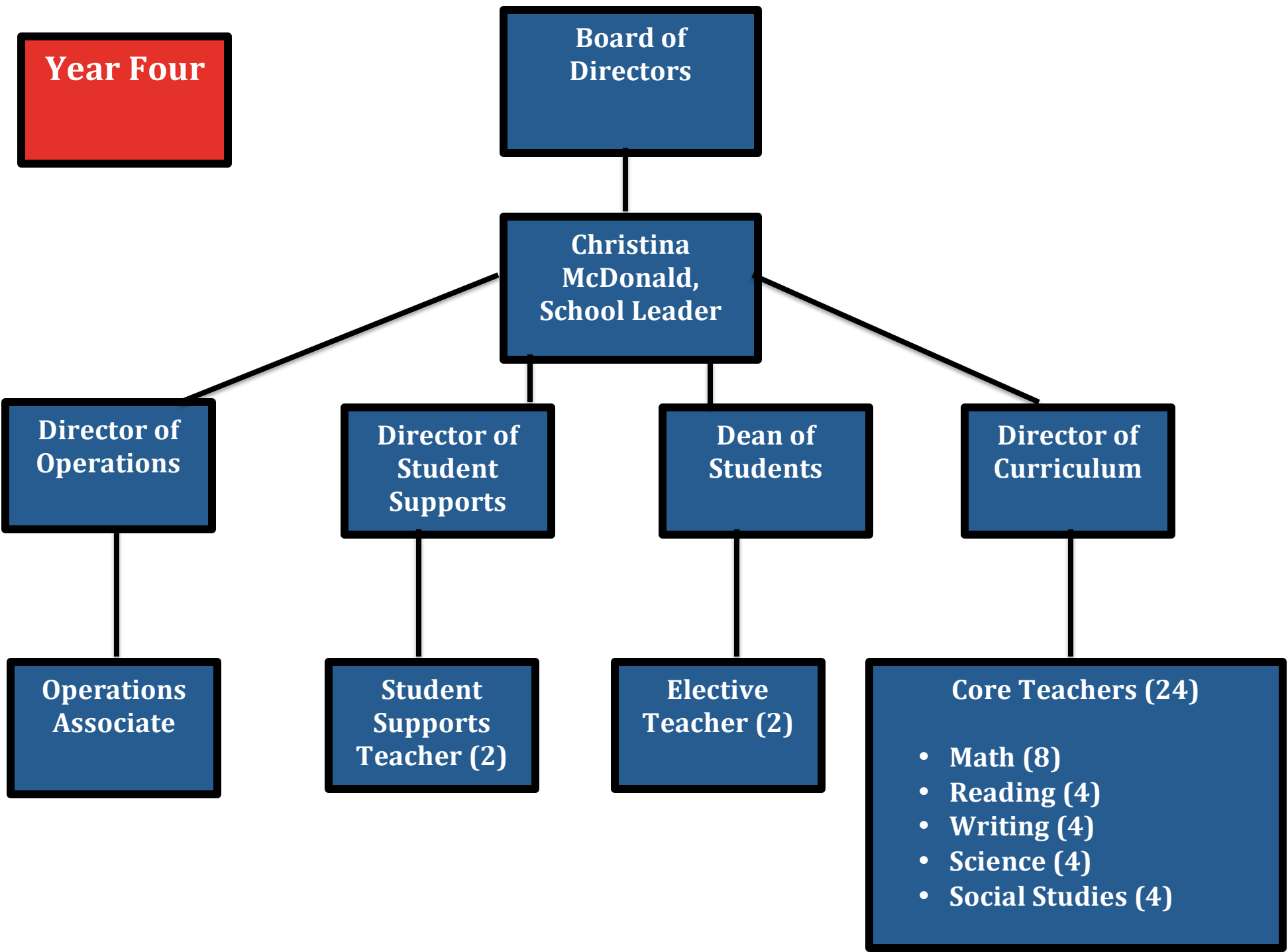
**Student  
Supports  
Teacher**

**Elective  
Teacher (2)**

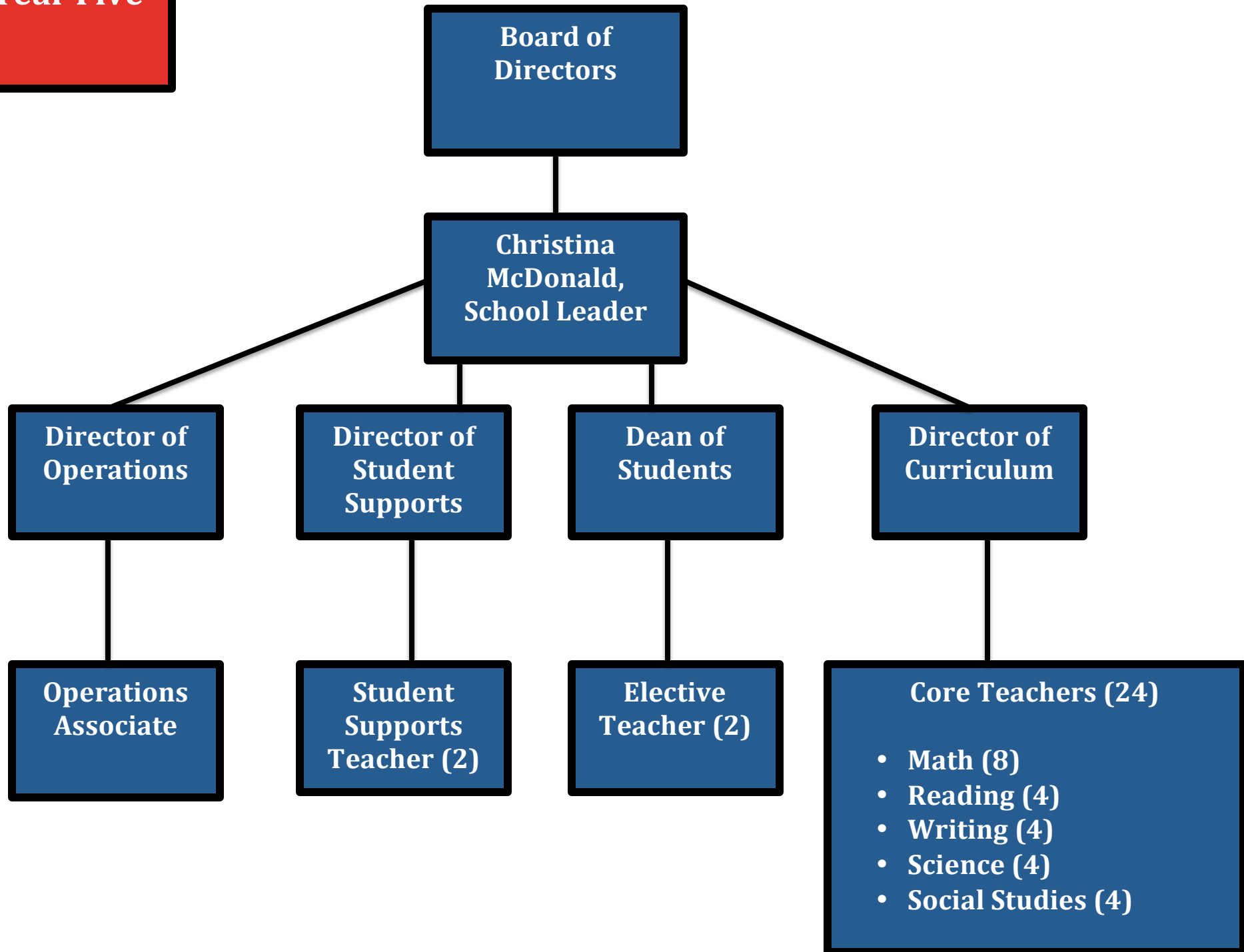
**Core Teachers (18)**

- Math (6)
- Reading (3)
- Writing (3)
- Science (3)
- Social Studies (3)

**Year Four**



## Year Five





## Attachment H – Reimagine Prep Staff Roster

Staff Member	Full or Part Time	Year Added				
		1	2	3	4	5
School Leader	Full	X				
Director of Operations	Full	X				
Director of Student Supports	Full	X				
5 <sup>th</sup> Grade Reading Teacher	Full	X				
5 <sup>th</sup> Grade Writing Teacher	Full	X				
5 <sup>th</sup> Grade Science Teacher	Full	X				
5 <sup>th</sup> Grade Social Studies Teacher	Full	X				
5 <sup>th</sup> Grade Math Teacher	Full	X				
5 <sup>th</sup> Grade Math Teacher	Full	X				
Elective Teacher	Full		X			
Operations Associate	Full		X			
Student Supports Teacher	Full		X			
6 <sup>th</sup> Grade Reading Teacher	Full		X			
6 <sup>th</sup> Grade Writing Teacher	Full		X			
6 <sup>th</sup> Grade Science Teacher	Full		X			
6 <sup>th</sup> Grade Social Studies Teacher	Full		X			
6 <sup>th</sup> Grade Math Teacher	Full		X			
6 <sup>th</sup> Grade Math Teacher	Full		X			
Elective Teacher	Full			X		
Dean of Students	Full			X		
Director of Curriculum	Full			X		
7 <sup>th</sup> Grade Reading Teacher	Full			X		
7 <sup>th</sup> Grade Writing Teacher	Full			X		
7 <sup>th</sup> Grade Science Teacher	Full			X		
7 <sup>th</sup> Grade Social Studies Teacher	Full			X		
7 <sup>th</sup> Grade Math Teacher	Full			X		
7 <sup>th</sup> Grade Math Teacher	Full			X		
Student Supports Teacher	Full				X	
8 <sup>th</sup> Grade Reading Teacher	Full				X	
8 <sup>th</sup> Grade Writing Teacher	Full				X	
8 <sup>th</sup> Grade Science Teacher	Full				X	
8 <sup>th</sup> Grade Social Studies Teacher	Full				X	
8 <sup>th</sup> Grade Math Teacher	Full				X	
8 <sup>th</sup> Grade Math Teacher	Full				X	



## **Attachment I – Enrollment Policy**

### **Admissions Process**

Reimagine Prep’s enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Every aspect of Reimagine Prep’s enrollment and recruitment practices will comply with Jackson Public Schools, Mississippi State, and federal standards.

Parents wishing to enroll their child in Reimagine Prep can fill out an application online, by mail, or in person. The application will request basic contact information for the student and parents/guardians as well as information regarding siblings attending Reimagine Prep.

The application deadline will be March 25<sup>th</sup> with a lottery conducted on April 1<sup>st</sup>.

### **Admissions Preference**

Siblings of current Reimagine Prep students and children of Reimagine Prep staff members will be given admissions preference. These individuals will be drawn first in the lottery.

### **Enrollment Process**

Once a student has been admitted to Reimagine Prep, parents will be notified by email and by letters sent home. The notification will include a list of forms that need to be provided in order to finalize enrollment. All enrollment paperwork will be due by May 1<sup>st</sup>. Students who enroll at Reimagine Prep will automatically be guaranteed a seat for all subsequent grade levels, unless that student withdraws from the school.

### **Waiting List**

After the available slots are filled during the lottery, Reimagine Prep will keep drawing the names of the remaining applicants in the appropriate category and place them on a wait list in the order they are drawn. Waitlisted families will be contacted on a rolling basis as spaces become available. Families selected from the waitlist will have three weeks from the date of acceptance to turn in their paperwork.





## Attachment J – Lottery Policy

We anticipate that the number of applications received will exceed the number of spots available. Therefore, in accordance with Mississippi state law, we will hold a lottery that is “equitable, transparent, randomized, and impartial” to determine which students will attend. The lottery will be governed by a few basic rules:

1. All students who complete an application by the deadline of March 25<sup>th</sup>, 2015 and fit the criteria as established by Mississippi law are enrolled in the lottery
2. Siblings of current Reimagine Prep students and children of Reimagine Prep staff members will be given admissions preference. These individuals will be drawn first in the lottery.
3. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move to the top of the waitlist and will be given preference so the family may all attend the same school.
4. The lottery will be conducted on April 1<sup>st</sup> of each year and will be conducted in public by a 3<sup>rd</sup> party entity. Each student’s lottery draw will determine the number that student has on the waitlist for the following school year.
5. After the available slots are filled, Reimagine Prep will keep drawing the names of the remaining applicants in the appropriate category and place them on a waitlist in the order they are drawn.
6. Reimagine Prep has an interest in making sure that any prospective students and their families understand the particular mission and focus of the school and are interested in being a part of that school community. We strongly encourage parents/guardians to attend informational sessions, and ask students and parents/guardians to sign the Reimagine Prep Family Contract that demonstrates their agreement with the school’s mission and values.



## **Attachment K – Transportation Plan**

## TRANSPORTATION SERVICES AGREEMENT

This transportation services (the "Agreement") is dated 9/23/13, 2013 (the "Effective Date") and is between Nashville Preparatory Charter School (the "School"), which has its principal place of business at \_\_\_\_\_, and RLCL Acquisition, LLC d/b/a Gray Line of Tennessee ("Gray Line"), a Tennessee limited liability company having its principal place of business at 2416 Music Valley Drive, Suite 102, Nashville, TN, 37214.

The parties desire to enter into a definitive agreement pursuant to which Gray Line will provide student transportation and related services to the School. The parties hereto also acknowledge that this agreement supersedes and replaces in its entirety the parties' current transportation services agreement dated \_\_\_\_\_.

The parties therefore agree as follows:

### SECTION 1 DEFINITIONS

In addition to the terms defined in the other sections of this Agreement, the following terms have the following meanings:

**1.1 Authorized Adult.** "Authorized Adult" means the parent, guardian, or authorized adult of a student.

**1.2 Services.** "Services" means operating bus routes for transporting students to and from the School's campus, including providing trained drivers, appropriate vehicles, and all required vehicle maintenance and route services.

### SECTION 2 SERVICES

**2.1 Generally.** Gray Line shall provide the Services as more fully set forth herein, including, but not limited to, all operation and maintenance of the vehicles, drivers, and routes, such that nothing remains to be purchased, provided or supplied by the School other than as noted in the provisions of this Agreement. Gray Line may not subcontract any portion of the Services to any other party (other than drivers) without the express prior written consent of the School on a case by case basis.

#### **2.2 Routes.**

(a) Pick-up/Drop-off. The parties shall mutually agree upon the pick-up and drop-off points for each route. Each route will consist of one (1) morning pick-up/drop-off leg to school and one (1) afternoon pick-up/drop-off leg from school. The total mileage for a route, including transportation to and from Gray Line's base of operations at 2620-B Music Valley Drive, Nashville, TN, 37214, at no time shall exceed the federal or state legal limit, which is 90 minutes as of the Effective Date. Gray Line shall provide transportation for all the School's students who live within a six (6) mile radius of the School and are identified by the School as eligible for such transportation.

(b) Number of Busses. Each route will have at least one (1) single bus assigned to it. If a route requires more than one (1) bus to service the students who shall be transported in a leg of the route, then the route will be treated as more than one (1) route and Gray Line will be compensated per vehicle assigned at the per route rate hereunder.

(c) Confirmation of Routes. The School will confirm each route by the first day of the School's fall break. Thereafter, the School will be required to pay \$100.00 for each change or addition to,

or removal of, any route. The School shall notify Gray Line within five (5) days of a student no longer requiring Gray Line's transportation services to school.

**2.3 Seating.** At least two (2) students should be seated per seat, with more students seated per seat depending on the students' size and grade level. At no point will students be permitted to stand while the bus is in motion, and there shall be adequate space on the seat for a student to be seated completely within the seating compartment. Gray Line reserves the right to adjust the number of students per seat as necessary to comply with this Section 2.3 and applicable state and federal law.

**2.4 Days of Service.** Gray Line shall provide the Services for the School's entire regular weekday school calendar, which consists of a minimum of 190 weekdays but will not exceed 200 weekdays (the "Contracted Days"). Students shall be transported in accordance with the School's classroom hours as established by the School. The School may adjust the permanent opening and closing time of the school upon seven (7) days' notice to Gray Line. The School shall not engage any other transportation providers to provide the Services for the Contracted Days.

**2.5 Supplemental Transportation.** Gray Line shall provide supplemental transportation services, subject to the fees set forth in Section 4.1, as reasonably requested by the School.

(a) After-School Transportation. Gray Line shall provide transportation to students outside of the regular route to and from the school for after-school programs occurring during the Contracted Days ("After-School Transportation"), which routes shall not exceed 90 minutes. Gray Line shall be the exclusive provider for all After-School Transportation routes. The School shall only offer the opportunity to provide transportation to others in the event Gray Line is unwilling or unable to provide the After-School Transportation.

(b) Field Trips. For all other supplemental transportation required, including field trips, irregularly scheduled extracurricular activities, and any transportation required outside of the Contracted Days (collectively, "Field Trips"), the parties shall agree in writing, in advance, on the fees for each supplemental transportation service on a case-by-case basis. The School shall not be restricted from using other transportation providers to provide the supplemental services, however, Gray Line shall be the preferred provider of such services and shall be offered the opportunity to meet competitive pricing should the circumstance arise.

**2.6 Equipment.** Gray Line shall provide the Services using only new or used conventional school buses purchased or leased that (i) meet the Tennessee Minimum School Bus Specifications and Procedures for School Buses that were in effect on the date that the vehicle was manufactured, and (ii) meet the requirements as identified in the State Board of Education minimum specifications for school bus operations in the State of Tennessee. Gray Line is solely responsible for procuring as many such vehicles as are necessary to provide the Services. If, due to inadequate or malfunctioning equipment, Gray Line lacks sufficient vehicles to provide the Services pursuant to this Agreement, then Gray Line shall obtain and provide additional adequate equipment at no additional cost to the School. If the School consents in writing to Gray Line using non-standard school bus equipment, Gray Line will provide accommodations deemed appropriate by the School to compensate for using non-standard school bus equipment including, but not limited to, video surveillance and/or adult supervision at no additional cost to the School.

**2.7 Damages to Buses.** Gray Line shall inspect vehicles in accordance with Exhibit A attached hereto at the beginning and end of each leg of each route. The School is responsible for the cost of repairing damages to vehicles resulting from any actions from the School's students or personnel.

**2.8 Reserve Vehicles.** Gray Line shall maintain adequate numbers of reserve vehicles to ensure Service continuity on all contracted routes, consistent with industry standards and guidelines.

**2.9 Driver Qualifications.** Gray Line is responsible for its drivers' performance under this Agreement, including the standards set forth in this Section. Gray Line shall ensure that all drivers who operate routes hereunder:

(a) have passed the same background check process that is required of employees of the government of Metro Nashville, who provide similar services;

(b) know, understand and comply with all Tennessee rules, policies and procedures governing student transportation, including the appropriate use of all equipment and tools in the bus, including electronic communication devices;

(c) have completed, prior to operating any routes hereunder, a driver training course as set forth in Section 2.9;

(d) have completed, prior to operating any routes hereunder, a student disciplinary training course to be provided by the School and which will provide drivers with guidelines and instructions on appropriate student behavior, and consequences of improper behavior in accordance with the School's disciplinary rules;

(e) shall monitor student behavior and report all instances of behavior that is not in material compliance with the School's disciplinary rules or Gray Line's safety regulations; and

(f) shall use reasonable efforts to maintain order and safety and protect the rights of others in the school bus, and shall exercise good judgment and prudence in this pursuit, using appropriate verbal intervention.

Ultimate responsibility and authority to suspend or expel a student from the transportation services hereunder shall rest with the School. Gray Line's drivers are responsible only for such discipline as is required to properly and safely operate Gray Line's buses.

**2.10 Driver Training.** Gray Line shall submit to the School by August 1 of each year a copy of its drivers' training program. Training will be provided by Gray Line and completed by all drivers and attendants prior to the first day of school or, in the case of drivers and attendants who are hired between the first and last day of school, prior to the assumption of driver or attendant responsibilities. The drivers' training program will include, but not be limited to: (a) proper pre- and post-trip inspections; (b) vehicle handling; (c) driver responsibilities; (d) map reading; (e) student management; (f) First Aid and CPR, which training shall be performed by a qualified instructor; (g) the School's policies and procedures; (h) special needs procedures; (i) evacuation drills on both regular and special education routes; and (j) the importance of confidentiality regarding student information and other rules and regulations governing drivers and attendants.

The School shall provide additional training for the drivers and attendants with respect to the Individual Education Plans process, child abuse and neglect, infectious disease control, sexual harassment and bullying.

**2.11 Fuel.** Gray Line shall purchase and supply fuel as part of the Services, subject to the fuel price adjustments set forth in Section 4.8 below.

**2.12 Service Levels.**

(a) Gray Line shall operate the Services on time. In the event that a route is more than five (5) minutes late five (5) times or more in any calendar month, the parties shall jointly evaluate the route and schedule to determine methods to improve on-time performance to 90% or better. After such evaluation, if a route is more than five (5) minutes late five (5) times or more in any three (3) consecutive calendar months, or in any four (4) out of six (6) consecutive calendar months, then the School has the

(c) All drivers will ensure that the video recording equipment is in proper operating order and will use the video recording equipment each operating school day for all routes.

(d) If a driver believes in his/her discretion that he/she cannot provide adequate safety on the bus due to the disruptive or otherwise inappropriate conduct of students, Gray Line may request that the School provide adult supervision on the bus. The School will bear the entire cost of such services. The adult supervisory services will continue until both parties reasonably agree that such supervision is no longer necessary on that bus.

### **SECTION 3 ADDITIONAL AGREEMENTS OF THE PARTIES**

**3.1 Monitors Provided by the School.** Should the School provide monitors on a bus, Gray Line will require that each monitor (i) have passed appropriate background checks performed by the School, and (ii) sign an agreement stating they understand and will comply with all bus safety regulations as mandated by federal and state law and observed by Gray Line.

**3.2 Designation of Loading Zone.** The School shall provide a loading and unloading area at the School site (the "Loading Zone"), which must be safe in Gray Line's sole determination. The Loading Zone may be on a public road or on School grounds. The Loading Zone shall be separate from the location where other cars and passenger vehicles load and unload. The School will be responsible in providing adult supervision at the Loading Zone to ensure safe loading and unloading. From one hour before and until one hour after loading times, the School shall prevent vehicles other than school buses from entering into or remaining in the Loading Zone. The School shall maintain proper signage alerting drivers that the Loading Zone is for school buses only during such times. Gray Line will conduct a School Bus loading/unloading evaluation at least twenty-one (21) days prior to the first day of school to ensure that all federal and state safety laws are in compliance. The School will be responsible for producing a written loading/unloading policy which must be submitted to Gray Line at least five (5) days prior to the first day of school.

**3.3 Compliance with Laws.** Notwithstanding anything herein to the contrary, each party shall comply with all laws and regulations applicable to the performance of its obligations hereunder and any actions or requirements incidental thereto.

**3.4 Communications.** Each party shall designate a primary relationship manager who is responsible for receiving all communication, invoices, and inquires, and monitoring service levels. The initial relationship manager for the School is [ ] and for Gray Line is Sherry Bradshaw.

### **SECTION 4 FEES AND PAYMENT TERMS**

#### **4.1 Fees.**

(a) Base Rate. The School shall pay a base contract rate of \$272 per route (the "Base Rate"), plus \$.20 per mile up to a maximum of 120 miles per route per day. For example, if a route is 120 miles per day, the fee for that route will be \$296 (\$272 + (\$.20 x 120)) per day, and if a route is 80 miles per day, the fee for that route will be \$288 (\$272 + (\$.20 x 80)) per day. The fees per route include all indirect and direct costs for providing the Services, including all costs for labor, fuel (subject to the fuel pricing adjustments set forth in Section 4.8 below), materials, vehicles, taxes, and other fees and costs.

(b) After-School Transportation. For each After-School Transportation route, the School shall pay a contract rate equal to \$75.00 per route. The fees per route include all indirect and direct costs for providing the Services, including all costs for labor, fuel (subject to the fuel pricing adjustments set

(b) Gray Line will maintain weekly route logs on all routes, which shall include, if applicable: (i) the number of students transported on each route for each day school is in session, (ii) any student discipline reports, and (iii) any substitution in drivers. This weekly route log will be in PDF format and list all route segments and student names, including those students riding from stops designated as "hazardous" (less than 1.5 miles from school), and arrival times at school. Gray Line shall produce a monthly invoice which, if requested by the School, shall include a monthly mileage and ridership report.

(c) If the School requests a certification ten (10) days prior to the first day of Service each year, Gray Line will certify to the School, in writing, that each driver and attendant (i) meets the requirements of Section 2.9 hereto; (ii) has completed the drivers' training program described in Section 2.10 hereto; (iii) is licensed to operate a school bus; and (iv) meets minimum health qualifications and standards in accordance with applicable laws and regulations. Certification is to be received by the School prior to the first day of school each year. If the School additionally requests a certification for new drivers or attendants hired during the course of a school year, Gray Line will provide the same certification prior to the new driver's or attendant's assumption of responsibilities.

(d) Gray Line will ensure evacuation preparedness as follows:

(i) Drivers on regular education routes will conduct physical evacuation drills. Gray Line will submit a drill request to the School prior to conducting any drills. Within five (5) days of receipt of the request, the School will respond to the request with times for the drill to be conducted. The School will make an administrator available to oversee the drill and complete any paperwork related to the drill.

(ii) Drivers and attendants on special education routes will submit a written evacuation plan specific to student disability, bus capacity, seating type and restraint systems (seat belts, safety seat, safety vest, wheelchair etc.).

(e) Gray Line must report all student transportation crashes and incidents to the designated School transportation coordinator as follows:

(i) A crash or incident occurring while the bus is en route to and from the bus terminal or school, with or without students on board, must be reported via phone or email to the School and on forms approved by the School. Crashes and incidents are defined as those occasions when the bus leaves the roadway, gets stuck, slips into the ditch, collides with another object or is hit by another object. Incidents may further include any situation when the personal safety of the occupants of the bus are potentially in jeopardy, i.e., children left on the bus, physical injuries, damage to the bus or threat to individual safety as a result of a weapon or item(s) designed to look like weapon(s) or bomb threats.

(ii) All crashes and incidents must be reported immediately to the School's designated transportation coordinator by telephone. Appropriate notification must also be made at the time of the crash/incident, i.e., to the school principal, police, ambulance, etc. If Gray Line fails to provide phone or email notifications within one hour of the incident, then the School will be entitled to an invoice credit equal to the number of hours without notification pro-rated at the daily contract rate for that route. The written report for accidents involving death, personal injury or substantial damage, or a weapon, or use of a weapon, weapon look alike or bomb threats must be forwarded to the School as soon as pertinent data is available. The written report for all other crashes and incidents shall be forwarded to the School within forty-eight (48) hours.

(f) If the School requests, Gray Line will provide the School with a list of equipment to be used for the transportation of students prior to the opening day of school each year. This list will include make of chassis, year of chassis, make of body, manufacturer's vehicle identification number,



manufacturer's rated capacity, type of bus (A, B, C or D) and any special equipment on the vehicle, i.e., wheelchair lift or automatic chains, etc.

(g) Gray Line shall file its preventative maintenance schedule with the School by July 1 of each calendar year. A maintenance file on each vehicle shall be maintained and be available for inspection by the School if requested. If Gray Line's preventive maintenance policy or schedule changes during the term of the Agreement, Gray Line will notify the School.

(h) Gray Line may be required to submit other reasonable documentation and reports as specified by the School upon fourteen (14) days' notice and/or the Tennessee Departments of Education and Early Development, Public Safety, or other governmental agencies at no additional cost to the School during the term of the Agreement.

(i) The School shall provide Gray Line with a list of students that have allergies, health problems, custody issues, or other conditions or issues which may result in an emergency, disturbance, or adverse event (an "Event"). The list provided shall include sufficient information for the driver to be able to properly manage such Event. Failure of the School to disclose such information shall relieve Gray Line of any liability and any indemnification obligations under Section 6 resulting from such Event.

**2.15 Special Education Students.** Gray Line shall provide transportation for special education students as required by the School in accordance with those students' Individual Education Plans. Gray Line shall provide any additional bus attendants who are necessary for the transportation of such special education students and shall ensure that such personnel follow and implement all related the School policies, procedures and guidelines. Gray Line shall bear all related training and employee benefit costs and the School shall pay the wages of such personnel for the hours worked as set forth below:

	<u>Hourly Rate</u>
Year 1	\$10.80/attendant
Year 2	\$11.15/attendant
Year 3	\$11.45/attendant
Year 4	\$11.75/attendant
Year 5	\$12.10/attendant.

After Year 5, the rate will increase from the prior year's rate by \$0.35 per attendant each year.

## **2.16 Video Recordings.**

(a) Gray Line will provide video recording devices on all school buses. Video recordings will be maintained for seven (7) days by Gray Line. The parties acknowledge that the video recording devices on each school bus are stationary and may not capture all activities that take place on the bus, given the limited view of the video recording device.

(b) Neither Gray Line nor its drivers will release or disseminate video recordings, or any portion thereof, except as specified herein or as required by law, or to defend against any action, suit, claim or proceeding brought against Gray Line or its personnel, provided however, that Gray Line may use video recordings internally as part of its training program for its drivers.

(i) Upon written request and reasonable notice, Gray Line will provide the School with access to view requested video recordings for the exclusive use of the School at the Gray Line office. Any request to review video recordings shall be made to Gray Line.

(ii) Upon written request and reasonable notice, Gray Line may provide the Authorized Adult of any student with access to view requested video recordings at the Gray Line office. In order to protect the privacy of the School and the other students, Gray Line may limit the portions of video recordings viewed to those including such student.

(c) All drivers will ensure that the video recording equipment is in proper operating order and will use the video recording equipment each operating school day for all routes.

(d) If a driver believes in his/her discretion that he/she cannot provide adequate safety on the bus due to the disruptive or otherwise inappropriate conduct of students, Gray Line may request that the School provide adult supervision on the bus. The School will bear the entire cost of such services. The adult supervisory services will continue until both parties reasonably agree that such supervision is no longer necessary on that bus.

### SECTION 3 ADDITIONAL AGREEMENTS OF THE PARTIES

**3.1 Monitors Provided by the School.** Should the School provide monitors on a bus, Gray Line will require that each monitor (i) have passed appropriate background checks performed by the School, and (ii) sign an agreement stating they understand and will comply with all bus safety regulations as mandated by federal and state law and observed by Gray Line.

**3.2 Designation of Loading Zone.** The School shall provide a loading and unloading area at the School site (the "Loading Zone"), which must be safe in Gray Line's sole determination. The Loading Zone may be on a public road or on School grounds. The Loading Zone shall be separate from the location where other cars and passenger vehicles load and unload. The School will be responsible in providing adult supervision at the Loading Zone to ensure safe loading and unloading. From one hour before and until one hour after loading times, the School shall prevent vehicles other than school buses from entering into or remaining in the Loading Zone. The School shall maintain proper signage alerting drivers that the Loading Zone is for school buses only during such times. Gray Line will conduct a School Bus loading/unloading evaluation at least twenty-one (21) days prior to the first day of school to ensure that all federal and state safety laws are in compliance. The School will be responsible for producing a written loading/unloading policy which must be submitted to Gray Line at least five (5) days prior to the first day of school.

**3.3 Compliance with Laws.** Notwithstanding anything herein to the contrary, each party shall comply with all laws and regulations applicable to the performance of its obligations hereunder and any actions or requirements incidental thereto.

**3.4 Communications.** Each party shall designate a primary relationship manager who is responsible for receiving all communication, invoices, and inquires, and monitoring service levels. The initial relationship manager for the School is [ ] and for Gray Line is Sherry Bradshaw.

### SECTION 4 FEES AND PAYMENT TERMS

#### **4.1 Fees.**

(a) Base Rate. The School shall pay a base contract rate of \$272 per route (the "Base Rate"), plus \$.20 per mile up to a maximum of 120 miles per route per day. For example, if a route is 120 miles per day, the fee for that route will be \$296 (\$272 + (\$.20 x 120)) per day, and if a route is 80 miles per day, the fee for that route will be \$288 (\$272 + (\$.20 x 80)) per day. The fees per route include all indirect and direct costs for providing the Services, including all costs for labor, fuel (subject to the fuel pricing adjustments set forth in Section 4.8 below), materials, vehicles, taxes, and other fees and costs.

(b) After-School Transportation. For each After-School Transportation route, the School shall pay a contract rate equal to \$75.00 per trip. The fees per route include all indirect and direct costs for providing the Services, including all costs for labor, fuel (subject to the fuel pricing adjustments set forth

in Section 4.8 below, materials, vehicles, taxes, and other fees and costs). This rate shall be reevaluated after the 2013/2014 academic school year and may be adjusted going forward.

(c) **Field Trips.** In the event there are future additional requests for Field Trips, the cost for providing such transportation will be based on a separate negotiation between the School and Gray Line.

(d) **School Closures & Delays.** In the event that Gray Line's relationship manager is not notified of school closures or delays two (2) hours prior to the scheduled or rescheduled (in the event of a delayed opening) first leg, Gray Line shall be reimbursed at the rate of 25% of the daily rate for those buses that began routes prior to receipt of notification from the School of the school closure or delayed opening.

**4.2 Fee Increases.** During the Initial Term, the Base Rate will automatically increase 3% over the previous year's Base Rate, such that the Base Rate for subsequent years will be as follows:

Year 1	\$256
Year 2	\$264
Year 3	\$272
Year 4	\$280
Year 5	\$288

During any Renewal Term, the Base Rate will automatically increase over the prior year's Base Rate by the sum of 3% plus the annual percentage increase of the Bureau of Labor Statistics' United States Consumer Price Index for All Urban Consumers: US Transportation (Series ID: CUUR0000SAT) for the prior year. Notwithstanding the foregoing, Gray Line may increase the Base Rate in any Renewal Term to compensate for any significant or unexpected operational cost increases, including fuel, parts, and wage costs.

**4.3 Annual Rate Review.** The parties shall meet annually on or around the anniversary of the Effective Date, to discuss in good faith a change of the Base Rate or other fees payable hereunder as a result of any additional routes added by the School, provided such additional routes have similar profiles, including mileage, duration, vehicle costs, and other indirect and direct costs associated with executing the route.

**4.4 Preferred Customer.** If Gray Line provides more favorable rates to any future customer in middle Tennessee with comparable route profiles, including mileage, duration, vehicle costs, and other indirect and direct costs associated with executing the route, then Gray Line shall provide such more favorable rates to the School effective as of the first date that Gray Line offers such more rates to the other customer.

**4.5 Invoice Requirements.** Gray Line shall deliver an accurate and complete invoice and monthly transportation report as described in Section 2.16(a) to the School on or before the 5<sup>th</sup> business day of each calendar month. Each invoice must include a description of services provided, the inclusive dates the services were rendered, the contract price(s), and the name and address of the proper invoice recipient. Gray Line shall provide all relevant supporting documentation as reasonably requested by the School. The School shall be charged only for those days that students attend school and transportation services are performed.

**4.6 Payment Terms.** The School shall pay all invoices received from Gray Line within thirty (30) days of receipt. Failure to remit payment within forty-five (45) days of receipt of an invoice shall constitute a breach of contract and, notwithstanding the cure periods set forth in Section 5.2(a), Gray Line shall have no obligation to continue to provide the Service.

**4.7 Record Keeping and Inspection.** Gray Line shall maintain its books, records, and documents relating to the Services for a period of three (3) years from the date of final payment and shall make them

available for audit at any reasonable time and upon reasonable notice by the School or its duly appointed representatives. Gray Line shall maintain the records in accordance with generally accepted accounting principles.

**4.8 Fuel Price Adjustments.** If Gray Line purchases fuel at a price in excess of \$4.20 per gallon, the School shall reimburse Gray Line for the amount by which the price exceeded \$4.20 per gallon. Conversely, if Gray Line purchases fuel at a price below \$3.20 per gallon, Gray Line shall issue the School an invoice credit for the amount by which the price was below \$3.20 per gallon. The parties shall mutually re-examine these fuel price adjustments on an annual basis to discuss in good faith whether any adjustments should be made.

**4.9 Bus Stop Drop Off.** If an Authorized Adult fails to pick up a student at the student's designated bus stop, the driver will immediately inform Gray Line, which will direct the School to notify the Authorized Adult to pick up the student at the last stop on the student's route.

(a) If contact with the Authorized Adult has been made, the driver will wait at the last stop for fifteen (15) minutes free of charge. Should the driver wait longer than 15 minutes at the last stop, the School will be billed for the additional time at a rate of \$5.00 for every five minute increment.

(b) If the School cannot locate the Authorized Adult, the student will be returned to the School and the School will be billed for the additional mileage at a cost of a \$1.00 per mile. If no one is available to take custody of the student at the School, the local police department will be contacted to take custody of the student and the School will be charged \$75.00.

## **SECTION 5 TERM AND TERMINATION**

**5.1 Term.** The initial term of this Agreement commences on the Effective Date and expires on the later of (i) the conclusion of the School's school year ending after the fifth anniversary of this agreement or (ii) June 30, 2017, unless earlier terminated in accordance with the provisions hereof ("Initial Term"). Thereafter, this Agreement will renew for an unlimited number of additional one (1) year terms unless a party elects not to renew in writing prior to the first day of February during the then current term (each a "Renewal Term").

**5.2 Termination for Cause.** Either party shall have the right to terminate this Agreement for cause:

(a) if the other party has committed a material breach of its obligations under this Agreement and has failed to cure such breach within fifteen (15) business days of notice by the other party of such breach;

(b) upon any breach of any confidentiality obligations (under this or any other agreement) owed to such party by the other party; or

(c) the School determines, in its reasonable, good faith judgment, that continued provision of transportation by Gray Line poses an unreasonable risk of harm to its students.

In addition, the School is operating under a Charter Agreement under the guidance of Metro Nashville Public Schools. In the event that the School's Charter Agreement is revoked or terminated or the School experiences reduced funding for any cause or reason, the School reserves the right to reduce the scope of this Agreement and/or terminate this Agreement. The School shall provide Gray Line with notice within five (5) days of the School's receipt of notice from Metro Nashville Public Schools of any potential material changes to the School's Charter or funding status that could have a direct impact to this Agreement.

**5.3 Termination Without Cause.** Either party may terminate this Agreement for any reason by providing written notice to the other party prior to the first day of February during a given year. Termination under this section shall only be effective for the following school year (an "Early Termination"). Any purported termination under this section that either (i) provides notice after February 1, or (ii) results in a Party ceasing performance under the Agreement prior to the end of the then current school year without the written consent of the other party, shall be considered a breach of this agreement, subject to the cure provisions of Section 5.2(a).

**5.4 Effect of Termination.** Except for an Early Termination of this Agreement, any termination of this Agreement by the School shall not release the School from any liability to Gray Line, including any payment obligation that has already accrued hereunder and any amounts due for the current school year. Following the termination of this agreement, Gray Line will invoice the School for any outstanding amounts and expenses due and owing under this Agreement for the current school year, plus any amounts incurred as a result of the termination, and the School shall pay all such amounts and expenses to Gray Line in accordance with the payment terms set forth in Section 4.6.

## **SECTION 6 INDEMNIFICATION**

**6.1 Indemnification.** Gray Line shall not be liable for any delay or failure in performance beyond its control resulting from any act of God, civil disturbance, fire, riot, war, terrorism, picketing, strike, labor dispute, labor shortages, governmental action or any other condition or cause beyond Gray Line's control.

Each party shall indemnify the other, its affiliates, and all of their stockholders, officers, directors, agents, and employees (each, an "Indemnified Party") at all times from and after the Effective Date against any liability, loss, damages (including punitive damages), claim, settlement payment, cost and expense, interest, award, judgment, diminution in value, fine, fee, and penalty, or other charge, including reasonable legal expenses, arising out of or relating to any claim by an unaffiliated third party ("Claim") (a) that, if true, would be a breach of any representation, warranty, or covenant set forth in this Agreement by the indemnifying party, or (b) that arises or is alleged to have arisen solely out of any negligence, intentional misconduct, or failure to comply with applicable law (each a "Third Party Claim").

Gray Line's liability under this Section 6 shall not be greater than the charges for Services rendered by Gray Line under the Agreement in the six months prior to Claim. Unless otherwise specifically enumerated herein and mutually agreed between the parties, neither party shall be liable to the other for punitive, special, indirect or consequential damages.

**6.2 Indemnification Process.** The Indemnified Party shall promptly notify the indemnifying party in writing of any Third Party Claim, stating the nature and basis of the Third Party Claim, to the extent known. The indemnifying party shall have sole control over the defense and settlement of any Third Party Claim, provided that, within fifteen (15) days after receipt of the above-described notice, the indemnifying party notifies the Indemnified Party of its election to so assume full control. The foregoing notwithstanding, the Indemnified Party shall be entitled to participate in the defense of such Third Party Claim and to employ counsel at its own expense to assist in the handling of such claim, except that the Indemnified Party's legal expenses in exercising this right shall be deemed legal expenses subject to indemnification hereunder to the extent that:

(a) the indemnifying party fails or refuses to assume control over the defense of the Third Party Claim within the time period set forth above; or

(b) the Indemnified Party deems it reasonably necessary to file an answer or take similar action to prevent the entry of a default judgment, temporary restraining order, or preliminary injunction against it; or

(c) representation of both parties by the same counsel would, in the opinion of that counsel, constitute a conflict of interest.

**6.3 Indemnification for Video Surveillance.** The School shall indemnify Gray Line, its affiliates, and all of its stockholders, officers, directors, agents, and employees at all times from and after the Effective Date against any liability, loss, damages (including punitive damages), claim, settlement payment, cost and expense, interest, award, judgment, diminution in value, fine, fee, and penalty, or other charge, including reasonable legal expenses, arising out of or relating to any claim relating to (i) video recordings of student misbehavior captured on the buses, and (ii) incidents of student misbehavior on the buses used to transport the School's students.

## **SECTION 7 REPRESENTATIONS AND WARRANTIES**

**7.1 Gray Line.** Gray Line represents and warrants to the School as follows:

(a) Gray Line is a limited liability company duly organized, validly existing and in good standing under the laws of the State of Tennessee, and has full corporate power and authority to execute, deliver and perform its obligations under this Agreement. Gray Line has all requisite corporate power and authority to own its properties, inventory, equipment and assets, and to conduct its business as now conducted. Gray Line has all necessary permits and authorizations required to carry out Gray Line's business and to provide the Services.

(b) The execution and delivery of this Agreement, the instruments attached hereto, and the other agreements and instruments contemplated by this Agreement have been duly authorized by all necessary actions of Gray Line and by anyone else whose approval or authorization is required. Upon execution and delivery, this Agreement, the instruments attached hereto, and the other agreements and instruments contemplated by this Agreement will be legal, valid and binding obligations of Gray Line, enforceable against it in accordance with its respective terms.

(c) The execution and delivery of this Agreement does not, and the execution and delivery of the instruments attached hereto and other agreements and instruments contemplated by this Agreement will not, and the consummation of the transactions contemplated hereby and thereby will not: (i) violate any provisions of any of Gray Line's Operating Agreement, Articles of Organization or other organizational documents; (ii) violate any provision of law or any order, judgment or decree of any court or other governmental or regulatory authority applicable to Gray Line; or (iii) violate or result in a breach of, an acceleration under, or constitute (with due notice or lapse of time or both) a default under, any contract, lease, loan agreement, mortgage, security agreement, or other agreement or instrument to which Gray Line is a party or by which it is bound or to which any of Gray Line's properties, inventory, or assets is subject, which would prevent Gray Line from transferring any of the goods/services in the manner and as contemplated by and in accordance with the terms and provisions of this Agreement.

(d) There is no litigation pending or threatened against or relating to Gray Line which could materially or adversely affect Gray Line's ability to provide the Services.

**7.2 The School.** The School represents and warrants to Gray Line as follows:

(a) The School is a [ ] duly organized, validly existing and in good standing under the laws of the State of Tennessee, and has full [ ] power and authority to execute, deliver and perform its obligations under this Agreement. The School has all requisite corporate power and authority to own its properties, inventory, equipment and assets, and to conduct its business as now conducted.

(b) The execution and delivery of this Agreement, the instruments attached hereto, and the other agreements and instruments contemplated by this Agreement have been duly authorized by all

necessary actions of the School and by anyone else whose approval or authorization is required. Upon execution and delivery, this Agreement, the instruments attached hereto, and the other agreements and instruments contemplated by this Agreement will be legal, valid and binding obligations of the School, enforceable against it in accordance with its respective terms.

## SECTION 8 GENERAL PROVISIONS

**8.1 Time is of the Essence.** Time is of the essence of this Agreement.

**8.2 No Partnership.** The parties are independent contractors. None of the terms set forth in this Agreement create, or are to be construed as creating, any partnership, joint venture, agency, master-servant, employment, trust, or any other relationship between the parties. Neither party has the right or the power to serve as an agent of the other party, or to act in any other way on behalf of or in any way that might create a binding obligation on the other party.

**8.3 Survival of Certain Provisions.** The provisions contained in Section 6, in addition to any other provision that, by its terms, is intended to survive the expiration or termination of this Agreement, will survive the expiration or termination of this Agreement.

**8.4 Drafting.** The parties have participated jointly in the negotiation and the drafting of this Agreement. In the event an ambiguity or question of intent or interpretation arises, this Agreement (or any applicable or relevant provision) must be construed as if jointly drafted by the parties, and no presumption or burden of proof is to arise favoring or disfavoring any one party by virtue of the authorship of any of the provisions of this Agreement.

**8.5 Notices.** Each party giving or making any notice, request, demand or other communication (each, a "Notice") pursuant to this Agreement must give the Notice in writing and use one of the following methods of delivery, each of which for purposes of this Agreement is a writing: personal delivery, registered or certified U.S. Mail (in each case, return receipt requested and postage prepaid), or nationally recognized overnight courier (with all fees prepaid). Any party giving a Notice must address the Notice to the appropriate person at the receiving party (the "Addressee") at the address listed on the signature page of this Agreement or to another Addressee or another address as designated by a party in a Notice pursuant to this Section. Except as provided elsewhere in this Agreement, a Notice is effective only if the party giving the Notice has complied with this paragraph.

**8.6 Amendments.** The parties can amend this Agreement only by a written agreement of the parties that identifies itself as an amendment to this Agreement.

**8.7 Waivers.** The parties can waive this Agreement only by a writing executed by the party or parties against whom the waiver is sought to be enforced. No failure or delay in exercising any right or remedy, or in requiring the satisfaction of any condition under this Agreement, and no act, omission or course of dealing between the parties, operates as a waiver or estoppel of any right, remedy or condition. A waiver made in writing on one occasion is effective only in that instance and only for the purpose stated. A waiver once given is not to be construed as a waiver on any future occasion or against any other person.

**8.8 Severability.** If any provision of this Agreement is determined to be invalid, illegal or unenforceable, the remaining provisions of this Agreement will remain in full force, if the essential terms and conditions of this Agreement for each party remain valid, binding, and enforceable.

**8.9 Merger.** This Agreement constitutes the final agreement between the parties. It is the complete and exclusive expression of the parties' agreement on the matters contained in this Agreement. All prior and contemporaneous negotiations and agreements between the parties on the matters contained in this Agreement are expressly merged into and superseded by this Agreement. The provisions of this



Agreement cannot be explained, supplemented or qualified through evidence of trade usage or a prior course of dealings. In entering into this Agreement, neither party has relied upon any statement, representation, warranty or agreement of any other party except for those expressly contained in this Agreement. There are no conditions precedent to the effectiveness of this Agreement, other than those expressly stated in this Agreement.

**8.10 Counterparts.** The parties may execute this Agreement in counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the parties need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile is as effective as executing and delivering this Agreement in the presence of the other parties to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other parties. In proving this Agreement, a party must produce or account only for the executed counterpart of the party to be charged.

**8.11 Transaction Costs.** Except as expressly provided in this Agreement, each party shall pay its own fees and expenses (including, without limitation, the fees and expenses of its agents, representatives, attorneys, and accountants) incurred in connection with the negotiation, drafting, execution, delivery, and performance of this Agreement and the transactions it contemplates.

**8.12 Assignment and Delegation.** Except as provided below, all assignments of rights are prohibited under this subsection, whether they are voluntary or involuntary, by merger, consolidation, dissolution, operation of law or any other manner. Any change of control transaction is deemed an assignment hereunder. Neither party may delegate any performance under this Agreement. Any purported assignment of rights or delegation of performance in violation of this Section is void. Notwithstanding the foregoing, Gray Line may assign any or all of its rights or interests or delegate any or all of its obligations in this Agreement, provided Gray Line provides written notice of such assignment to the School and the assignee expressly agrees in writing to be bound by all of the terms and conditions of this Agreement including without limitation those provisions dealing with driver qualifications, service levels and insurance.

**8.13 Governing Law; Venue.** The laws of the State of Tennessee (without giving effect to its conflict of laws principles) govern all matters arising out of or relating to this Agreement and the transactions it contemplates, including, without limitation, its interpretation, construction, performance, and enforcement. Any claims or actions regarding or arising out of this Agreement must be brought exclusively in a court of competent jurisdiction sitting in Nashville, Tennessee, and each party to this Agreement submits to the jurisdiction of such courts for the purposes of all legal actions and proceedings arising out of or relating to this Agreement. Each party waives, to the fullest extent permitted by law, any objection that it may now or later have to (i) the laying of venue of any legal action or proceeding arising out of or relating to this Agreement brought in any state or federal court sitting in Nashville, Tennessee; and (ii) any claim that any action or proceeding brought in any such court has been brought in an inconvenient forum. To the full extent permitted by applicable law, each party hereby waives any and all right to a trial by jury on the issue to enforce any term or condition of this Agreement.

**8.14 Recovery of Litigation Costs.** If any legal action or other proceeding is brought for the enforcement of this Agreement, or because of an alleged dispute, breach, default or misrepresentation in connection with any of the provisions of this Agreement, the successful or prevailing party or parties are entitled to recover reasonable attorneys' fees and other costs incurred in that action or proceeding, in addition to any other relief to which it or they may be entitled.

## SECTION 9

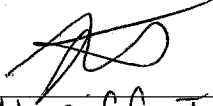
### 9.1

The parties are signing this Agreement on the date stated in the introductory clause.

NASHVILLE PREPARATORY CHARTER SCHOOL

RLCL ACQUISITION, LLC

By: \_\_\_\_\_  
Print: \_\_\_\_\_  
Title: \_\_\_\_\_

By:  \_\_\_\_\_  
Print: Haniff Jackson  
Title: General Manager



## Attachment L – School Facilities Questionnaire

<b>School Name:</b> Reimagine Prep					
<b>Primary Contact for Facility Planning:</b> Ravi Gupta					
<b>Telephone:</b> (917) 558-3584			<b>Email:</b> rgupta@nashvilleprep.org		
	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Grades</b>	5	5-6	5-7	5-8	5-8
<b>Enrollment</b>	110	220	330	440	440
<b>School district where the school will be located:</b> Jackson Public Schools					
<b>Facility #1:</b> <p>We have a verbal commitment from Bishop Ronnie Crudup to occupy the New Horizons Christian Academy building located at 3565 Wheatley Street in South Jackson. There are fifteen classrooms, a gym, cafeteria, library, kitchen, and an office on site. Fifteen classrooms would accommodate our instructional needs for at least the first three years, and depending on class sizes and other needs, possibly the fourth year as well. The gym, cafeteria, and library would afford us additional space for athletics, school wide assemblies, and extracurricular activities. The site also has extensive outdoor space, which would allow us to expand if necessary, and also give our students space for sports, recess, and other extracurricular activities. We are engaging an architecture firm to create precise floor plans indicating square footage and other key details.</p> <p>We would lease the space from Bishop Crudup; however, we have not negotiated the terms or duration of the lease.</p>					
<b>Facility #2:</b> <p>We will work with the Charter School Development Corporation, a non-profit that specializes in facility and financing needs for charter schools, to either renovate an existing building in Jackson, or to buy land in order to build a new facility. We would work with our existing community partners in Jackson to explore land and facility options that are viable, affordable, and in the neighborhood we are targeting.</p>					

Core Classroom Requirements Years 1-3:		
Baseline assumption for number of students per classroom:		
Year 1	Year 2	Year 3
30	30	30
<b>Administrative/Support Spaces</b>		
Main Office	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of private offices needed (e.g., principal, AP, etc.):	Two	
Satellite Office	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Work Room/Copy Room	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies Storage	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Work Room(s)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of work/planning rooms needed.		
Number of art rooms (with or without kiln)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Number of computer labs	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Library Media Center (LMC)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Performance/Dance Room	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Auditorium	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other (list room type and number)		
<b>Physical Education/Athletic Requirements</b>		
Locker Rooms	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Weight Room	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Field(s) – soccer, football, multipurpose	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Baseball Field	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Softball Field	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Other (please list):		
<b>Other Needs</b>		
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	Yes, we would like a cafeteria.	a gym and a
Spaces not addressed and/or special considerations:		
<b>School Lunch Requirements</b>		
Food Preparation/Distribution Center	No.	
Eating Area		



We are engaging an architecture firm to create precise floor plans indicating square footage and other key details of our facility. Therefore, we have not included **Attachment M**.



## **Attachment N – Startup Plan**

Reimagine Prep Startup Timeline	Staff	Consultants	Volunteers	Board	Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	March 2015	April 2015	May 2015	June 2015	July 2015	Aug 2015	Sept 2015
Attachment N: Timeline for Commencing Operations																	
P= Primary; S= Secondary; C= Consultant																	
Task/ Planning Area/ Timeline																	
Student Recruitment & Admissions																	
Marketing/Canvassing																	
Design informational brochure/packet (9.20)	S	P	P	C													
Post flyers and leaflets in communities	S		P	S													
Launch website with downloadable brochures and posters (10.31)	S	P															
Knock 500 doors (9.1)	P																
Knock 1500 doors (10.31)	S		P	S													
Knock 2500 doors (12.15)	S		P	S													
Knock 3500 doors (1.15)	S		P	S													
Knock 4500 doors (2.15)	S		P	S													
Knock 6000 doors (3.24)	S		P	S													
Release introductory press release in english and spanish (upon charter acceptance)	P																
Post enrollment/application forms and dates on website (upon charter acceptance)	S	P															
Community Partnerships																	
Identify 5 community partners (10.21)	S			P													
Identify 10 community partners (11.30)	S			P													
Identify 15 community partners (1.15)	S	S	S	P													
Enrollment Form																	
Design intent to enroll form (9.20)	P																
Translate intent to enroll form into spanish (9.25)	S	P															
Design student enrollment form (11.1)	P																
Translate student enrollment form into spanish (11.7)																	
Make enrollment form available (web and hard copy) (1.3)	P																
Information Sessions																	
Reach out to 30 community members to create a schedule of information sessions (10.15)	S			P													
Host 15 information sessions	P			S													
Admissions Lottery and Enrollment																	
Collect enrollment forms	P		S	S													
Final day for enrollment form submission (4.25)	P			S													
Secure lottery announcer	P			S													
Secure lottery location	P			S													
Edit lottery protocol	P	S															
Highlight lottery date on website	P	S															
Post lottery date in local papers	P																
Practice lottery protocol	P																
Conduct admissions lottery (4.1)	P	C	S	S													
Notify families of status	P																
Establish wait list (or repeat lottery)	P																
Send enrollment report to MS DOE	P																
Confirm acceptances - home visits	P			C													
Request student records from JPS	P																
Receive student records from JPS	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	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													
Acquire 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																																																																																																																																												
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## Board Expansion and Transition to Board of Directors

[illegible]

## Develop governance strategy

[illegible]

*Board Structure*

[illegible]

## Board Meetings

[illegible]

## School Leader

[illegible]

## Board Development

[illegible]

## Fund Development/ Fund Raising

[illegible]

## Secure public/private grant money

[illegible]

## Secure donations from individuals

[illegible]

## Administrative

## Data Management

[illegible][illegible]

## Family Outreach

[illegible]

## Curriculum, Teaching, and Learning



Curriculum Development																
Identify preliminary models for core subjects	P															
Site visits and analyses of "best practice" charter/public schools models	P															
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	P															
--Scope and sequence for math and reading	P															
--Standards/mission for subjects	P															
--Scope and sequence for all subjects	P															
--Preliminary in-house benchmarks - all subjects	P															
--Deadlines for in-house benchmark production	P															
--Purchase materials, etc.	P															
Create Interim Assessments - Math and Reading	P															
Create Interim Assessments - Social Studies, Science, and Writing	P															
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)	P															
Consult with SPED administrator from the district (4.31)	P															
Identify SPED student population (5.01 - 6.30)	P															
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															
Finalize school calendar (11.15)	P															
Finalize discipline policy (11.15 - 12.31)	P															
Develop special rituals/routines (11.15 - 3.31)	P															
Establish PD pre-student enrollment (4.01 - 4.31)	P															
Financial Management																
Codify the fiscal controls and financial policies the school will employ to track daily operational finances (11.15 - 2.28)	P															
Identify check signers (11.15)	P															
Identify check writers (11.15)	P															
Define signature policies (11.15 - 12.31)	P															
Develop financial reporting templates (budget vs. actual) and policy (11.15 - 1.31)	P															
Design process forms (purchase orders, expense forms) & policy (11.15 - 1.31)	P															
Appoint Treasurer - ACE (11.15 - 1.31)	P															
Develop segregation of funds policy (public/private) (11.15)	P															
Establish payroll (11.31)	P															
Develop schedule of Board financial reviews (11.31)	P															
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows (1.1 - 2.28)	P															
Set up a bank accounts (11.31)	P															
Define investment/savings strategy (where will excess funds be placed) (2.28)	P															
Finalize cash flow plan (12.01 - 1.31)	P															
Personnel																
Finalize org chart and job descriptions (11.15 - 12.31)	P															
Advertise/spread job descriptions (11.15 - 5.31)	P															

[illegible]

[illegible]



## **Attachment O – Academic Calendar**






## [DRAFT] 2015 - 2016 Academic Calendar

This calendar is a **DRAFT** only. It **will change** between now and July Orientation.

The first/last day of school will **NOT** change. Major holiday vacations are unlikely to change.

The most likely things that will change are the Staff Planning and Testing days throughout the year.

Calendar Legend				
If it's <b>GREEN</b> , kids are in school!	Regular Day	JPS is out, RP is in	1-30 Dismissal	Testing Day
If it's <b>NOT green</b> , kids are <b>NOT</b> in school.	PD : Staff in, Stu. Out	Holiday: School Closed		
If you see a  , there are <b>REQUIRED</b> Parent Conferences.				

July 2015						
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		28		30	31	

August 2015						
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 2015						
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 2015						
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 2015						
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 2015						
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 2016						
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

February 2016						
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 2016						
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 2016						
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

May 2016						
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 2016						
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		

July 27	NEW Family Orientation
July 29	RET Family Orientation
August 4	1st Day: NEW Students
August 6	1st Day: RET Students
September 7	Labor Day
September 11	Staff Planning
October 5 - 7	Q1 Final Exams
October 8 - 9	Fall Break
October 12	Staff Planning
October 16	Q1 Report Card Pick Up

November 13	Staff Planning
December 14 - 18	S1 Final Exams
Dec 21 - Jan 1	Winter Holiday
January 4	Staff Planning
January 8	S1 Report Card Pick Up
January 18	MLK Holiday
February 15	President's Day

March 7 - 10	Q3 Final Exams
March 11	Q3 Report Card Pick Up
March 21 - 25	Spring Break
March 28	Staff Planning
April 29	Staff Planning
May 30	Memorial Day
May 24 - May 27	S2 Final Exams
June 6 - 10	Staff Planning
June 9	S2 Report Card Pick Up



## Attachment P - Student and Teacher Schedules

### Student Schedule

Monday - Wednesday	
AM Homeroom	7:30 - 7:55
Reading	7:55 - 8:50
Writing	8:50 - 9:45
Break	9:45 - 10:00
Math 1	10:00 - 10:55
Math 2	10:55 - 11:50
Lunch	11:50 - 12:30
Science/Coding	12:30 - 1:25
Book Club	1:25 - 2:15
Break	2:15 - 2:35
Social Studies	2:35 - 3:30
Focus	3:30 - 4:25
PM Homeroom	4:25 - 4:45
Dismissal	4:45 - 5:00

Thursday	
AM Homeroom	7:30 - 7:55
Reading	7:55 - 8:45
Writing	8:45 - 9:35
Break	9:35 - 9:50
Math 1	9:50 - 10:40
Math 2	10:40 - 11:30
Lunch	11:30 - 12:05
Science/Coding	12:05 - 12:55
Focus	12:55 - 1:40
PM Homeroom	1:40 - 2:05
Dismissal	2:05 - 2:20

Friday	
AM Homeroom	7:30 - 7:50
Reading	7:50 - 8:40
Writing	8:40 - 9:30
Break	9:30 - 9:45
Math 1	9:45 - 10:35
Math 2	10:35 - 11:25
Lunch	11:25 - 12:05
Social Studies	12:05 - 12:55
Book Club	12:55 - 1:45
PM Homeroom	1:45 - 2:05
Dismissal	2:05 - 2:20



## Teacher Schedule

Monday - Wednesday	
AM Homeroom	7:30 - 7:55
Teach	7:55 - 8:50
Plan	8:50 - 9:45
Cover Break	9:45 - 10:00
Teach	10:00 - 10:55
Teach	10:55 - 11:50
Cover Lunch	11:50 - 12:30
Teach	12:30 - 1:25
Lead Book Club	1:25 - 2:15
Cover Break	2:15 - 2:35
Plan	2:35 - 3:30
Cover Focus	3:30 - 4:25
PM Homeroom	4:25 - 4:45
Dismissal	4:45 - 5:00

Thursday	
AM Homeroom	7:30 - 7:55
Teach	7:55 - 8:45
Plan	8:45 - 9:35
Cover Break	9:35 - 9:50
Teach	9:50 - 10:40
Teach	10:40 - 11:30
Cover Lunch	11:30 - 12:05
Plan	12:05 - 12:55
Cover Focus	12:55 - 1:40
PM Homeroom	1:40 - 2:05
Dismissal	2:05 - 2:20

Friday	
AM Homeroom	7:30 - 7:50
Teach	7:50 - 8:40
Teach	8:40 - 9:30
Cover Break	9:30 - 9:45
Plan	9:45 - 10:35
Teach	10:35 - 11:25
Cover Lunch	11:25 - 12:05
Teach	12:05 - 12:55
Lead Book Club	12:55 - 1:45
PM Homeroom	1:45 - 2:05
Dismissal	2:05 - 2:20



## Attachment Q – Serving Students with Special Needs

### Special Education Program Structure

Our special education program will be led by a certified Director of Student Supports (“DSS”). They are responsible for ensuring that Reimagine Prep is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will also be employed to ensure that the unique needs and learning styles of all students are being met. Whenever possible, we will educate all students within the regular education classroom, unless the nature of the disability requires a student’s removal. In exceptional circumstances, when it is critical to a student’s academic progress, the school may utilize pull-out services to aid the student’s academic success. Special education teachers (“SPED teachers”) will coordinate the direct instruction and inclusion of special education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the DSS and SPED teachers on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students’ Individualized Education Plans (“IEPs”). As required, tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by Reimagine Prep certified staff or specially contracted expert professionals) for those with special needs. Our special education staffing structure through full enrollment is outlined in the table below.

Operational Year	Anticipated SPED Population	Projected Staffing Needs <sup>1</sup>
2015-2016	11 students	1 FTE DSS
2016-2017	22 students	1 FTE DSS; 1 SPED Teacher
2017-2018	33 students	1 FTE DSS; 1 SPED Teacher
2018-2019	44 students	1 FTE DSS; 2 SPED Teachers

Given the challenges that other charter schools have faced, we have identified specific resources in the community for technical assistance in the implementation of systems and training for all teaching faculty, particularly in regards to the successful implementation of accommodations and modifications in a strong inclusion model with pull-outs as needed.

### Identifying Students with Special Needs

When students are admitted to the school, we will follow up with the sending schools to determine whether the students have IEPs and ensure these records are transferred to Reimagine Prep prior to the beginning of the school year. Parents and teachers of students with special needs will attend a meeting led by our DSS to determine appropriate services to be delivered at Reimagine Prep. We will comply with all laws and provisions regarding students with IEPs. We will implement IEPs as written, and if a child’s IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

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<sup>1</sup> This projection includes full-time SPED teachers as well as other SPED certified teachers who cover SPED and non-SPED duties.



Throughout the school year, Reimagine Prep's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and the DSS will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the DSS will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six weeks. In addition, other information will be 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 will be referred, in writing, to the DSS for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of Reimagine Prep. 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 will be sent to the student's parents. The DSS will 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. Reimagine Prep will then conduct 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 will be reconvened with the parents, the DSS, the student's advisor, and other appropriate faculty. At that time, a decision will be 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 will be developed. All IEPs will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

### **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. Reimagine Prep will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will 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 DSS will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.



## **Attachment R – Financial Hardship Policy**

In accordance with Mississippi Code § 37-7-335, all students who qualify for the National School Lunch Program will receive a copy of the financial hardship waiver upon enrolling at Reimagine Prep and will have fees for textbooks, field trips, and all other supplemental school expenses waived. Nashville Prep will also not charge students who do not qualify for the National School Lunch Program for any direct instructional costs or extra-curricular fees.

No Reimagine Prep student will be deemed ineligible for any school related activity because of an inability to pay an associated fee. Furthermore, Reimagine Prep will uphold with utmost security the confidentiality of the financial hardship waiver. We will not indicate which students qualify with tokens, tickets, announcements, physical separation, choice of materials, or any posting or publications.

## Attachment S – Performance Framework

### Academic Performance Goals

Goal 1: Students will achieve mastery in English Language Arts		Reporting
Measure	Each subgroup of Reimagine Prep students will make Adequate Yearly Progress (AYP) in English Language Arts as defined by No Child Left Behind legislation.	AYP Mid-Cycle Reports End-of-Cycle Reports
Measure	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in English Language Arts on the PARCC. At least 80% of students will score Proficient or Advanced in English Language Arts after their third year and at least 90% after their fourth year.	Annual Report <sup>1</sup>
Measure	All students at Reimagine Prep 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 PARCC.	Annual Report
Measure	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Reimagine Prep students on a 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	At least 70% of students who have been enrolled at the school for two or more years will read above grade level as defined by performance on interim reading assessments. At least 80% of students will read above grade level after year three and at least 90% after year four.	Annual Report

Goal 2: Students will achieve mastery in Mathematics		Reporting
Measure	Each subgroup of Reimagine Prep students will make Adequate Yearly Progress (AYP) in Mathematics as defined by No Child Left Behind legislation.	AYP Mid-Cycle Reports End-of-Cycle Reports
Measure	At least 70% 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 PARCC. At least 80% of students will score Proficient or Advanced in Mathematics after their third year and at least 90% after their fourth year.	Annual Report
Measure	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced	Annual Report

<sup>1</sup> See Nashville Prep's 2013 Annual Report for an example of the format and content of Reimagine Prep's Annual Report.  
([http://static.squarespace.com/static/50a2778fe4b0fb50383df166/t/52c6bb3be4b052f1d0361799/1388755771585/Nashville\\_Prep\\_Annual\\_Report\\_2013.pdf](http://static.squarespace.com/static/50a2778fe4b0fb50383df166/t/52c6bb3be4b052f1d0361799/1388755771585/Nashville_Prep_Annual_Report_2013.pdf))

	category in Mathematics on the PARCC. At least 80% of students will score Proficient or Advanced in Mathematics after their third year and at least 90% after their fourth year.	
<b>Measure</b>	All students at Reimagine Prep 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 the PARCC.	Annual Report
<b>Measure</b>	In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Reimagine Prep students on a 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
<b>Measure</b>	At least 70% of students who have been enrolled at the school for two or more years will perform above grade level as defined by interim mathematics assessments. At least 80% of students will perform math above grade level after year three and at least 90% after year four.	Annual Report

<b>Goal 3: Students will achieve mastery in Science</b>		<b>Reporting</b>
<b>Measure</b>	At least 70% 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 Mississippi Curriculum Test. At least 80% of students will score Proficient or Advanced in Science after their third year and at least 90% after their fourth year.	Annual Report
<b>Measure</b>	All students at Reimagine Prep 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 measured by the Mississippi Curriculum Test.	Annual Report

<b>Goal 4: Students will achieve mastery in Social Studies</b>		<b>Reporting</b>
<b>Measure</b>	At least 70% of all students who have attended the school for two or more years will score in the Proficient or Advanced category in Social Studies on the Mississippi Curriculum Test. At least 80% of students will score Proficient or Advanced in Social Studies after their third year and 90% after their fourth year.	Annual Report
<b>Measure</b>	All students at Reimagine Prep 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 measured by the Mississippi Curriculum Test.	Annual Report

<b>Goal 5: Students will complete homework</b>	<b>Reporting</b>
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<b>Measure</b>	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
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<b>Goal 6: Students will adhere to the Code of Conduct</b>		<b>Reporting</b>
<b>Measure</b>	Less than 10% of students will earn in-school suspension (ISS) or out of school suspension (OSS) over the course of the year. In 2009-2010, 11% of students in Mississippi were suspended.	Annual Report
<b>Measure</b>	0% of students will be expelled. In 2009-2010, 0.25% of students in Mississippi were expelled.	Annual Report

## Operational & Governance Performance Goals

<b>Goal 1: Reimagine Prep will maintain organization strength by demonstrating fiduciary and financial responsibility.</b>		<b>Reporting</b>
<b>Measure</b>	External, annual audit reports will demonstrate that Reimagine Prep meets or exceeds professional accounting standards.	Audit Report
<b>Measure</b>	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. The Finance Committee of the Board of Directors will review this budget monthly.	Management Letter Audit Report Annual Budgets Monthly Cash Flow Reports

<b>Goal 2: Reimagine Prep will be fully enrolled and demonstrate high levels of daily attendance and student retention.</b>		<b>Reporting</b>
<b>Measure</b>	Reimagine Prep will enroll and maintain a class of students equal to our projected enrollment (with attrition) every year.	Annual Report
<b>Measure</b>	85% of students who begin the school year at Reimagine Prep will remain in the school throughout the academic year.	Annual Report
<b>Measure</b>	95% of students who complete the school year at Reimagine Prep will re-enroll for the following school year. (Reasons for attrition will include geographic relocation, transportation, or illness.)	Annual Report
<b>Measure</b>	Reimagine Prep will average 95% or higher daily student attendance in each school year.	Annual Report

<b>Goal 3: Parents will demonstrate high satisfaction with the academic program and the clear and open communication of Reimagine Prep.</b>		<b>Reporting</b>
<b>Measure</b>	Parent satisfaction with the clear and open communication by the faculty and staff of Reimagine Prep, 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%.	Annual Report
<b>Measure</b>	Parent satisfaction with academic program of Reimagine Prep, 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%.	Annual Report

<b>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.</b>		<b>Reporting</b>
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<b>Measure</b>	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.	Annual Report
<b>Measure</b>	The Board of Directors will conduct an annual self-evaluation to assess strengths and weaknesses of the Board.	Annual Report
<b>Measure</b>	The Board of Directors will annually review the Bylaws and policies and update, as necessary.	Annual Report
<b>Measure</b>	The Board of Directors will conduct an annual analysis of the school's organizational strengths and weaknesses.	Annual Report





## **Attachment T - Professional Development Scope & Sequence**

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 Student Supports 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:

- 20 professional development days during the summer prior to the beginning of the school year
- Ten 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 Reimagine Prep 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 a 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 PD 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 PD include:

- Introduce and implement systems that 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. Our Director of Student Supports will specialize in IDEA case management and ensure 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 DSS will also engage teachers in professional development around supporting all learners.



## **Our Approach To Professional Development**

PD is essential for the successful delivery of Reimagine Prep's college preparatory mission. The three pillars to Reimagine Prep'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 plans for pre-opening, summer, and school year professional development.

The Principal will work closely with the Director of Student Supports to develop in house professional development. The Principal will oversee all group trainings ensuring that organizational PD objectives are met. The DSS 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 Reimagine Prep'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 exit tickets, objectives, 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.

## **School Year Professional Development**

School year PD will be held on Fridays from 2:00 PM until 5:00 PM and will provide on-going support to teachers throughout the school year. The Principal and DSS 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

Reimagine Prep 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.

### Teacher Evaluation

The Principal will evaluate teachers twice per year. Results will be included in the employee's personnel file. Evaluation criteria are outlined below.

Culture and Expectations			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
(1) <b>Alignment with School Culture</b>	<input type="checkbox"/> School rules (merits, demerits, referrals, and student conferences), values and expectations are consistently enforced and emphasized. <input type="checkbox"/> Teacher consistently narrates a culture of choice, not simply compliance.	<input type="checkbox"/> School rules (merits, demerits, referrals, and student conferences), values and expectations are generally enforced and emphasized. <input type="checkbox"/> Teacher generally narrates a culture of choice, not simply compliance.	<input type="checkbox"/> School rules (merits, demerits, referrals, and student conferences), values and expectations are not consistently enforced and emphasized. <input type="checkbox"/> Teacher narrates a culture of compliance instead of choice.
(2) <b>Classroom Tone: Strong Voice and</b>	<input type="checkbox"/> The tone in the classroom is consistently respectful and	<input type="checkbox"/> The tone in the classroom is generally respectful and positive	<input type="checkbox"/> The tone in the classroom is inconsistent in respectfulness and

<b>Positive Framing</b>	<p>positive</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher frequently narrates positive student behaviors to motivate students by using:             <ul style="list-style-type: none"> <li>○ Praise</li> <li>○ Challenge</li> <li>○ Talking aspiration</li> </ul> </li> <li><input type="checkbox"/> Teacher builds compliance through:             <ul style="list-style-type: none"> <li>○ Economy of language</li> <li>○ Quiet power</li> <li>○ Do not talk over</li> <li>○ Square up/stand still</li> <li>○ Nonverbal authority.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher narrates positive student behaviors by using:             <ul style="list-style-type: none"> <li>○ Praise</li> <li>○ Challenge</li> <li>○ Talking aspiration</li> </ul> </li> <li><input type="checkbox"/> Teacher generally builds compliance through:             <ul style="list-style-type: none"> <li>○ Economy of language</li> <li>○ Quiet power</li> <li>○ Do not talk over</li> <li>○ Square up/stand still</li> <li>○ Nonverbal authority</li> </ul> </li> </ul>	<p>positivity.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher rarely narrates positive behaviors</li> <li><input type="checkbox"/> Teacher does not build compliance through:             <ul style="list-style-type: none"> <li>○ Economy of language</li> <li>○ Quiet power</li> <li>○ Do not talk over</li> <li>○ Square up/stand still</li> <li>○ Nonverbal authority</li> </ul> </li> </ul>
<b>(3) Classroom Procedures and What to Do</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is always a prompt start and a smooth finish to class.</li> <li><input type="checkbox"/> The classroom runs like clockwork, and students seem routinized to all procedures. It appears the classroom could run without the teacher.</li> <li><input type="checkbox"/> Gives What to Do directions that are specific, concrete, sequential and observable.</li> <li><input type="checkbox"/> Narrates compliance instead of what NOT to do.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is generally a prompt start and a smooth finish to class.</li> <li><input type="checkbox"/> The classroom runs efficiently and students seem routinized to all procedures.</li> <li><input type="checkbox"/> Gives What to Do directions that are specific, concrete, sequential and observable, but sometimes directions need to be rephrased.</li> <li><input type="checkbox"/> Narrates compliance instead of what NOT to do.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is rarely a prompt start and smooth finish to class.</li> <li><input type="checkbox"/> Routines are unclear or poorly executed, causing a lack of flow in the class.</li> <li><input type="checkbox"/> Directions, if given, are vague or difficult to understand. As a result, students often fail to follow directions.</li> <li><input type="checkbox"/> Often narrates what not to do.</li> </ul>
<b>(4) Level of On Task Behavior and 100%</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In a lesson, all students are on task at all times</li> <li><input type="checkbox"/> If a student moves off task, teacher immediately addresses the student using the least invasive form of intervention and without major adjustments to the pace of instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In a lesson, nearly all students are on task at all times</li> <li><input type="checkbox"/> If a student moves off task, teacher immediately addresses the student, but may not use the least invasive intervention. Regardless, teacher is able to address and stop the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In a lesson, students are often or generally off task.</li> <li><input type="checkbox"/> If a student moves off task, the teacher fails to address the student in a timely manner if at all.</li> <li><input type="checkbox"/> Teacher struggles to address and stop problems when they occur in class.</li> </ul>

		problems.	
<b>(5)</b> <b>Ability to Refocus a Class and Do It Again</b>	<input type="checkbox"/> Successfully recognizes the need for and uses Do It Again when appropriate. <input type="checkbox"/> The use of Do It Again is consistently positive and always ends in application until success. <input type="checkbox"/> There is little need for Do It Again because there is generally 100% compliance.	<input type="checkbox"/> Generally recognizes the need for and uses Do It Again when appropriate. <input type="checkbox"/> The use of Do It Again is generally positive and usually ends in application until success. <input type="checkbox"/> There is only an occasional need for Do It Again because compliance is happening consistently.	<input type="checkbox"/> Struggles to recognize the need to refocus a class. <input type="checkbox"/> Struggles, or does not attempt, to use Do It Again when appropriately and successfully. <input type="checkbox"/> There is often a need for Do It Again because incompliance is happening consistently.
<b>(6)</b> <b>Joy Factor and Student Investment</b>	<input type="checkbox"/> Regularly publicly celebrates authentic student achievement. <input type="checkbox"/> Always has a positive teacher presence and smiles often during class. <input type="checkbox"/> All students in the class are able to articulate what student actions are most valued by their teacher. <input type="checkbox"/> Uses a variety of strategies to create joy (celebrations, building suspense, pacing, expressing personal joy in content)	<input type="checkbox"/> Sometimes publicly celebrates authentic student achievement. <input type="checkbox"/> Sometimes has a positive teacher presence and smiles often during class. <input type="checkbox"/> Some students in the class are able to articulate what student actions are most valued by their teacher. <input type="checkbox"/> Uses a few strategies to create joy (celebrations, building suspense, pacing, expressing personal joy in content)	<input type="checkbox"/> Does not publicly celebrate authentic student achievement. <input type="checkbox"/> Teacher presence is not positive. <input type="checkbox"/> Students are generally not able to articulate what student actions are most valued by their teacher. <input type="checkbox"/> Does not employ strategies to create joy in instruction.
<b>(7)</b> <b>Dealing with Challenging Situations and Students</b>	<input type="checkbox"/> Consistently deals appropriately with challenging situations and students without derailing the learning process. <input type="checkbox"/> Applies elements of strong voice to address challenges in a way that maintains high expectations and student dignity. <input type="checkbox"/> Does not engage in	<input type="checkbox"/> Generally deals appropriately with challenging situations and students without derailing the learning process. <input type="checkbox"/> Applies elements of strong voice to address challenges Does not engage in student excuses/distractions during correction of student	<input type="checkbox"/> Has difficulty dealing with challenging situations and/or does not deal with them appropriately. <input type="checkbox"/> Students respond inconsistently to correction <input type="checkbox"/> Does not always know when and how to diffuse situations which may lead to escalating

	<p>student excuses/distractions during correction of student misbehavior.</p> <p><input type="checkbox"/> Students nearly always respond to correction respectfully and with compliance.</p> <p><input type="checkbox"/> Knows how to and when to diffuse situations and/or when to involve Principals.</p>	<p>misbehavior.</p> <p><input type="checkbox"/> Students usually respond to correction respectfully and with compliance.</p> <p><input type="checkbox"/> Generally knows how to and when to diffuse situations and/or when to involve Principals.</p>	<p>problems.</p> <p><input type="checkbox"/> Over-reliant on or does not know when to involve Principals.</p>
<p>(8)</p> <p><b>Relationships with Students</b></p>	<p><input type="checkbox"/> Creates a climate of caring in the classroom by addressing students in a respectful and positive manner.</p> <p><input type="checkbox"/> Positive relationships with students support learning in the classroom</p> <p><input type="checkbox"/> Demonstrates open concern and develops a sense of responsibility for students' academic and personal growth.</p> <p><input type="checkbox"/> Teacher demonstrates that they will not give up on students.</p>	<p><input type="checkbox"/> Consistently addresses students in a respectful and professional manner.</p> <p><input type="checkbox"/> Positive relationships with students support learning in the classroom.</p> <p><input type="checkbox"/> Willing to go above and beyond to help students.</p>	<p><input type="checkbox"/> Does not consistently address students in a professional manner</p> <p><input type="checkbox"/> Fails to establish positive relationships with students that support learning</p>

Curriculum and Assessment Design			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
<p>(1)</p> <p><b>Vision</b></p>	<p><input type="checkbox"/> Regularly discusses content vision with students and teammates.</p> <p><input type="checkbox"/> Uses vision as an input to all decisions – both daily and long-term.</p> <p><input type="checkbox"/> Written vision includes a vision statement and a description of teacher and student</p>	<p><input type="checkbox"/> Sometimes discusses content vision with students and teammates.</p> <p><input type="checkbox"/> Uses vision as an input to some decisions – both daily and long-term.</p> <p><input type="checkbox"/> Written vision includes a vision statement or a description of</p>	<p><input type="checkbox"/> Does not discuss content vision with students and teammates.</p> <p><input type="checkbox"/> Does not consider vision as an input to decisions – both daily and long-term.</p> <p><input type="checkbox"/> Written vision is surface level and vague.</p> <p><input type="checkbox"/> Curriculum documents and</p>

	actions and mindsets that support the vision. <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum documents and assessments are aligned to the course vision.</li> </ul>	teacher and student actions and mindsets that support the vision. <ul style="list-style-type: none"> <li><input type="checkbox"/> Some curriculum documents and assessments are aligned to the course vision.</li> </ul>	assessments don't consider course vision.
<b>(2)</b> <b>Backwards Design and Long Term Planning</b>	Yearlong and unit plans: <ul style="list-style-type: none"> <li><input type="checkbox"/> Are aligned to relevant and rigorous standards</li> <li><input type="checkbox"/> Delineate all appropriate objectives based on these standards</li> <li><input type="checkbox"/> Include measureable and explicitly stated goals</li> <li><input type="checkbox"/> Are grouped logically</li> <li><input type="checkbox"/> Build upon one another conceptually</li> <li><input type="checkbox"/> Articulate enduring understandings and essential questions</li> <li><input type="checkbox"/> Provide appropriate time for unit introduction and closure and student reflection</li> </ul>	Yearlong and unit plans: <ul style="list-style-type: none"> <li><input type="checkbox"/> Are aligned to relevant and rigorous standards</li> <li><input type="checkbox"/> Delineate all appropriate objectives based on these standards</li> <li><input type="checkbox"/> Include measureable and explicitly stated goals</li> <li><input type="checkbox"/> Are grouped logically</li> <li><input type="checkbox"/> Build upon one another conceptually</li> </ul>	Yearlong and unit plans do not meet one or more of the following attributes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Are aligned to relevant and rigorous standards</li> <li><input type="checkbox"/> Delineate all appropriate objectives based on these standards</li> <li><input type="checkbox"/> Include measureable and explicitly stated goals</li> <li><input type="checkbox"/> Are grouped logically</li> <li><input type="checkbox"/> Build upon one another conceptually</li> </ul>
<b>(3)</b> <b>Teacher Content Knowledge</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher displays extensive content knowledge of all subjects he or she teaches.</li> <li><input type="checkbox"/> The teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li><input type="checkbox"/> The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher displays accurate content knowledge of all subjects he or she teaches.</li> <li><input type="checkbox"/> The teacher sometimes implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li><input type="checkbox"/> The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher displays under-developed content knowledge of all subjects he or she teaches.</li> <li><input type="checkbox"/> The teacher rarely implements a variety of subject-specific instructional strategies to enhance student content knowledge.</li> <li><input type="checkbox"/> The teacher rarely highlights key concepts and ideas and uses them as bases to connect other powerful ideas.</li> </ul>

	<input type="checkbox"/> Limited content is taught in sufficient depth to allow for the development of understanding.	ideas.	
<b>(4)</b> <b>Formal Classroom Assessments</b>	Assessment plans: <input type="checkbox"/> Are consistently aligned to curriculum map <input type="checkbox"/> Are consistently aligned to classroom activities and ongoing/informal assessments <input type="checkbox"/> Measure student performance in more than three ways (short answer, multiple choice, essay, project, experiment) <input type="checkbox"/> Require extended written tasks <input type="checkbox"/> Have clear measurement criteria <input type="checkbox"/> Are given at least every other week/every 8 classes	Assessment plans: <input type="checkbox"/> Are generally aligned to curriculum map <input type="checkbox"/> Are generally aligned to classroom activities and ongoing/informal assessments <input type="checkbox"/> Measure student performance in more than two ways (short answer, multiple choice, essay, project, experiment) <input type="checkbox"/> Require written tasks <input type="checkbox"/> Have measurement criteria <input type="checkbox"/> Are given at least every other week/every 8 classes	Assessment plans: <input type="checkbox"/> Are not generally aligned to curriculum map <input type="checkbox"/> Are generally not aligned to classroom activities and ongoing/informal assessments <input type="checkbox"/> Measure student performance in less than two ways (short answer, multiple choice, essay, project, experiment) <input type="checkbox"/> Have ambiguous measurement criteria <input type="checkbox"/> Are given infrequently
<b>(5)</b> <b>Ability to Analyze and Respond to Assessment Data</b>	<input type="checkbox"/> Always analyzes assessment results. <input type="checkbox"/> Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. <input type="checkbox"/> Thoroughly plans with detail to address learning needs. <input type="checkbox"/> Always implements the plans in a timely manner, adjusting lesson/unit plans and execution as necessary.	<input type="checkbox"/> Always analyzes assessment results. <input type="checkbox"/> Analyzes classroom and school assessment results in ways that are generally effective in the understanding of student learning needs. <input type="checkbox"/> Thoroughly plans to address learning needs. <input type="checkbox"/> Generally implements the plans in a timely manner, adjusting lesson/unit plans and execution as necessary.	<input type="checkbox"/> Inconsistently analyzes assessment results. <input type="checkbox"/> Does not thoroughly analyze results in a way that shows understanding of student learning needs. <input type="checkbox"/> Does not thoroughly plan to address learning. <input type="checkbox"/> Is inconsistent, untimely or fails to implement post-assessment intervention plans.



Lesson Design and Execution			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
(1) <b>Vision</b>	<input type="checkbox"/> Daily lessons align with course vision. <input type="checkbox"/> Lesson plans include the written vision. <input type="checkbox"/> The course vision is one of the inputs considered when creating daily plans.	<input type="checkbox"/> Daily lessons sometimes align with course vision. <input type="checkbox"/> Lesson plans sometimes include the written vision. <input type="checkbox"/> The course vision is sometimes an input when creating daily plans.	<input type="checkbox"/> Daily lessons do not align with course vision. <input type="checkbox"/> Lesson plans often do not include the written vision. <input type="checkbox"/> The course vision is not an input when creating daily plans.
(2) <b>Lesson Design</b>	<input type="checkbox"/> Lessons are explicitly aligned with curriculum maps. <input type="checkbox"/> All lesson objectives are student-centered, attainable and challenging. <input type="checkbox"/> Lessons are highly detailed with specific teacher actions scripted. <input type="checkbox"/> Goals and objectives are always being satisfied through the lesson's activities. <input type="checkbox"/> Lessons provide appropriate time for: <ul style="list-style-type: none"> <li>○ Instruction</li> <li>○ Connection to unit/enduring understandings</li> <li>○ Student work</li> <li>○ Student reflection</li> <li>○ Assessment</li> <li>○ Lesson closure</li> </ul>	<input type="checkbox"/> Lessons are explicitly aligned with curriculum maps. <input type="checkbox"/> Lesson objectives are generally student-centered, attainable and challenging. <input type="checkbox"/> Lessons have some specific teacher actions scripted. <input type="checkbox"/> Goals and objectives are generally being satisfied through the lesson's activities. <input type="checkbox"/> Lessons provide appropriate time for: <ul style="list-style-type: none"> <li>○ Instruction</li> <li>○ Connection to unit/enduring understandings</li> <li>○ Student work</li> <li>○ Student reflection</li> <li>○ Assessment</li> <li>○ Lesson closure</li> </ul>	<input type="checkbox"/> Lessons are inconsistently aligned with curriculum maps. <input type="checkbox"/> Lesson objectives are inconsistently student-centered, attainable or challenging. <input type="checkbox"/> Lessons rarely have specific teacher actions scripted. <input type="checkbox"/> Goals and objectives are not being satisfied through the lesson's activities. <input type="checkbox"/> Lessons do not provide appropriate time for one or more of the following: <ul style="list-style-type: none"> <li>○ Instruction</li> <li>○ Connection to unit/enduring understandings</li> <li>○ Student work</li> <li>○ Student reflection</li> <li>○ Assessment</li> <li>○ Lesson closure</li> </ul>
(3) <b>Presentation of Instructional Content</b>	In planning and execution, content always includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Visuals that establish the purpose of the lesson, preview the</li> </ul>	In planning and execution, content mostly includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Visuals that establish the purpose of the lesson, preview the</li> </ul>	In planning and execution, content rarely includes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Visuals that establish the purpose of the lesson, preview the</li> </ul>

	<p>organization of the lesson, and include internal summaries of the lesson;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li><input type="checkbox"/> Modeling by the teacher to demonstrate his or her performance expectations;</li> <li><input type="checkbox"/> Concise communication;</li> <li><input type="checkbox"/> Logical sequencing and segmenting;</li> <li><input type="checkbox"/> All essential information;</li> <li><input type="checkbox"/> No irrelevant, confusing or non-essential information;</li> <li><input type="checkbox"/> Error-free materials.</li> </ul>	<p>organization of the lesson, and include internal summaries of the lesson;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li><input type="checkbox"/> Modeling by the teacher to demonstrate his or her performance expectations;</li> <li><input type="checkbox"/> Concise communication;</li> <li><input type="checkbox"/> Logical sequencing and segmenting;</li> <li><input type="checkbox"/> All essential information;</li> <li><input type="checkbox"/> No irrelevant, confusing or non-essential information;</li> <li><input type="checkbox"/> Error-free materials.</li> </ul>	<p>organization of the lesson, and include internal summaries of the lesson;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples, illustrations, analogies, and labels for new concepts and ideas;</li> <li><input type="checkbox"/> Modeling by the teacher to demonstrate his or her performance expectations;</li> <li><input type="checkbox"/> Concise communication;</li> <li><input type="checkbox"/> Logical sequencing and segmenting;</li> <li><input type="checkbox"/> All essential information;</li> <li><input type="checkbox"/> No irrelevant, confusing or non-essential information;</li> <li><input type="checkbox"/> Error-free materials.</li> </ul>
<p><b>(4)</b>  <b>Student Work, Activities, and Materials</b></p>	<p>Activities and materials satisfy all of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support the lesson objectives;</li> <li><input type="checkbox"/> Are challenging;</li> <li><input type="checkbox"/> Sustain students' attention;</li> <li><input type="checkbox"/> Provide time for reflection;</li> <li><input type="checkbox"/> Provide opportunities for student-to-student interaction;</li> <li><input type="checkbox"/> Induce student curiosity and suspense;</li> </ul>	<p>Activities and materials satisfy most of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support the lesson objectives;</li> <li><input type="checkbox"/> Are challenging;</li> <li><input type="checkbox"/> Sustain students' attention;</li> <li><input type="checkbox"/> Provide time for reflection;</li> <li><input type="checkbox"/> Provide opportunities for student-to-student interaction;</li> <li><input type="checkbox"/> Induce student curiosity and suspense;</li> </ul>	<p>Activities and materials satisfy few of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support the lesson objectives;</li> <li><input type="checkbox"/> Are challenging;</li> <li><input type="checkbox"/> Sustain students' attention;</li> <li><input type="checkbox"/> Provide time for reflection;</li> <li><input type="checkbox"/> Provide opportunities for student-to-student interaction;</li> <li><input type="checkbox"/> Induce student curiosity and suspense;</li> </ul>

	<input type="checkbox"/> Provide students with choices; <input type="checkbox"/> Require students to organize, interpret, analyze, synthesize and evaluate information rather than reproduce it; <input type="checkbox"/> Require students to draw conclusions, make generalizations and produce arguments that are supported through extended writing; <input type="checkbox"/> Require students to connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school	<input type="checkbox"/> Provide students with choices; <input type="checkbox"/> Require students to organize, interpret, analyze, synthesize and evaluate information rather than reproduce it; <input type="checkbox"/> Require students to draw conclusions, make generalizations and produce arguments that are supported through extended writing; <input type="checkbox"/> Require students to connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school	<input type="checkbox"/> Provide students with choices; <input type="checkbox"/> Require students to organize, interpret, analyze, synthesize and evaluate information rather than reproduce it; <input type="checkbox"/> Require students to draw conclusions, make generalizations and produce arguments that are supported through extended writing; <input type="checkbox"/> Require students to connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school
<b>(5)</b> <b>Joy Through Content</b>	<input type="checkbox"/> Always exhibits genuine joy about the lesson content for the day. <input type="checkbox"/> Students show joy and passion for figuring out difficult problems or completing difficult tasks. <input type="checkbox"/> Dedicates instructional time to building investment through making connections to	<input type="checkbox"/> Sometimes exhibits genuine joy about the lesson content for the day. <input type="checkbox"/> Students work hard at figuring out difficult problems or completing difficult tasks. <input type="checkbox"/> Sporadically dedicates instructional time to building investment through making connections to	<input type="checkbox"/> Does not exhibit genuine joy about the lesson content for the day. <input type="checkbox"/> Students give up easily when figuring out difficult problems or completing difficult tasks. <input type="checkbox"/> Does not dedicate instructional time to building investment through making connections to

	prior lessons or real-world implications of content.	prior lessons or real-world implications of content.	prior lessons or real-world implications of content.
<b>(6)</b> <b>Use of Instructional Strategies</b>	<input type="checkbox"/> Uses a variety of instructional strategies and activities that are driven by alignment to content, academically rigorous and highly engaging. <input type="checkbox"/> Consistently ensures student learning through modeling, guided practice and independent practice within a lesson and throughout a unit. <input type="checkbox"/> Actively seeks and implements new instructional strategies.	<input type="checkbox"/> Uses a limited in the variety of instructional strategies and activities that are driven by alignment to content, academically rigorous and engaging. <input type="checkbox"/> Consistently ensures student learning through modeling, guided practice and independent practice within a lesson.	<input type="checkbox"/> May inappropriately rely on only 1 or 2 instructional strategies and/or activities that are not driven by alignment to content, academically rigorous, or engaging. <input type="checkbox"/> Does not consistently ensure student learning through modeling, guided practice and independent practice within a lesson.
<b>(7)</b> <b>Questioning and Response</b>	<input type="checkbox"/> Lessons include highly detailed, scripted questions/checks for understanding, and anticipated challenges. <input type="checkbox"/> In planning and execution, questions are consistently sequenced throughout the lesson in alignment to instructional goals <input type="checkbox"/> Teacher questions are varied and high quality, providing a balanced mix of: <ul style="list-style-type: none"> <li>○ Knowledge and comprehension;</li> <li>○ Application and analysis; and</li> <li>○ Creation</li> </ul>	<input type="checkbox"/> Lessons include scripted questions/checks for understanding <input type="checkbox"/> In planning and execution, questions are in alignment to instructional goals <input type="checkbox"/> Teacher questions are varied and high quality, providing some, but not all, question types: <ul style="list-style-type: none"> <li>○ Knowledge and comprehension;</li> <li>○ Application and analysis; and</li> <li>○ Creation and evaluation</li> </ul> <input type="checkbox"/> Teacher uses a variety of techniques to	<input type="checkbox"/> Lessons do not generally include scripted questions/checks for understanding <input type="checkbox"/> In planning and execution, questions are inconsistently in alignment to instructional goals <input type="checkbox"/> Teacher questions focus primarily on knowledge and comprehension <input type="checkbox"/> Teacher uses a limited variety of techniques to monitor learning such as: <ul style="list-style-type: none"> <li>○ whole class signaling</li> <li>○ choral responses</li> <li>○ written responses</li> <li>○ shared responses</li> <li>○ group answers</li> </ul>

	<p>and evaluation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher adeptly and frequently uses a variety of techniques to constantly monitor learning such as:               <ul style="list-style-type: none"> <li>○ whole class signaling</li> <li>○ choral responses</li> <li>○ written responses</li> <li>○ shared responses</li> <li>○ group answers</li> <li>○ individual answers</li> <li>○ written responses</li> <li>○ oral responses</li> </ul> </li> <li><input type="checkbox"/> Teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and gender.</li> <li><input type="checkbox"/> Wait time is consistently provided.</li> <li><input type="checkbox"/> Teacher always uses real-time student input to adjust instruction.</li> </ul>	<p>constantly monitor learning such as:</p> <ul style="list-style-type: none"> <li>○ whole class signaling</li> <li>○ choral responses</li> <li>○ written responses</li> <li>○ shared responses</li> <li>○ group answers</li> <li>○ individual answers</li> <li>○ written responses</li> <li>○ oral responses</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher generally calls on volunteers and nonvolunteers, and a balance of students based on ability and gender.</li> <li><input type="checkbox"/> Wait time is generally provided.</li> <li><input type="checkbox"/> Teacher generally uses real-time student input to adjust instruction.</li> <li><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>○ individual answers</li> <li>○ written responses</li> <li>○ oral responses</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher generally calls on mostly volunteers and high-ability students.</li> <li><input type="checkbox"/> Wait time is inconsistently provided.</li> <li><input type="checkbox"/> Teacher does not generally use real-time student input to adjust instruction.</li> </ul>
<p style="text-align: center;">(8) <b>Academic Feedback</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is frequently given throughout the lesson and on independent work.</li> <li><input type="checkbox"/> Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li><input type="checkbox"/> The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li><input type="checkbox"/> Feedback from</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is sometimes given throughout the lesson and/or on independent work.</li> <li><input type="checkbox"/> Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li><input type="checkbox"/> The teacher circulates during instructional activities to support engagement and monitor student work.</li> <li><input type="checkbox"/> Feedback from students is</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Feedback is rarely given during the lesson cycle and/or on independent work.</li> <li><input type="checkbox"/> The quality and timeliness of feedback is inconsistent.</li> <li><input type="checkbox"/> The teacher circulates during instructional activities but monitors mostly behavior.</li> <li><input type="checkbox"/> Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>

	<p>students is regularly used to monitor or adjust instruction.</p> <p><input type="checkbox"/> Teacher engages students in giving high-quality feedback to one another.</p>	<p>sometimes used to monitor and adjust instruction.</p>	
<p><b>(9)</b>  <b>Critical Thinking and Problem Solving</b></p>	<p>The teacher thoroughly teaches two or more types of thinking:</p> <p><input type="checkbox"/> Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</p> <p><input type="checkbox"/> Practical thinking, where students use, apply, and implement what they learn in real-life situations;</p> <p><input type="checkbox"/> Creative thinking, where students create, design, imagine, and suppose; and</p> <p><input type="checkbox"/> Research-based thinking, where students explore and review a variety of ideas, models and solutions to problems.</p> <p>The teacher provides opportunities where students:</p> <p><input type="checkbox"/> Generate a variety of ideas and alternatives;</p> <p><input type="checkbox"/> Analyze problems from multiple perspectives and viewpoints; and</p> <p><input type="checkbox"/> Monitor their thinking to ensure that they understand what</p>	<p>The teacher thoroughly teaches one type of thinking:</p> <p><input type="checkbox"/> Analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;</p> <p><input type="checkbox"/> Practical thinking, where students use, apply, and implement what they learn in real-life situations;</p> <p><input type="checkbox"/> Creative thinking, where students create, design, imagine, and suppose; and</p> <p><input type="checkbox"/> Research-based thinking, where students explore and review a variety of ideas, models and solutions to problems.</p> <p>The teacher provides opportunities where students:</p> <p><input type="checkbox"/> Generate a variety of ideas and alternatives; and</p> <p><input type="checkbox"/> Analyze problems from multiple perspectives and viewpoints</p>	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <p><input type="checkbox"/> Generate a variety of ideas and alternatives; or</p> <p><input type="checkbox"/> Analyze problems from multiple perspectives and viewpoints</p>

	they are leaning, are attending to critical information, and are aware of the learning strategies that they are using and why.		
<b>(10)</b> <b>Establishing Expectations for Student Engagement</b>	<input type="checkbox"/> Serves as a model in establishing and demanding high expectations for student learning and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call <input type="checkbox"/> Has developed a classroom culture where 95-100% of students are engaged in the learning activity. <input type="checkbox"/> 85-90% of hands are raised or students are ready to answer immediately when cold called when reviewing material. <input type="checkbox"/> More than 50% of hands are raised during new material.	<input type="checkbox"/> Establishes, communicates, and models high expectations for student learning and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call <input type="checkbox"/> Has developed a classroom culture where 90% of students are engaged in the learning activity. <input type="checkbox"/> 75-85% of hands are raised or students are ready to answer immediately when cold called when reviewing material. <input type="checkbox"/> Approximately 50% of hands are raised during new material.	<input type="checkbox"/> Inconsistently establishes, communicates, and models high expectations for student learning and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. <input type="checkbox"/> Less than 90% of students are engaged in the learning activity. <input type="checkbox"/> Less than 75% of hands are raised or students are ready to answer immediately when cold called when reviewing material. <input type="checkbox"/> Less than 50% of hands are raised during new material.
<b>(11)</b> <b>Pacing</b>	<input type="checkbox"/> Pace of instruction is always highly efficient, engaging and urgent. <input type="checkbox"/> Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. <input type="checkbox"/> Always communicates in a tangible sense of	<input type="checkbox"/> Pace of instruction is usually highly efficient, engaging and urgent. <input type="checkbox"/> Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. <input type="checkbox"/> Mostly communicates in a tangible sense of	<input type="checkbox"/> Pace of instruction is inconsistently efficient, engaging and urgent. <input type="checkbox"/> Does not adjust the pace of instruction according to the needs of the activity. <input type="checkbox"/> Inconsistently communicates a sense of urgency in tone, movement, intensity, enthusiasm and preparation.

	<p>urgency in tone, movement, intensity, enthusiasm and preparation.</p> <p><input type="checkbox"/> Classroom time is considered sacred and is used in a highly efficient manner.</p>	<p>urgency in tone, movement, intensity, enthusiasm and preparation.</p> <p><input type="checkbox"/> Classroom time is clearly for teaching and learning.</p>	<p><input type="checkbox"/> Classroom time is often lost in casual behavior.</p>
<p>(12) <b>Supporting All Learners</b></p>	<p><input type="checkbox"/> Assumes full responsibility for student achievement and seeks innovative ways to support them.</p> <p><input type="checkbox"/> Has established a consistent system of classroom procedures and assignments to reach a range of learners. Assignments are attainable to students with difficulties and challenging to students who excel.</p> <p><input type="checkbox"/> Always makes necessary modifications for students with special needs, communicating frequently with the student supports team.</p>	<p><input type="checkbox"/> Assumes full responsibility for student achievement.</p> <p><input type="checkbox"/> Sometimes uses assignments to reach a range of learners. Assignments are attainable to students with difficulties and challenging to students who excel.</p> <p><input type="checkbox"/> Always makes necessary modifications for students with special needs, communicating frequently with the student supports team.</p>	<p><input type="checkbox"/> Does not always assume full responsibility for student achievement.</p> <p><input type="checkbox"/> Rarely, if at all, uses assignments to reach a range of learners. Assignments are generally target the average learner.</p> <p><input type="checkbox"/> Fails to make necessary modifications for students with special needs and/or does not communicate frequently with the student supports team.</p>

Professionalism			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
<p>(1) <b>Timelines and Deadlines</b></p>	<p><input type="checkbox"/> Always punctual for the school day, classes, and meetings.</p> <p><input type="checkbox"/> Always meets deadlines for lesson plans, advisory responsibilities,</p>	<p><input type="checkbox"/> Usually punctual for the school day, classes, and meetings.</p> <p><input type="checkbox"/> Usually meets deadlines for lesson plans, advisory responsibilities,</p>	<p><input type="checkbox"/> Inconsistently punctual for the school day, classes, and meetings.</p> <p><input type="checkbox"/> Inconsistently meets deadlines for lesson plans, advisory responsibilities,</p>



	<p>assessment analysis/reflections , and other reporting responsibilities.</p> <p><input type="checkbox"/> Always answers emails and phone calls within designated expectations.</p>	<p>assessment analysis/reflections , and other reporting responsibilities.</p> <p><input type="checkbox"/> Usually answers emails and phone calls within designated expectations.</p>	<p>assessment analysis/reflections , and other reporting responsibilities.</p> <p><input type="checkbox"/> Inconsistently answers emails and phone calls within designated expectations.</p>
<p><b>(2)</b></p> <p><b>Relationships with Families</b></p>	<p><input type="checkbox"/> Communicates regularly and often with families to inform them of the instructional program, as well as shares observations about the emotional and social development of the students.</p> <p><input type="checkbox"/> Makes frequent, usually pro-active phone calls, keeping parents informed of successes and struggles.</p> <p><input type="checkbox"/> Returns all phone calls from families within 24 hours.</p>	<p><input type="checkbox"/> Communicates frequently with families to inform them of the instructional program and student progress.</p> <p><input type="checkbox"/> Makes regular sometimes pro-active phone calls, keeping parents informed of successes and struggles.</p> <p><input type="checkbox"/> Returns most phone calls from families within 24 hours.</p>	<p><input type="checkbox"/> Makes little to no attempt to inform families of student progress.</p> <p><input type="checkbox"/> Rarely makes phone calls to parents.</p> <p><input type="checkbox"/> Does not regularly return phone calls to parents.</p>
<p><b>(3)</b></p> <p><b>Relationships with Colleagues/ School</b></p>	<p><input type="checkbox"/> Relationships with colleagues are extremely positive, collaborative, and generous.</p> <p><input type="checkbox"/> Assumes leadership among colleagues, often supporting them and engaging in profession exchange.</p> <p><input type="checkbox"/> Exerts a positive influence on the entire staff.</p>	<p><input type="checkbox"/> Relationships with colleagues are positive and collaborative.</p> <p><input type="checkbox"/> Regularly engages in professional exchange with colleagues.</p> <p><input type="checkbox"/> Upbeat, positive and does not complain often.</p>	<p><input type="checkbox"/> Relationships with colleagues are uneven, and collaboration is not consistently evident.</p> <p><input type="checkbox"/> Rarely engages in professional exchange with colleagues.</p> <p><input type="checkbox"/> Complains frequently and is negative about the school/job/kids.</p>
<p><b>(4)</b></p> <p><b>Professional Dress and Attitude</b></p>	<p><input type="checkbox"/> Dress always models professional attire.</p> <p><input type="checkbox"/> Attitude is positive and respectful of students, families, colleagues, and Principals.</p> <p><input type="checkbox"/> Always positive during staff</p>	<p><input type="checkbox"/> Dress is professional.</p> <p><input type="checkbox"/> Attitude is respectful of students, families, colleagues, and Principals.</p> <p><input type="checkbox"/> Professional during staff meetings and participates often.</p>	<p><input type="checkbox"/> Dress is inconsistently professional.</p> <p><input type="checkbox"/> Attitude is inconsistently professional with students, families, colleagues and/or Principals. Can be negative or</p>

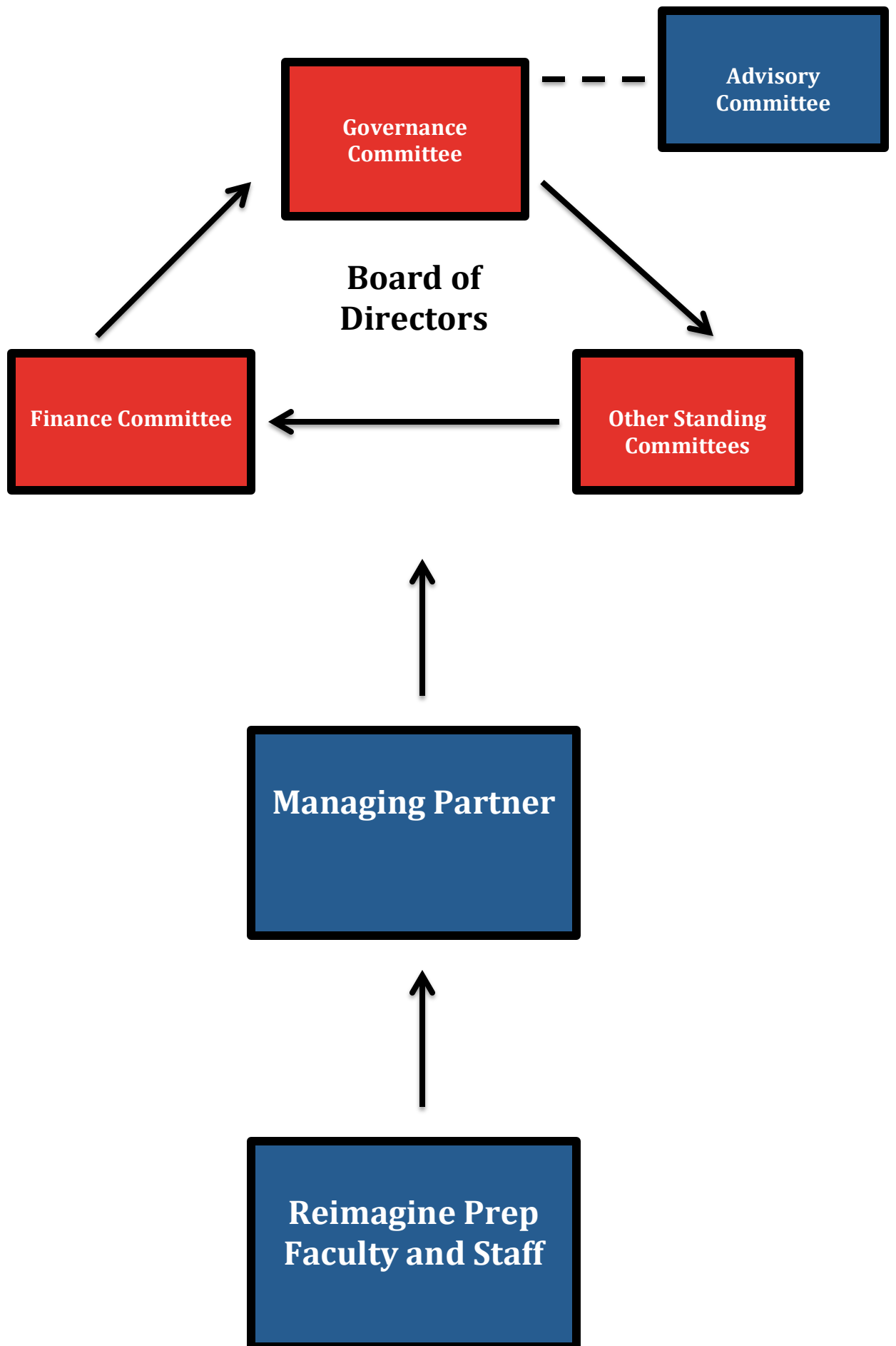
	meetings and participates actively.		inappropriate. <input type="checkbox"/> Disengaged in staff meetings and/or participates infrequently.
<b>(5) Respect for Classrooms and Shared Spaces</b>	Teacher ensures classrooms and other shared spaces (workrooms, hallways, supply tables, etc) are always: <input type="checkbox"/> Organized <input type="checkbox"/> Welcoming <input type="checkbox"/> Clean <input type="checkbox"/> Proactively maintained	Teacher ensures classrooms and other shared spaces (workrooms, hallways, supply tables, etc) are generally: <input type="checkbox"/> Organized <input type="checkbox"/> Welcoming <input type="checkbox"/> Clean <input type="checkbox"/> Proactively maintained or adjusted when requested	Teacher ensures classrooms and other shared spaces (workrooms, hallways, supply tables, etc) are infrequently: <input type="checkbox"/> Organized <input type="checkbox"/> Welcoming <input type="checkbox"/> Clean <input type="checkbox"/> Proactively maintained or adjusted when requested
<b>(6) Additional Contributions and Responsibilities</b>	<input type="checkbox"/> Puts in an extraordinary amount of time and effort to contribute to student and school success. <input type="checkbox"/> Independently assumes additional responsibilities when necessary and demonstrates leadership. <input type="checkbox"/> Always willing to lead and/or pitch in with events or other school needs.	<input type="checkbox"/> Puts in extra time and effort to contribute to student and school success. <input type="checkbox"/> Often assumes additional responsibilities when necessary, especially when asked. <input type="checkbox"/> Willing to pitch in and help with events or school needs.	<input type="checkbox"/> Puts in minimal time and effort to contribute to student and school success. <input type="checkbox"/> Does not assume additional responsibilities.

Professional Development			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
<b>(1)</b> <b>Participation and Implementation</b>	<input type="checkbox"/> Has a leadership presence in all PD, including summer professional development, weekly check-ins, content team meeting, GLTs, and whole group PD. <input type="checkbox"/> Actively seeks out and implements professional development strategies in his/her classroom <input type="checkbox"/> Successfully and quickly implements strategies presented in workshops in lesson plans and presents evidence in video. <input type="checkbox"/> Willing to actively train other teachers in their developed expertise.	<input type="checkbox"/> Actively participates in all PD, including summer professional development, weekly check-ins, content team meeting, GLTs, and whole group PD. <input type="checkbox"/> Actively seeks out and implements professional development strategies in his/her classroom <input type="checkbox"/> Successfully implements strategies presented in workshops in lesson plans and presents evidence in video	<input type="checkbox"/> Sometimes or never participates in all PD, including summer professional development, weekly check-ins, content team meeting, GLTs, and whole group PD. <input type="checkbox"/> Occasionally seeks out and implements professional development strategies in his/her classroom <input type="checkbox"/> Rarely implements strategies presented in workshops, but do so inconsistently in lesson plans and/or video.
<b>(2)</b> <b>Receptiveness to Feedback</b>	<input type="checkbox"/> Consistently seeks leader's support at appropriate times. <input type="checkbox"/> Eagerly reflects upon and responds to feedback with openness and a "good to great" attitude <input type="checkbox"/> Immediately implements feedback from Principals and instructional leaders.	<input type="checkbox"/> Frequently seeks leader's support at appropriate times. <input type="checkbox"/> Reflects upon and responds to feedback with openness. <input type="checkbox"/> Implements feedback from Principals and instructional leaders.	<input type="checkbox"/> Seek leader's support infrequently, or not at appropriate times <input type="checkbox"/> Inconsistently reflects upon and responds to feedback OR does not have an open attitude. <input type="checkbox"/> Does not implement feedback from Principals or instructional leaders in a timely or consistent manner.

Student Achievement			
	Exceeds Expectations (5)	Meets Expectations (3)	Below Expectations (1)
(1) <b>PARCC/MCT (EOY Only)</b>	<input type="checkbox"/> Students meet or exceed the end-of-year achievement and growth goals (varies by grade)	<input type="checkbox"/> Students meet some, but not all, end-of-year achievement and growth goals (varies by grade)	<input type="checkbox"/> Students do not meet end-of-year achievement and growth goals (varies by grade)
(2) <b>Achievement Network</b>	<input type="checkbox"/> Students meet or exceed a 60% average on all ANet assessments (A1-A4) <input type="checkbox"/> Students grow on re-tested standards from prior ANet assessments	<input type="checkbox"/> Students meet a 50-60% average on all ANet assessments (A1-A4) <input type="checkbox"/> Students maintain mastery on re-tested standards from prior ANet assessments	<input type="checkbox"/> Students perform below 50% on any or all ANet assessments (A1-A4) <input type="checkbox"/> Student mastery decreases on re-tested standards from prior ANet assessments
(3) <b>Lexile</b>	<input type="checkbox"/> Students are on track to meet or exceed end-of-year growth goals	<input type="checkbox"/> Students are on track to meet an end-of-year growth slightly below the initial goal	<input type="checkbox"/> Students are on track to meet an end-of-year growth well below the initial goal
(4) <b>Ongoing Unit Assessments</b>	<input type="checkbox"/> Students have consistently met or exceeded an average mastery of 80% on ongoing unit assessments <input type="checkbox"/> 75 percent of students scored 75% or above on ongoing unit assessments	<input type="checkbox"/> Students have consistently met an average mastery between 60-80% on ongoing unit assessments <input type="checkbox"/> 50-75 percent of students scored 75% or above on ongoing unit assessments	<input type="checkbox"/> Student average mastery is consistently below 60% on ongoing unit assessments <input type="checkbox"/> Below 50 percent of students scored 75% or above on ongoing unit assessments
(5) <b>Comprehensive Exams</b>	<input type="checkbox"/> 90% of scholars <b>pass</b> all Comprehensive exams	<input type="checkbox"/> 80-90% of scholars <b>pass</b> all Comprehensive exams	<input type="checkbox"/> Less than 80% of scholars <b>pass</b> all Comprehensive exams



## **Attachment U – Organizational Chart with Governing Board Authority**





## **Attachment V – Board of Directors**

# Angela S. Bass

[angelasbass@gmail.com](mailto:angelasbass@gmail.com)

5511 Ranch View Cove  
Horn Lake, MS 38637  
662-541-1144

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<b>EDUCATION</b>	<b>The University of Mississippi</b> <i>PhD Candidate, Education Leadership</i> <b>Harvard Graduate School of Education</b> <i>Ed.M, Education Policy</i> <b>Spelman College</b> <i>B.A., Comparative Women's Studies/Women's Health</i>	<b>Oxford, MS</b> <i>Jan. 2012 – Present</i> <b>Cambridge, MA</b> <i>Aug. 2010-May 2011</i> <b>Atlanta, GA</b> <i>Aug. 2004-May 2008</i>
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## RELEVANT COURSEWORK

### Policy Memos and Analyses – Pursuing Teacher Quality: Policy, Research, and Practice

- Prepared hypothetical policy memos and extensive policy analyses addressing teacher quality issues at the federal, state, and local levels of government.

### Final Project – Intro to Education Policy

- Prepared an action plan to alleviate the impact of the teacher shortage for a small school district
- Selected to present plan at the Harvard Graduate School of Education Student Research Conference

### Final Project – Charter Schools: Issues of Practice and Policy in American Public Education

- Prepared an adapted charter school prospectus.

## EXPERIENCE

### Mississippi First Inc.

*Deputy Director of Policy*

**Jackson, MS**

*Jan. 2014-Present*

- Assist the Executive Director in developing and managing the organization's policy and research agenda
- Write and edit policy publications
- Provide guidance and oversight for the planning, design, development and implementation of research and analysis projects
- Review and prepare analyses of proposed regulations, write issue briefs, and contribute to the preparation of Congressional testimony

### Horn Lake High School

*Math Teacher*

**Horn Lake, MS**

*Aug. 2013-Dec. 2013*

- Implemented Common Core State Standards curriculum for Geometry
- Led and managed 90 Geometry students

### Tunica Middle School

*Math Teacher*

**Tunica, MS**

*Sept. 2012-May 2013*

- Led and managed over 120 6<sup>th</sup> grade math students to achieve over 2 years of growth
- Founded and coached the Butterfly Step Team
- Mentored a first year teacher

### KIPP Memphis Collegiate High School

*Dean of Students*

**Memphis, TN**

*Jun. 2011-Aug. 2012*

- Designed school-wide policies to aid in cultivating a positive student culture
- Collected and used weekly student data to inform and adjust school-wide practices
- Created weekly and quarterly reports for school stakeholders
- Directly managed, coached, and supported classroom teachers
- Designed behavioral support plans for struggling students
- Planned and facilitated all programming for family-school engagement
- Provided professional development for staff on improving student culture and improving instructional methods

### Teach for America, MS Delta

*Corps Member*

**Forrest City, AR**

*Jun. 2008- Jun. 2010*

- Led and managed over 250 math students to achieve academic growth
- Developed and implemented fundraising strategies as TFA Development Fellow
- Wrote and delivered speeches to market the successes of the organization to potential donors

**RELEVANT ACTIVITIES/AFFILIATIONS:** Harvard Grad. School of Ed. Rural Education Forum President (2010-2011), Fulbright Teacher Exchange Program (2010), Delta Sigma Theta Sorority Inc. Social Action Chair (2009-2010)



2016 MISSISSIPPI the Hospitality State  
COMMISSIONER  
ANGELA BASS  
CLASS R  
DRIVER LICENSE  
BASS, ANGELA SADE  
Lic No: 801477074 Expires: 03-31-2016  
Issue Date: 03-29-2012 Birth Date: 03-31-1986 Wt: 125 Sex: F Ht: 5-02  
Class: R Restrictions: Endorsements: DUP  
380261612  
BASS, ANGELA SADE  
5511 RANCH VIEW COVE  
HORN LAKE, MS 38637

UNITED STATES OF AMERICA SOCIAL SECURITY ADMINISTRATION  
SOCIAL SECURITY  
587-63-8246  
THIS NUMBER HAS BEEN ESTABLISHED FOR  
ANGELA SADE  
BASS  
ANGELA S. Bass  
SIGNATURE 11/19/2012  
USA

<b>Name of Charter School</b>	Reimagine Prep
<b>Your Name</b>	Angela Bass
<b>Home Address</b>	880 William Blvd. #410
<b>City/State/Zip</b>	Ridgeland, MS 39157
<b>Telephone</b>	662-541-1144
<b>Email</b>	<a href="mailto:angela@mississippifirst.org">angela@mississippifirst.org</a>
<b>Employer Address</b>	P.O. Box 1159
<b>Employer City/State/Zip</b>	Jackson, MS 39215-1159

- **Are you a Mississippi resident?** Yes.
- **Are you a United States citizen?** Yes.
- **Will any of your children attend this public charter school?** No.
- **Will you be able to attend regularly schedule board meetings?** Yes.
- **Highest education level:** Masters Degree, Currently a PhD candidate
- **Areas of expertise you would contribute to board:**

<b>Community Service</b>	<b>Education</b>	<b>Finance</b>	<b>Fundraising</b>	<b>Law</b>
X	X			
<b>Management</b>	<b>Marketing</b>	<b>Parental Involvement</b>	<b>Personnel</b>	<b>Public Relations</b>
X		X		

- **Have you ever managed a school?** No.

#### **Conflict of Interest**

- 1. Indicate whether you currently or have previously served on a board of a school district or another Charter School?** No.
- 2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?** No.
- 3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?** No.

- 4. Do you or any immediate family members have any contractual agreements with the School? No.**
- 5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No.**
- 6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? No.**
- 7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? No.**
- 8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No.**
- 9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.**
- 10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.**
- 11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School? No.**
- 12. Other than your current board position, do you currently serve as an elected or appointed public official? No.**

**13. Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board?**

I am the Deputy Director of Policy of Mississippi First, an education policy nonprofit in MS. Our organization championed the state's charter school legislation, and we are the fiscal sponsor of the MS Charter Schools Association. We also advocate for effective implementation of the law. That's the extent to which my organization has an interest in charter schools, but it will not have an interest in my individual actions as a member of the board.

**14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No.**

**15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No.**

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

My interpretation of the mission of Reimagine Prep is to prepare particularly underserved students, students that have historically not had access to opportunity in our country, to be successful in college. This mission is built upon the following beliefs: all students will achieve high standards when they held to them, it takes extraordinary work, extra time and resources to give underserved access to opportunities that middle class students have, and students in underserved communities should have access to high performing schools.

**2. What is your understand of the school's proposed educational program?**

I understand Reimagine Prep's educational program to include the following: an intense focus on literacy and math, a longer school day and school year that allows for more instructional time, daily enrichment activities, and a strict focus on discipline and character education.

**3. What do you believe to be the characteristics of a successful school?**

A successful school makes significant gains in student achievement. A school is able to make significant gains with a safe and orderly school environment, a positive and consistent student culture, awesome instruction happening in classrooms, and happy families.

## **Governance:**

### **1. Why do you wish to serve on the board?**

As an advocate for educational improvement in Mississippi, I feel that the schools in Jackson can help facilitate broader change in the state. The state is plagued with low expectations and a belief that only certain students are capable of achieving at high levels. I would like to serve on the board for Reimagine Prep to be a part of ensuring that this school is successful, so that it can challenge the mindsets of so many Mississippians, and offer a high quality education to students and families who have been underserved for far too long.

### **2. What is your understanding of the appropriate role of a public charter school board member?**

The initial role of the charter school board is to help with the application process and ensure that the charter is approved. The role would then shift to making important decisions dealing with the school as outlined in the charter application. I understand that charter schools typically given more autonomy to school leaders with regard to hiring, firing, and spending, but the board would still hold the school leader accountable to meeting certain goals. Charter school board members may also be involved in fundraising and representing the school in the community, as well as representing the community as the school makes decisions.

### **3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have no previous board experience. I am a native Mississippian, and I have been an educator for five years in various settings including an administrator at a founding charter school in Memphis, TN, the KIPP Memphis Collegiate High School. I am also well versed in national and statewide education policy initiatives and practices. I feel like my experiences in schools and my knowledge of educational practices and initiatives will make me an asset to the charter school board as I can speak specifically about schools from this perspective.

### **4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

After the first year of operation, teachers and leaders may see success academically by outperforming the school district and the state, although growth may not be as substantial as everyone would like. During this time, crucial planning takes place where everyone makes adjustments according what went well and what needs to be improved upon. Financially, similar adjustments would need to be made, but I anticipate the school having a stable budget to support basic necessities. Additionally, after the first year, especially due to the intense political climate associated with charter schools, I anticipate controversy surrounding the school's success. After the fourth year, I see the school

outperforming schools in more affluent communities in the state or approaching this goal. Regarding finances, after four years, the school should have increased financial stability through identifying more funding sources and mastering efficiency.

**5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

The charter school board would build support in the community, develop itself and learn more about effective practices in schools, and hold the school and school leadership to high expectations.

**6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**

I would both address the board member directly and bring it to the attention of the board.

**Certification**

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

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Board Member's Signature

Date

Angela Bass

3/10/14

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Board Member's Typed Name

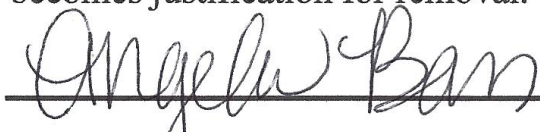
Date



### Certification

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3/10/14

Board Member's Signature

Date

Angela Bass

3/10/14

Board Member's Typed Name

Date

## **Hal Cato - Bio**

Hal Cato is the Founder and CEO of Zeumo, a company that creates closed social networks for schools designed to improve communication, connections, and student engagement. A Nashville native, Hal Cato is one of Nashville's leading youth advocates and has helped found the Nashville Youth Alliance, Alignment Nashville, the Nashville Afterzone Alliance, The Youth Opportunity Center, and the Mayors Child and Youth Master Plan.

For the past decade, Hal served as the CEO for the Oasis Center, a 44 year-old non-profit organization that works with youth, helping them in times of crisis as well as providing them with opportunities for leadership and service. As CEO, Hal raised over \$17m, grew the organization more than 500%, and received numerous regional and national awards, including the 2011 "Best in Business" award for nonprofit organizations by the Nashville Business Journal and the national "Agency of the Year" by the National Network for Youth. In 2010, the editors of the Nashville Scene named Hal "Nashvillian of the Year".

Prior to joining Oasis Center, Hal was instrumental in helping build Bright Horizons Family Solutions, where he created hundreds of corporate-sponsored childcare centers throughout the United States, England, Ireland, and Guam. While at Bright Horizons, Hal founded the Bright Horizons Foundation for Children, whose mission is to create children's play spaces in shelters serving homeless families. Today, there are more than 200 spaces throughout the United States and England that provided a safe place to play for 9,000 children last year.

As a young man out of college, Hal founded Hands on Nashville, a non-profit organization that has grown from 16 to more than 400,000 members. He is also a founding member of the Hands On Network, now known as The Points of Light Institute. He is a graduate of Leadership Nashville, and currently serves as a member of the Board of Directors for The Tennessee College Access & Success Network, Cal Turner Family Foundation, Martha O'Bryan Center, and Nashville Prep Charter School.

In 2013, the Human Rights Campaign presented Hal with the Community Leader Award at its annual Nashville Equality Dinner





Contact Information	
Name of Charter School	Reimagine Prep
Your Name	Hal Cato
Home Address	308 Deerwood Lane
City/State/Zip	Brentwood, TN 37027
Telephone	615.364.3273
Email	hal@zumo.com
Employer Address	1200 Clinton Street
Employer City/State/Zip	Nashville, TN 37203

- Are you a Mississippi resident? No.
- Are you a United States citizen? Yes.
- Will any of your children attend this public charter school? No.
- Will you be able to attend regularly scheduled board meetings? Yes.
- Highest education level: Bachelor of Science
- Areas of expertise you would contribute to board:

Community Service	Education	Finance	Fundraising	Law
X			X	
Management	Marketing	Parental Involvement	Personnel	Public Relations
X	X			

- Have you ever managed a school? Yes, I am on the board of Nashville Prep.

#### Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School? Yes, I am on the board of Nashville Prep.
2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No
3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? No

4. **Do you or any immediate family members have any contractual agreements with the School? No**
5. **Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No**
6. **Will you or any member of your immediate family be leasing or selling any real estate property to the School? No**
7. **Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? No**
8. **Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No**
9. **Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No**
10. **Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No**

11. **Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?** No
12. **Other than your current board position, do you currently serve as an elected or appointed public official?** No
13. **Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board?** No
14. **Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board?** No
15. **To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner?** No

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

RePublic Schools is reimagining what is possible in public education, and designing a blueprint to deliver on that vision: that every student graduates ready for success in college, work and life. We will create schools like Reimagine Prep where all students are surrounded every single day with the following guiding beliefs:

1. College: Every student will be accepted to and graduate from college.
2. Creators: Our curriculum empower students to see themselves as future employers, not just employees
3. Coding: Every student learns basic principles of coding before the 9<sup>th</sup> grade.
4. Curiosity: Our curriculum must be fun and relevant to the world our students will enter
5. Character: Academics alone is not enough. Character matters
6. Community: We will build bridges with neighbors, parents and community partners to create a vibrant and supportive village.

**2. What is your understand of the school's proposed educational program?**

The school's proposed educational programs will be built upon the proven success of our first two schools, whose principles include:

- Academically rigorous courses that prepare them for college success;
- High behavioral standards that help lead to respectful character and leadership skills
- Provide students with one-on-one academic supports whenever needed
- Only hire the most dedicated teachers
- Ensure all students learn in a safe and structured environment
- Provide access to computer science instruction with the goal of basic coding skills by 9<sup>th</sup> grade

### **3. What do you believe to be the characteristics of a successful school?**

I believe the characteristics of a successful school to be in no particular order:

- High expectations for every student.
- Making sure every student has what they need to succeed (which is different from making sure every student has the same thing)
- A rigorous curriculum
- A learning environment that is safe and supportive
- Parent supports and supportive parents
- Teachers who are qualified and supported
- Students are accepted unconditionally and know that they are valued
- Strong school leadership that is empowered.

#### **Governance:**

##### **1. Why do you wish to serve on the board?**

I am a creator and a builder. Being on the founding board gives me an opportunity to exercise both skills. Even better, I get to do both around something that I know will have an impact.

##### **2. What is your understanding of the appropriate role of a public charter school board member?**

I understand my role to include the following components:

- Hire, support, and evaluate the Managing Partner
- Help build and recruit an effective, connected, diverse, and dynamic Board
- Understand the academic, fiscal, and strategic direction of the organization and evaluate all three on a regular basis.
- Advance the mission of the organization

- 3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I've served on the governing board of Nashville Prep for the past two years. In addition, I have founded three different 501c3's myself, and served on at least a dozen nonprofit boards over the past 20 years.

- 4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

Academically, after the first year of operation, the school will have taken the first step toward closing the gap between high-income and low-income schools in the surrounding community. Each school in the RePublic network, in this case Reimagine Prep, sets goals for how much that gap will be closed in each year of operation. Each school also sets ambitious goals for reading growth by scholars per year of attendance, and the school will be exceeding those goals and, where we are not, generating strategies and approaches to reach those growth goals.

After four years of operation, the school will have fully moved beyond closing gaps and remediating content to push scholars toward AP content in high school and preparing for high-stakes college boards. Financially, after the first year of operation, the school is operating within budget and has sought investment and funding from a variety of sources, including grants, earned income opportunities, and private philanthropy. The school is spending wisely and investing in resources that provide enduring benefit to the institution. After four years of operation, the school continues to operate with fiscal discipline and within budget. The budget reasonably predicts and allows for expected changes or likely costs so that the school continues to operate successfully even with shifts or one-time expenditures.

- 5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

First and foremost, the board needs to make sure that we have the best school leaders possible and that those leaders have the financial and community resources they need to succeed. Second, we need to hold each other accountable to being informed, present, engaged as board members. Third, keep the politics and drama to a minimum and keep everyone focused on our mission, vision, and the opportunity we have to make a huge difference in the lives of our students and their families.

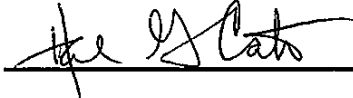
- 6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**

I think this starts with making sure that board members understand their role and responsibilities. Board members need to be trained, and they need to sign an agreement that outlines what is expected, conflict of interest policies, etc. When a situation inevitably arises, the Board Chair needs to act quickly in having a conversation and confronting the problem. At times, it might be necessary to include a third party/outside consultant (especially if the problem is with the Board chair). The best prevention to this problem however is establishing a strong, professional board culture that models acceptable behavior.

### Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.



3-12-14

Board Member's Signature

Date

HAL G. CATO

3.12.14

Board Member's Typed Name

Date



# Ronald L. Corbin

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14 Torrey Pines Way, Brentwood, TN 37027 (615) 513-5059  
ronaldcorbin@gmail.com

## Professional Summary

Nationally recognized business executive, community leader and business owner with a proven track record of superior financial performance achieved through operational excellence, people development and “win-win” solutions to complex business, regulatory and community challenges. Uniquely qualified to lead in the complex 21<sup>st</sup> century economy, balancing the needs of shareholders, community leaders, regulators and an increasingly diverse marketplace.

## Key Accomplishments

- As Field Vice President for the Allstate Insurance Company, led a \$1.6 billion division of the country’s largest publicly held personal lines insurance company; grew top-line annual revenue by more than 90%, generated segment leading market share growth, and increased profits to improve shareholder value.
- Reduced the company’s exposure to long term catastrophic loss by 50% in key Gulf hurricane markets and the New Madrid Fault earthquake zone, balancing the needs of shareholders, consumers, communities and government in the pre-and post-Katrina marketplace.
- Inspired and empowered a team of highly motivated leaders to create widely adopted operational innovations in sales, marketing and underwriting practices to drive consistent, superior results.
- As founder and principal investor in RBBC Holdings, created a diverse investment and venture capital portfolio driving superior returns.
- Active community leader with a passion for promoting and empowering excellence in children, community members and business leaders.

## Professional History

### **RBBC Holdings**

Nashville, Tennessee 2009 - present

#### **Principal Investor**

Founder and principal investor in private consulting and business investment firm. Projects include commercial and residential real estate, manufacturing, and “e- office” mobile business applications.

### **ALLSTATE INSURANCE COMPANY**

#### ***Field Vice President, Southern Region***

Nashville, Tennessee 1994-2009

Responsible for Allstate’s insurance and financial products operations and strategies in a five-state region, with annual revenue of more than \$1.6 billion.

- Leader of a workforce of more than 2,000 employees and agency owners.
- Grew annual revenue from \$864 million (1995) to more than \$1.6 billion (2008).
- Earned \$475.4 million in gross profit and net profit of \$266.8 million (1994-2004).

- Generated industry-leading levels of market share growth in auto insurance, and double-digit market share improvement in homeowner insurance (2003-2007) in a mature marketplace.
- Through strategic planning and marketing, grew revenue, market share and profit while reducing exposure to potentially catastrophic loss by 50%.
- Developed and introduced the company's first comprehensive training program and first consistent selling system, which were adopted nationally for Allstate's 17,000 licensed sales producers.
- Introduced a number of marketing, government relations and public relations practices adopted company-wide.
- Developed and promoted senior corporate leaders in Marketing, Sales, Communications, Claims and Finance.
- Received the Apollo Award from Public Relations Society of America for leadership and communication in the aftermath of Hurricane Katrina, the country's worst natural disaster.

## **ALLSTATE INSURANCE COMPANY**

Northbrook, Illinois 1989-1994

### ***Assistant Vice President of Sales***

Implemented the first standard sales and business development process for the company's 14,000+ agency owners.

***Director of Strategic Planning*** - Developed and administered the agenda for Allstate's Board of Directors, ensuring the company's business strategies and initiatives were addressed, enacted and measured to drive corporate results.

***Quality Director*** - Led company-wide quality certification of 700 quality instructors, responsible for implementing customer-focused quality initiatives throughout the enterprise.

### ***Agency Sales Leader***

Overland Park, Kansas 1977-1989

Responsible for business growth and sales production at the market and territorial levels.

### ***Sales Agent***

Norman, Oklahoma 1974-1977

Responsible for sales and service to consumers for Allstate's insurance and financial products.

## **Military**

US Army, Sergeant E 5 Honorable Discharge  
Vietnam Veteran

January 1966 -December 1967  
January 1967 - November 1967

## **Education**

Bachelor of Science, Central State University, Edmond, Oklahoma

1974

## **Governance and Community Leadership**

The Bank of Nashville

*Asset Review Committee*

Armor Concepts

*Board of Directors*

Tennessee Performing Arts Center

*Treasurer; Leads Personnel and Finance Committee*

100 Black Men of Middle Tennessee

*Past President; Board Member*

Nashville Chamber of Commerce

*Board of Governors; Co-Chair, Report Card*

Nashville Public Education Foundation  
African American History Foundation  
Alzheimer's Association Memory Walk  
Community Nashville Walk as One  
Leadership Nashville

*Committee*  
*Board of Directors*  
*Board of Directors*  
*Chairman*  
*Chairman*  
*Board of Trustees; General Chair;*  
*President Board of Trustees*

### **Awards and Recognitions**

America's Best and Brightest Business and Professional Men, *Dollars and Sense Magazine*  
Black Achiever in Business and Industry Award, *Southern Christian Leadership Conference*  
Tennessee Insurance Hall of Fame, *Middle Tennessee State University*  
25 Most Influential African Americans in Tennessee, *Nashville Post Magazine*  
50 Most Powerful African Americans in Tennessee, *Business Tennessee Magazine*  
Human Relations Award, *Community Nashville*  
Distinguished Former Student, *Central State University*  
Father of the Year Recipient, *American Diabetes Association 2013*

SIGNATURE OF BEARER / SIGNATURE DU TITULAIRE / FIRMA DEL TITULAR



Type / Type / Tipo	Code / Code / Código	Passport No. / No. du Passeport / No. de Pasaporte
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USA

504713039

Surname / Nom / Apellidos

CORBIN

Given Names / Prénoms / Nombres

RONALD LEE

Nationality / Nationalité / Nacionalidad

UNITED STATES OF AMERICA

Date of birth / Date de naissance / Fecha de nacimiento

22 Jun 1946

Place of birth / Lieu de naissance / Lugar de nacimiento

TENNESSEE, U.S.A.

Date of issue / Date de délivrance / Fecha de expedición

18 Jul 2013

Date of expiration / Date d'expiration / Fecha de caducidad

17 Jul 2023

Endorsements / Mentions Spéciales / Anotaciones

**SEE PAGE 27**

Sex / Sexe / Sexo

M

Authority / Autorité / Autoridad.

United States

Department of State

USA

[illegible]

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<b>Contact Information</b>	
<b>Name of Charter School</b>	Reimagine Prep
<b>Your Name</b>	Ron Corbin
<b>Home Address</b>	14 Torrey Pines Way
<b>City/State/Zip</b>	Brentwood, TN 37207
<b>Telephone</b>	615-513-5059
<b>Email</b>	<a href="mailto:ronaldcorbin@gmail.com">ronaldcorbin@gmail.com</a>
<b>Employer Address</b>	14 Torrey Pines Way
<b>Employer City/State/Zip</b>	Brentwood, TN 37207

- **Are you a Mississippi resident?** No.
- **Are you a United States citizen?** Yes.
- **Will any of your children attend this public charter school?** No.
- **Will you be able to attend regularly scheduled board meetings?** Yes.
- **Highest education level:** Bachelors
- **Areas of expertise you would contribute to board:**

<b>Community Service</b>	<b>Education</b>	<b>Finance</b>	<b>Fundraising</b>	<b>Law</b>
X		X	X	X
<b>Management</b>	<b>Marketing</b>	<b>Parental Involvement</b>	<b>Personnel</b>	<b>Public Relations</b>
X	X	X	X	X

- **Have you ever managed a school?** Yes, I am currently on the board of Nashville Prep.

#### **Conflict of Interest**

1. **Indicate whether you currently or have previously served on a board of a school district or another Charter School?** Yes, I am currently on the Nashville Prep board.
2. **Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?** No
3. **Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?** No

4. **Do you or any immediate family members have any contractual agreements with the School? No**
5. **Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No**
6. **Will you or any member of your immediate family be leasing or selling any real estate property to the School? No**
7. **Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? No**
8. **Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No**
9. **Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.**
10. **Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No**

11. **Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?** No
12. **Other than your current board position, do you currently serve as an elected or appointed public official?** No
13. **Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board?** No
14. **Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board?** No
15. **To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner?** No

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

Reimagine Prep's true north is college preparation. The mission of the school is to prepare all students to be successful in college and beyond, and the curriculum, culture, and staff are all aligned to this mission.

**2. What is your understand of the school's proposed educational program?**

The school's proposed educational program is highly rigorous in order to prepare students for success in college and beyond. Reimagine Prep will ensure that all students master basic skills in math, reading, and writing in order to be able to engage with more rigorous curriculum.

**3. What do you believe to be the characteristics of a successful school?**

A successful school must hold its students and staff accountable to high standards. Great teachers and great leaders must be in place for a school to be successful. Reimagine Prep will invest in human capital and develop strong teachers and leaders. A successful school

must also have highly engaged parents and students and a rigorous curriculum. If the characteristics of a successful school are in place, the school can prove what is possible in public education and close the racial and economic achievement gap.

### **Governance:**

#### **1. Why do you wish to serve on the board?**

I fervently believe that all students can be successful with academically, and that demographics do not determine destiny. I was successful academically and professionally from being held to high expectations. I see my role on the board as paying it forward to other students. I want to help students improve outcomes for themselves.

#### **2. What is your understanding of the appropriate role of a public charter school board member?**

A board member has a governance and financial role, along with a role as an ambassador from the school to the community. It's important for a board member to help recruit other excellent board members. Board members can help to drive the organization in the right direction, along with providing strategy and operational support. I

#### **3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

When I worked at Allstate Insurance, I grew the business from \$864 million to over \$1.6 billion. My experience growing a business effectively lends itself to growing a school and an organization effectively. In my role on the Nashville Prep board, I have grown into a more effective board member, and I will continue to grow on the Reimagine Board. I see my role as providing strategic advice on growth and operations, rather than micromanaging school leadership.

#### **4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

After the first year of operation, I anticipate Reimagine Prep having strong academic results that exceed those of the state and district. Given the newness of charter schools in Mississippi, Reimagine Prep will be on the forefront of the charter school conversation, and will be impactful on the political and policy landscape. After four years of operation, I aspire for Reimagine Prep to be the top performing charter school in the country, proving what is possible in public education.

Financially, I am interested in Reimagine Prep becoming sustainable on public dollars as soon as possible. I will work to ensure that Reimagine Prep has a strong bottom line and an engaged donor base.

#### **5. What specific steps do you think the charter school board will need to take to**



**ensure that the school is successful?**

The most important role of the board is to ensure that we have the right board members and school leadership in place. The right people are critical to the organization's success. As a board member, I will work to recruit and retain high quality board members and school leaders.

**6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**

I would ensure that the individual was removed from the board immediately.

### Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Ronald L. Corbin

3/12/2014

Board Member's Signature

Date

RONALD L. CORBIN

3/12/2014

Board Member's Typed Name

Date

# SHOMIK DUTTA

1342 W Street NW • Washington, DC • 847-404-4741 • sdutta@dusablecapital.com

## EXPERIENCE

### DUSABLE CAPITAL MANAGEMENT

Washington, DC

#### Managing Director & Co-Founder

2012-Present

- Managing Director of a private-equity fund focused on renewable energy and green-infrastructure investments in the United States and abroad with \$500MM in assets under management.
- Responsible for sourcing new investment opportunities, managing the investment portfolio and overseeing investor relations.
- Personally sourced and currently leading the execution of a \$2.0Bn solar-plant investment in Asia.

### MORGAN STANLEY

New York, NY

#### Investment Banker

2012

- Performed quantitative and qualitative analyses related to debtor and creditor-side restructuring, buy and sell-side mergers and acquisitions, and capital-raise advisory assignments

### FEDERAL COMMUNICATIONS COMMISSION

Washington, DC

#### Special Advisor to the Chairman

2009-2011

*Security Clearance: Top-Secret / SCI*

- Youngest member of the Chairman's senior staff. Responsible for managing the Chairman's external and political relationships within the Executive Branch and throughout the broad array of private industries regulated by the FCC.
- Worked on Comcast/NBC and AT&T/T-Mobile merger politics; helped shape and execute public rollout of the Chairman's signature net neutrality proposal.

### THE WHITE HOUSE

Washington, DC

#### Special Assistant to the White House Counsel

2009

*Security Clearance: Top-Secret / SCI*

- Coordinated communication and management between West Wing staff and the office's legal and administrative EEOB staff.
- Assisted in the political outreach, research, and confirmation process for federal judicial appointments, including that of United States Supreme Court Justice Sonia Sotomayor.

### OBAMA-BIDEN TRANSITION TEAM

Washington, DC

#### Personnel Aide

2008-2009

- Responsible for raising over \$10 million to cover operational costs of the President's Transition Team.

### OBAMA FOR AMERICA

Washington, DC

#### Mid-Atlantic Finance Director

2007-2008

- Youngest regional finance director. Oversaw all fundraising operations in Mid-Atlantic region for Senator Barack Obama's presidential campaign and managed a staff of five full-time employees.
- Planned and executed a finance plan that raised over \$80 million dollars and broke previous fundraising records for the region.

## EDUCATION

### THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

*Master of Business Administration; Major in Finance & Management*

2011-2013

- Maintained full-time, salaried staff position with President Obama's re-election campaign as National Finance Consultant.

### WILLIAMS COLLEGE

Williamstown, MA

*Bachelor of Arts, Majors in Economics & Political Science*

2001-2005

- Executive Editor of Williams Record, the College's student-run newspaper
- Teaching Assistant at the Center for Developmental Economics, the College's Economics Masters program.
- Violinist and soloist with the Berkshire Symphony, a semi-professional symphony in Western Massachusetts.

## ADDITIONAL INFORMATION

### MARSHALL LEGACY INSTITUTE

Washington, DC

#### Board of Directors

2007-2009



<b>Name of Charter School</b>	Reimagine Prep
<b>Your Name</b>	Shomik Dutta
<b>Home Address</b>	1242 W Street NW
<b>City/State/Zip</b>	Washington, DC
<b>Telephone</b>	847-404-4741
<b>Email</b>	<a href="mailto:sdutta@dusablecapital.com">sdutta@dusablecapital.com</a>
<b>Employer Address</b>	1701 Pennsylvania Avenue, Suite 30
<b>Employer City/State/Zip</b>	Washington, DC 20006

- **Are you a Mississippi resident?** No.
- **Are you a United States citizen?** Yes.
- **Will any of your children attend this public charter school?** No.
- **Will you be able to attend regularly schedule board meetings?** Yes.
- **Highest education level:** Master of Business Administration
- **Areas of expertise you would contribute to board:**

<b>Community Service</b>	<b>Education</b>	<b>Finance</b>	<b>Fundraising</b>	<b>Law</b>
		X	X	
<b>Management</b>	<b>Marketing</b>	<b>Parental Involvement</b>	<b>Personnel</b>	<b>Public Relations</b>
X	X			X

- **Have you ever managed a school?** No.

#### **Conflict of Interest**

- 1. Indicate whether you currently or have previously served on a board of a school district or another Charter School?** No.
- 2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?** No.
- 3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?** No.

- 4. Do you or any immediate family members have any contractual agreements with the School? No.**
- 5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No.**
- 6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? No.**
- 7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? No.**
- 8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No.**
- 9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.**
- 10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.**
- 11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School? No.**

**12. Other than your current board position, do you currently serve as an elected or appointed public official? No.**

**13. Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board? No.**

**14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No.**

**15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No.**

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

The mission of Reimagine Prep is to prepare students for success in college and beyond. Reimagine Prep will accomplish this by upholding teachers and students to a culture of excellence and hiring excellent people.

**2. What is your understand of the school's proposed educational program?**

Reimagine Prep's proposed educational program involves a highly rigorous core curriculum that incorporates common core standards with an emphasis on literacy, compliance with state and local regulations, and computer coding for all scholars.

**3. What do you believe to be the characteristics of a successful school?**

I consider both inputs and outputs when I think about the characteristics of a successful school. Test scores, high school and college graduation rates, and retention rates are all indicators of a successful school. I also believe strongly in excellence with equity, which means that Reimagine Prep would serve the neediest students in Jackson, and not cherry pick its student body. To achieve the outputs of a successful school requires highly effective teachers, high expectations for student culture, and engaged parents. I would measure financial success when the school is financially stable, viable, and no longer running a deficit.

**Governance:**

**1. Why do you wish to serve on the board?**

I have a deep interest in public service stemming from my background in politics and

government. I was inspired by Jonathan Kozol's writing about the fundamental inequalities in the U.S. education system, and the economic outcomes that stem from a failing education system. We have seen models that work and are defying the odds in public education. I want to be a part of that movement by working with Reimagine Prep.

**2. What is your understanding of the appropriate role of a public charter school board member?**

My role as a board member of a public charter school is to ensure that students are obtaining an excellent education, that test scores are high, and that the school is financially sustainable. My role would be to understand state and district regulations and to help the school stay in compliance.

**3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have never served on the board of a charter school, but I am on the board of a non profit, the Legacy Foundation, which is devoted to eradicating land mines in war torn countries. Through my experience on a non-profit board, I have learned oversight best practices and how to think through complex cash flow issues for a non-profit. I have also learned that it is advantageous for board members to specialize in certain areas of expertise. I have extensive experience as a fundraiser for the Obama campaign, and I see that as my main value add to the board. I think it's helpful for board members to have a diverse range of backgrounds, and it can be helpful to have a fresh set of eyes.

**4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

After a year of operation, I would measure success by student scores on high stake testing, teacher retention rates, a strong fundraising drive, and per pupil expenditures that are close to the per pupil amount from the state. After four years of operation, I would measure success by continued improvement on high stakes testing, continued high rates of teacher retention, and a model that is financially sustainable on public dollars.

**5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

The charter school board would be stewards for the school in the community, ambassadors of what charter schools are, and fundraisers for the school. The charter school board would be instrumental in blocking and tackling for the school to ensure that it is operationally successful.

**6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**



I would flag this issue to the board chair and Managing Partner, which could allow the Board systems and processes to handle the unethical issue.

### **Certification**

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

### Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

 3/11/14  
Board Member's Signature Date

Shomik Dutta 3/11/14  
Board Member's Typed Name Date

# JAMIE HODARI

175 Amity St, Apt D1

Brooklyn, NY 11201

(248) 894-7667

hodari@gmail.com

## EDUCATION

### YALE LAW SCHOOL, New Haven, CT

J.D., June 2009

Received an Honors (“H”) in 75% of graded courses

Activities: *Yale Law and Policy Review*, Senior Editor; *Yale Journal of International Law*, Editor; Professor Ian Ayres, Research Assistant; Mock Trial (Barrister’s Union), Semi-Finalist; Co-Chair, Yale Initiative for the Public Interest

### HARVARD KENNEDY SCHOOL OF GOVERNMENT, Cambridge, MA

M.P.P., June 2009

Public Service Fellow with full tuition scholarship

Taught seminar entitled, “Commercial Speech and the First Amendment.”

Thesis: A New Diplomatic and National Security Policy Towards Cuba (for Sen. Bill Nelson)

Lead Debater – Harvard Kennedy School versus Harvard Business School Annual Debate, 2008

Presidential Management Fellow – Nominated by Harvard, selected by the U.S. Government

### COLUMBIA COLLEGE, COLUMBIA UNIVERSITY, New York, NY

B.A. with honors and departmental distinction in Anthropology and Political Science, May 2004

Honors: Robbins Fellow for excellence in political science; Kluge Research Fellowship (for research in India on religious nationalism); Kluge Scholar for academic achievement

## EXPERIENCE

### INDUSTRIOUS, New York, NY

2012-Present

*Co-Founder and CEO*

Lead rapidly growing corporation that provides shared, flexible office space to startups and small businesses under an innovative office model. Created initial location in Chicago that now serves as home to more than 60 companies, including many national technology companies. Raised over \$6 million in seed and series A round, and currently launching locations in Philadelphia, Raleigh, Atlanta, St. Louis, Austin, and Nashville.

### KEPLER (FORMERLY GENERATION RWANDA), New York, NY and Kigali, Rwanda

2011-2014

*CEO*

Conceived of and built an innovative blended-learning university model in East Africa that combined MOOCs with in-person seminars, all leading to a US accredited degree. Took organization with budget deficits and \$550,000 per year in 2011 fundraising to \$11 million in 2013 fundraising. Quadrupled staff size and scale of operations. Aligned staff around ambitious target graduation and employment rates previously unheard of in East Africa, and exceeded those targets to achieve a 98% graduation and 98% employment rate.

### BIRCH RUN CAPITAL, LLC, New York, NY

2010-2011

*Analyst and Counsel*

Managed analysis of bankruptcies, spin-offs and mergers for deep value investing fund. Served as General Counsel, and directed the firm’s 5 year historical financial audit and SEC investment advisor registration. Directed fundraising plan to bring fund from \$200 million to \$1 billion by mid-2012.

### SULLIVAN & CROMWELL, LLP, New York, NY

Summer 2008; 2009-2010

*Associate*

Served as one of three lawyers bringing \$4 billion investment into Panama, one of three lawyers bringing \$3 billion into Colombia, and one of eight lawyers on team for \$16 billion project financing in Papua New Guinea, the largest in history. Member of Project Finance Team, Intellectual Property Team and Latin America Team.

### TIMES OF INDIA, New Delhi, India

2004-2005

*Reporter*

Reported on and wrote front page analysis and features as well as investigative exposés for the largest English-language newspaper in the world.

## SKILLS AND INTERESTS

Languages: Spanish (native); Hindi, Urdu (advanced); French (intermediate); Arabic, Chinese (elementary)

Quiz competitions: Jeopardy! contestant (January 2, 2006), and #1 College Bowl player in Northeast region

Interests: Soccer, eating offal, bus rides, Bollywood, behavioral economics, film noir, meta-fiction, cooking

UNITED STATES OF AMERICA

P

USA

488836214

HODARI

JAMIE JOHN

UNITED STATES OF AMERICA

11 Nov 1981

Sex / Sexe / Sexo

MICHIGAN, U.S.A.

M

Authority / Autorité / Autoridad

18 May 2012

United States

Department of State

17 May 2022

Endorsements / Mentions Spéciales / Anotaciones

SEE PAGE 51

USA

[illegible]

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Contact Information	
Name of Charter School	Reimagine Prep
Your Name	Jamie Hodari
Home Address	175 Amith Street Apt D1
City/State/Zip	Brooklyn, NY 11201
Telephone	(248) 894-7667
Email	hodari@gmail.com
Employer Address	320 West Ohio Street
Employer City/State/Zip	Chicago, IL 60654

- Are you a Mississippi resident? No.
- Are you a United States citizen? Yes.
- Will any of your children attend this public charter school? No.
- Will you be able to attend regularly scheduled board meetings? Yes.
- Highest education level: Juris Doctor
- Areas of expertise you would contribute to board:

Community Service	Education	Finance	Fundraising	Law
X	X	X	X	X
Management	Marketing	Parental Involvement	Personnel	Public Relations

- Have you ever managed a school? No.

#### Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School? No.
2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No
3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? No

4. **Do you or any immediate family members have any contractual agreements with the School? No**
5. **Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No**
6. **Will you or any member of your immediate family be leasing or selling any real estate property to the School? No**
7. **Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? No**
8. **Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No**
9. **Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No**
10. **Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No**

11. **Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?** No
12. **Other than your current board position, do you currently serve as an elected or appointed public official?** No
13. **Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board?** No
14. **Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board?** No
15. **To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner?** No

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

The mission of Reimagine Prep is to prepare students for success in college and beyond. The guiding belief of Reimagine Prep is that all students, regardless of race or socioeconomic background, can and will achieve at a high level. Reimagine Prep will prove what is possible in public education.

**2. What is your understand of the school's proposed educational program?**

Reimagine Prep's proposed educational program is designed to prepare students for success in college and beyond. Reimagine Prep is academically rigorous and focused on foundational skills in literacy and math. Reimagine Prep will also be unique in that students will learn computer coding in addition to core subjects. The culture of Reimagine Prep is aligned to the school's academic mission and is designed to maximize instructional time.

**3. What do you believe to be the characteristics of a successful school?**

A successful school has high standardized test scores, healthy enrollment, engaged parents, excellent leadership and teachers, and a strong reputation in the community.

**Governance:**

**1. Why do you wish to serve on the board?**

I wish to serve on the Reimagine Prep board because I believe passionately in providing all students access to high quality schools. I have been incredibly impressed by the success of Nashville Prep, and I am inspired to bring this model of a high performing charter school to other cities and states.

**2. What is your understanding of the appropriate role of a public charter school board member?**

The most important role of a public charter school board member is to hire and manage school leadership. A strong Managing Partner and Principal are critical to the success of Reimagine Prep. Charter school board members are charged with providing management oversight and strategic advise to the school's leadership, in order to ensure long term success and viability. Charter school board members should also be ambassadors of the school in the local, state, and national arena.

**3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I am the CEO of Industrious, a rapidly growing company that provides shared, flexible office space. Previously, I was the CEO of Kepler, an innovative educational non profit in Rwanda. In both of these roles, I have gained experience growing organizations quickly, effectively, and innovatively, which would be an asset to Reimagine Prep in its founding years.

**4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

After the first year of operation, the school will have taken the first step toward closing the gap between high-income and low-income schools in the surrounding community. After four years of operation, the school will have fully moved beyond closing gaps and remediating content to push scholars toward AP content in high school and preparing for college entrance exams.

Financially, after the first year of operation, the school is operating within budget and has sought investment and funding from a variety of sources, including grants, programs, non-profits, and private donations. After four years of operation, the school continues to operate with fiscal discipline and within budget and is sustainable off of public dollars.



**5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

The first and most important step for the charter school board is to ensure that the school leadership is strong. The charter school board will also need to support the school based team in establishing financial and operational infrastructure during the start up year.

**6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**

I would immediately report any instance of unethical behavior to the Managing Partner and Board Chair.

### Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

\_\_\_\_\_  
Board Member's Signature

3/12/14  
Date

\_\_\_\_\_  
Board Member's Typed Name

JAMIE HODARI  
3/12/14  
Date

## STEWART JENNINGS HOOD

1521 St. Ann St., Jackson, MS 39202

601.540.8603 [stewart@munistrategies.com](mailto:stewart@munistrategies.com)

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### EDUCATION

**BABSON COLLEGE, F.W. OLIN GRADUATE SCHOOL OF BUSINESS**, Wellesley, MA

Master of Business Administration, May 2013

**UNIVERSITY OF MISSISSIPPI**, Oxford, MS

Bachelor of Arts in Liberal Studies, May 2010

Minors: Italian, Business Administration, Psychology

*Summa Cum Laude, Phi Beta Kappa, Phi Kappa Phi, Taylor Medalist*

**Senior Thesis:** Abruzzan Wine Cluster Advancement Through Trans-National Cooperation and Entrepreneurship, University Press of Mississippi

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### WORK EXPERIENCE

**MUNISTRATEGIES, LLC**, Jackson, MS

2013-2014

**Vice President of Systems & Support**

**GRITS CAPITAL, LLC**, Jackson, MS

2013-2014

**Investment Analyst, VP**

**FONDREN PUBLIC, LLC**, Jackson, MS

2013-2014

**Co-Founder, Manager**

**HOOD IMPORTS, LLC**, Jackson, MS – Turin, Italy

2009-2014

**Founder, President, Manager**

**CLOUD APTITUDE INC.**, Memphis, TN

2012

**Independent Strategic Consulting – Marketing, Finance and Technology**

**KENGRO CORPORATION**, Charleston, MS

2012-2013

**New Product Development and Launch**

**MARCUS EVANS LINGUARAMA**, Turin, Italy

2010-2011

**Business English Specialist**

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### AFFILIATIONS

**FOUNDATION FOR CHILDREN'S BOOKS**, Boston, MA

2012-2013

**Consulting Board Member, non-voting**

**BIG BROTHERS BIG SISTERS OF AMERICA**, Oxford, MS

2006-2010

**Special Events Coordinator for Oxford, MS area**

**MISSION TO THE WORLD**, Alpignano Italy

2010-2011

**Mission Intern, Event Coordinator and English Instructor**

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### LANGUAGES

**ITALIAN:** Professional working proficiency in Italian

P<USAHOOD<<STEWART<JENNINGS<<<<<<<<<<<<<<<<<<<  
4029066506USA8707110M1402117<<<<<<<<<<<<<<<<06

<b>Name of Charter School</b>	Reimagine Prep
<b>Your Name</b>	Stewart Hood
<b>Home Address</b>	1521 St. Ann Street
<b>City/State/Zip</b>	Jackson, MS
<b>Telephone</b>	601-540-8603
<b>Email</b>	<a href="mailto:stewart@munistrategies.com">stewart@munistrategies.com</a>
<b>Employer Address</b>	2819 North State Street
<b>Employer City/State/Zip</b>	Jackson, MS 39216

- Are you a Mississippi resident? Yes.
- Are you a United States citizen? Yes.
- Will any of your children attend this public charter school? No.
- Will you be able to attend regularly schedule board meetings? Yes.
- Highest education level: Master of Business Administration
- Areas of expertise you would contribute to board:

<b>Community Service</b>	<b>Education</b>	<b>Finance</b>	<b>Fundraising</b>	<b>Law</b>
X		X		
<b>Management</b>	<b>Marketing</b>	<b>Parental Involvement</b>	<b>Personnel</b>	<b>Public Relations</b>
X	X			X

- Have you ever managed a school? No.

#### **Conflict of Interest**

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School? No.
2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? No.
3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner? No.

- 4. Do you or any immediate family members have any contractual agreements with the School? No.**
- 5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No.**
- 6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? No.**
- 7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? No.**
- 8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No.**
- 9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.**
- 10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.**
- 11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School? No.**

**12. Other than your current board position, do you currently serve as an elected or appointed public official? No.**

**13. Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board? No.**

**14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No.**

**15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No.**

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

The mission of Reimagine Prep is to both prepare students for success in college and cultivate strong character. Guiding Reimagine Prep's mission is a strong belief that every student can and will learn.

**2. What is your understand of the school's proposed educational program?**

Reimagine Prep's proposed educational program is centered on a longer school day and a longer school year, a heavy emphasis on math and literature, and computer programming as a core component of the curriculum.

**3. What do you believe to be the characteristics of a successful school?**

A successful school is able to engage students, parents, and the community in a way that cultivates student success in the classroom. In order to be successful, a school must have strong teachers and a strong leadership team. The school's success should extend beyond the classroom and impact the community as a whole. Most importantly, a successful school prepares students for success in college and beyond.

**Governance:**

**1. Why do you wish to serve on the board?**

I want to serve on the board of Reimagine Prep because I grew up in Jackson and know first hand how poor the school system is. In my experience, I have seen that families who can afford it move to another district or send their children to private school. The inequity between those who can afford to attend an alternative to Jackson Public Schools versus

those who cannot is great. A high performing charter school with a proven track record of success would offer an option to Jackson families and put pressure on the system to improve.

**2. What is your understanding of the appropriate role of a public charter school board member?**

I am clear on the time expectations for a member of a charter school board, and I am looking forward to working closely with the Reimagine Pre team. My role as a Jackson native would be to connect the school and its staff members to other members of the Jackson community, such as local businesses, government officials, etc.

**3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have not served on a charter school board before, but I do have experience as a non-voting board member for the Foundation of Children's Books in Boston. In this role, I helped the foundation make sound fiscal decisions. My professional experience on the founding team of two start up companies lends itself well to a founding school board. I also have a good understanding of Jackson and the current opportunities for community redevelopment.

**4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

After Reimagine Prep's first year of operation, I would see the school having similar educational outcomes as Nashville Prep. Reimagine Prep would also be the highest performing open enrollment school in Jackson. Additionally, I envision Reimagine Prep changing the conversation around charter schools and making parents, community members, and public officials realize that charter schools are not a bad thing. After four years of operation, I would see Reimagine Prep continuing to outperform the city and state on high stakes tests.

Financially, I envision Reimagine prep having a sustainable model with a well-balanced budget after both its first and fourth year of operation.

**5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

As a member of the charter school board, I would provide expertise and oversight when needed. I would also trust Ravi and his team to make well informed decisions that are in the best interest of the school.

**6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**

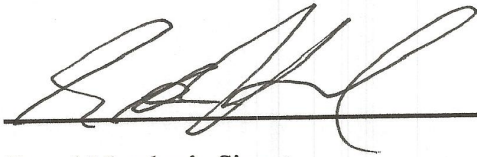


I would flag this issue to Ravi and ensure that he follows up as necessary.

### **Certification**

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Board Member's Signature

3/10/14

Date

Stewart Hood

3/10/14

Board Member's Typed Name

Date

## ANEESH SOHONI

2408 W Cortland St, Unit 3W  
Chicago, IL 60647

Phone: 312-805-0083  
aneesh.sohoni@gmail.com

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<b>EDUCATION:</b>	Masters of Public Policy- Education Policy Concentration Vanderbilt University, Peabody School of Education, Nashville, TN	December 2013 GPA: 3.9/4.0
	Bachelor of Arts in Political Science University of Minnesota, Twin Cities Magna Cum Laude, Dean's List, Captain- University of Minnesota Debate Team	May 2009 GPA: 3.9/4.0

### PROFESSIONAL EXPERIENCE:

**TNTP** **January 2014-present**

**Project Director-** *Serve as an education consultant to support urban school districts in rethinking their human capital practices as a means to improve student achievement.*

- Direct the organization's efforts in Camden City Schools to transform the school district central office aligned to a school supports and customer service orientation.

**Tennessee Department of Education, Nashville, TN** **June 2011-December 2013**

**Chief of Staff, Teachers and Leaders-** *In conjunction with the Assistant Commissioner, oversee the Teachers and Leaders Division, including the evaluation, licensure, program approval, talent management, leadership, and data analytic teams. (July 2012-December 2013)*

- Serve on the division's leadership team to construct and guide the vision of placing an effective teacher and leader in every classroom, while providing support to the team's executive directors in ensuring that all 40 division members are operating effectively and efficiently.
- Directly manage the division's high priority projects resulting in 93% of the state's superintendents believing that our division equips them with the tools necessary to drive improvements in student achievement.
- Oversee legislative and State Board of Education policies, resulting in a differentiated pay policy for teachers and administrators as well as a more streamlined and innovative evaluation system for educators.

**Director of Evaluation-** *Manage the implementation of policy, communications, data, training, and operations for the state's model to evaluate teachers and principals. (June 2011-July 2012)*

- Lead the first state in the country to implement a multiple-measure evaluation system across all districts, resulting in nearly 300,000 conversations between administrators and teachers focused on instruction.
- Implement an evaluation model that contributed to student achievement growth of between 3-5% per subject area, demonstrating the highest growth on Tennessee state assessments in a single year.

**Teach for America/Opportunity High School, Minneapolis, MN** **June 2009-June 2011**

**English Teacher-** *Served as member of highly selective (approximately 10% selection rate) national service corps of recent college graduates who commit two years to teach in under-resourced public schools and become lifelong leaders.*

- Serve on school leadership team and English Department chair to craft curriculum to teach ESL Somali students literature, composition, speaking, and test preparation strategies that resulted in 2.2 grade levels of growth by students in one school year.
- Advise Teach for America-Twin Cities as Corps Member Advisory Panel member regarding vision for future corps members and alternative certification legislation in the Minnesota Congress.

### OTHER EXPERIENCE (BOARDS, FELLOWSHIPS, AWARDS):

**Nashville Prep Charter School** **July 2012-Present**

**Board of Directors-** *Serve on the school's Board of Directors, focusing on academic achievement and strategic growth of the organization.*

- Serve as a board officer and academic achievement committee member to drive forward the vision for the school in conjunction with the school leader that resulted in the school being named the top performing charter school in Tennessee according to the CREDO study by Stanford University.
- Serve on the task force for strategic growth to determine the best course for Nashville Prep to expand into a high functioning charter management organization.

**Leaders for Educational Equity** **November 2012-May 2012**

**Emerging Political Leader Fellow-** *Selected into a competitive cohort of 18 fellows across the country, pursuing leadership in politics, policy, or advocacy.*

- Serve as a mentee under the Mayor of Nashville, Karl Dean.
- Engage with fellow cohort members to develop critical leadership skills around fundraising, advocacy, communications strategies, public service, and organizational management.

**Awards:** Minnesota Debate Coach's Association 2010 Coach of the Year

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF HEALTH  
VITAL RECORDS

## Certification of Birth

DATE OF BIRTH (MO., DAY, YEAR)	10-28-88	FILE NO.	1489540-88
COUNTY OF BIRTH	ALLEGHENY	DATE FILED (MO., DAY, YEAR)	12-01-88
SUBJECT	MALE	DATE ISSUED (MO., DAY, YEAR)	01-09-89
SNEESH GANGADHAR SOHONI		AGE	29
FATHERS NAME GANGADHAR BHASKAR SOHONI		AGE	24
MOTHERS MAIDEN NAME AMITA GANGADHAR MITBANDER			

This is to certify that this is a true copy of the record which is on file in the Pennsylvania Department of Health,  
in accordance with Act 86, P.L. 304, approved by the General Assembly, June 29, 1953.

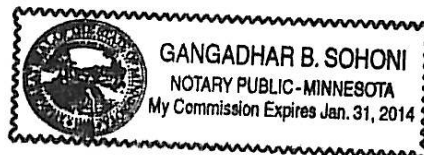
*Charles Hardester*  
CHARLES HARDESTER  
STATE REGISTRAR

H105. 105.1 (12-84)

WARNING: IT IS ILLEGAL TO DUPLICATE THIS COPY BY PHOTOSTAT OR PHOTOGRAPH.

955752

ANEESH GANGADHAR SOHONI  
5826 5TH AVE UNIT 3A PF7  
PGH PA  
15232



<b>Name of Charter School</b>	Reimagine Prep
<b>Your Name</b>	Aneesh Sohoni
<b>Home Address</b>	2408 W Cortland St, Unit 3W
<b>City/State/Zip</b>	Chicago, IL 60647
<b>Telephone</b>	312-805-0083
<b>Email</b>	<a href="mailto:aneesh.sohoni@gmail.com">aneesh.sohoni@gmail.com</a>
<b>Employer Address</b>	186 Joralemon St, Suite 300
<b>Employer City/State/Zip</b>	Brooklyn, NY 11201

- **Are you a Mississippi resident?** No.
- **Are you a United States citizen?** Yes.
- **Will any of your children attend this public charter school?** No.
- **Will you be able to attend regularly schedule board meetings?** Yes.
- **Highest education level:** Graduate (Masters)
- **Areas of expertise you would contribute to board:**

<b>Community Service</b>	<b>Education</b>	<b>Finance</b>	<b>Fundraising</b>	<b>Law</b>
	X			
<b>Management</b>	<b>Marketing</b>	<b>Parental Involvement</b>	<b>Personnel</b>	<b>Public Relations</b>
X			X	X

- **Have you ever managed a school?** Yes, I am currently on the board for Nashville Prep.

#### **Conflict of Interest**

- 1. Indicate whether you currently or have previously served on a board of a school district or another Charter School?** Yes, I am currently on the board for Nashville Prep.
- 2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?** No.
- 3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?** No.

- 4. Do you or any immediate family members have any contractual agreements with the School? No.**
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- 9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No.**
- 10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No.**
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**13. Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board? No.**

**14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No.**

**15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No.**

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

The school's mission is to prepare students to succeed in life by graduating from a rigorous middle and high school that provides them the opportunity to both be accepted into and persist through the college of their choice to graduation. The school is a no excuses charter school that believes firmly that all children can learn and that all children have the ability to grow and thrive academically. Reimagine Prep knows that children will rise to the level of the expectations set by the adults who are teaching and coaching them. This school believes that every single child deserves and has a right to an excellent education no matter where that child lives and no matter how much money that child's family has. This school is on a mission to help students grow the skills that they need to study, innovate, lead, and change the world.

**2. What is your understand of the school's proposed educational program?**

Reimagine Prep aligns its curriculum to the relevant state standards, the Common Core curriculum, and the high-stakes assessments that we know our students will have to be ready to face in the future, including AP exams and standardized assessments. The school will emphasize Math and English Language Arts, especially in the middle school years, to address major deficits in the problem solving and comprehension skills likely shown by many of our incoming students. The program is data-driven, meaning that all scholars outputs, from exit tickets to reading levels to written work product, are tracked and analyzed to inform how we adjust our teaching and how we best serve our students. Teachers will be trained and coached on strategies and teaching moves used in the highest-performing schools in the country, and those teachers will be professionally developed using trainings that have been created, practiced, and delivered at Nashville Prep and in other excellent schools to ensure their preparation to lead classrooms.

### **3. What do you believe to be the characteristics of a successful school?**

A successful school is measured in the qualitative and quantitative outputs of students. This means that success looks like students who are eager, self-motivated, and self-sufficient learners, working with grit through challenging content and building both their character and academic understanding, as evidenced through both their choices as people and their performance on assessments. A successful school has consistent expectations that are taught clearly to students and then reaffirmed by the adults in the building with purpose over power. A successful school is constantly reflecting and growing by seeking and implementing feedback from outside sources and listening to the team working within the building as well. In a successful school, children are growing until they exceed the expectations of their grade level, so that they are more than prepared for high school, for college, and for the competitive workplace.

#### **Governance:**

##### **1. Why do you wish to serve on the board?**

My passion is ensuring that all students have an opportunity to attain an excellent education regardless of race, income, and the zip code that they are born into. In Mississippi, so many students have been denied this opportunity. RePublic Charter schools has worked tirelessly to utilize and tweak effective models of instruction from the best classrooms and schools across the country in the current schools it operates in Nashville. As a member of the board, my goal is to help ensure quality growth of the organization so that more and more students are taught by excellent teachers and can ultimately be prepared for college and career. In Mississippi, we have identified a need and a value add that our organization can serve to the community.

##### **2. What is your understanding of the appropriate role of a public charter school board member?**

Charter school board members should first and foremost ensure that they hire the right leader for the school. Research has consistently shown that the impact of the school leader on students is second only to the quality of the teacher in the classroom. Second, the board should serve to provide strategic guidance to the school leader on the operations of the school, but should not be involved in the day-to-day management of the school. Ultimately, the board should hold the school leader accountable for results. Additionally, the board members should serve as champions of the school's mission through fundraising and public awareness initiatives.

##### **3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have served on a variety of boards previously, including the board of Nashville Prep. My experience in helping to open schools makes me qualified to serve on this board. Additionally, my daily work involves providing strategic and operational advice to school



districts and state education agencies to ensure that all students are learning.

**4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

Academically, after the first year of operation, the school will have taken the first step toward closing the gap between high-income and low-income schools in the surrounding community. Each school in the RePublic network sets goals for how much that gap will be closed in each year of operation. Each school also sets ambitious goals for reading growth by scholars per year of attendance, and the school will be exceeding those goals and, where we are not, generating strategies and approaches to reach those growth goals. After four years of operation, the school will have fully moved beyond closing gaps and remediating content to push scholars toward AP content in high school and preparing for high-stakes college boards.

Financially, after the first year of operation, the school is operating within budget and has sought investment and funding from a variety of sources, including grants, programs, non-profits, and private donations. The school is spending wisely and investing in resources that provide enduring benefit to the institution. After four years of operation, the school continues to operate with fiscal discipline and within budget. The budget reasonably predicts and allows for expected changes or likely costs so that the school continues to operate successfully even with shifts or one-time expenditures.

**5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

The board will need to share its expertise and understanding of the community so that the school can best serve that community. The board will also need to help the school connect with stakeholders in the community so that the school can build relationships with partner organizations and move forward with its own programmatic and facilities growth. Additionally, the board will need to advise the school on its growth plan so that the school can grow sustainably and responsibly at a rate that allows for successes to be replicated and standards to remain high while also serving as many students and families as possible. The board will help the school remain accountable to its mission, promises, and goals through data, reporting, and evaluation of results, teachers, and school leadership, so that the school has a system of checks and balances in place.

**6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**

I would investigate the situation to determine what actions were taking place. If the actions that were taking place were not in the best interest of the school, I would refer to the board's policy on determining actions against board members for unethical and/or actions that are not in the best interests of the school and notify the board chair. Depending on the gravity of the situation, it is possible that the board member would

need to be removed in order to ensure that the best interests of the school were being kept in mind.

### **Certification**

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

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Board Member's Signature

Date

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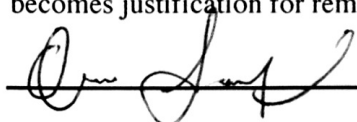
Board Member's Typed Name

Date

### Certification

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Board Member's Signature

MARCH 12, 2014

Date

ANEESH SOHONI

Board Member's Typed Name

MARCH 12, 2014

Date

# LEE HARPER

## OBJECTIVE

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*To use of my God given skills and life experiences to improve the quality of life for those around me.*

## EXPERIENCE

---

2005-Present    **Westend Investment, LLC. dba Koinonia Coffee** Jackson, MS  
*Development Partner*

- Develops vision for the, oversee product development, financial management, customer markets, etc. Plan and develop policies. Oversees facilities development, design and funding.
- Develops investment strategies. Manage day to day operations. Develop budget and spending plan.

1990-Present    **Harper's Construction Cleanup** Jackson, MS  
*Accountant*

- Assist in the operation a small construction site clearing business with spouse.
- Maintain financial books and payroll activities.
- Monitor spending.
- Provide general oversight and management of capital resources.

2002-2003    **Hope Community Credit Union** Jackson, MS  
*City Executive/ Assistant Vice President*

- Responsible for daily operations of credit union activities; loan originations and servicing; member services; deposits & withdrawals; funds balancing, etc.
- Assist with the development of credit union marketing.
- Developed strategies for membership growth.

2000-2002    **Hope Community Credit Union** Jackson, MS  
*Assistant Manager/ Financial Director*

- Serves as financial officer for an up and coming faith-based community credit union.
- Developed and implemented financial procedures crucial to daily functions; including member deposits and withdrawals procedures, establishment of automatic draft, direct deposits and payroll deduction procedures, budgetary monitoring, federal regulatory reporting procedures, member accounts managements and other operational procedures.
- Developed and implemented payroll procedures, accounts payable

procedures and all other accounting functions.

- Trained and instructed tellers in daily operational procedures.
- Developed marketing activities and designed marketing materials used to solicit additional members and sponsors.

1996–1999      **Voice of Calvary Ministries, Inc.**      Jackson, MS  
*President/CEO*

- Provided planning and direction for one of Mississippi's oldest Christian Community Development ministry, a 30-year-old non-profit organization.
- Provided decision making in resource development, program development activities and fiduciary management.
- Provided direct supervision of managerial program staff.
- Acted as primary fundraiser of 3 million dollar annual budget.
- Engaged in public speaking locally and around the country.

1996-1998      **HPT Enterprises**      Jackson, MS  
*President*

- Started a health care management company with two physicians.
- Provided public relations and marketing activities for the company.
- Maintained financial records.

1988-1993      **Voice of Calvary Ministries, Inc.**      Jackson, MS  
*Chief Financial Officer/Chief Operating Officer*

- Supervision of financial and administrative activities.
- Maintain financial records and made regular reports to Board of Directors.
- Developed and monitored annual budget.
- Responsible for direct oversight of payroll operations.
- Provided financial oversight to program activities including a health care facility, a housing renovation program, youth program activities and family development services.
- Monitored foundation grant spending.

1981-1986 **South Central Miss. Rural Health Assoc.**      Mendenhall, MS  
*Health Center Administrator*

- Administrated a public health facility with a patient caseload of over 10,000 patients.
- Managed public health grant funds.
- Provided budgetary oversight.

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## EDUCATION

#### **AWARDS, CERTIFICATES & RECOGNITIONS**

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- February 2014 Women of Progress Luncheon Honoree.
- 2012 Mississippi Minority Business Association Honoree
- 2011 Jackson2000 Community Leadership Honoree.
- Recognized by the McAuley Institute and the Ford Foundation in *“Women Creating Social Capital and Social Change”* a study of Women-led Community Development Organizations, 1999.
- Selected as a **Jackson’s Delegate**, *Presidents’ Summit for America’s Future, and America’s Promise* with **General Colin Powell, 1998**.
- *Leadership Jackson*, Class of 2000-2001.
- *Certificate of Appreciation for Service*, Mayor Harvey Johnson, City of Jackson
- *Certificate of Excellence*, Voice of Calvary Ministries, Inc.
- *Employee of the Month*, Jackson Medical Mall Foundation
- *Featured interview on*, WAPT Channel 16, “The Power of Prayer”
- *Featured interview on*, ABC Primetime, “Confederate Battle Re-enactment”
- *Featured interview on*, WLOX Channel 13, “Katrana Relief Efforts”

#### **INTEREST & COMMUNITY PARTICIPATION**

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*Board Member*, Parents for Public Schools

*Pulpit Ministry Team*, Voice of Calvary Fellowship

*Board Chair*, R.E.A.L. Christian Foundation

*Board Member*, Voice of Calvary Ministries, Inc.

*Board Member*, Voice of Calvary Family Health Center, Inc.

*Board Member*, Light on a Hill Foundation

*President*, Jackson Public School Board of Trustees

*Chairman*, Spencer Perkins Center for Reconciliation and Youth Development

*Committee Member*, Women Health Issues Initiative, St. Dominic Hospital

*Board Member*, Bethany Christian Services

*Deacon Board*, Voice of Calvary Fellowship

*Board Member, Thriftco, Inc.*

*Board Member, Poindexter Park Association*

*Loan Committee Member, West Jackson CDC*

# STATE OF MISSISSIPPI

## MISSISSIPPI STATE DEPARTMENT OF HEALTH EDUCATION, AND WELFARE VITAL RECORDS

DEPARTMENT OF HEALTH,  
EDUCATION, AND WELFARE  
PUBLIC HEALTH SERVICE

### CERTIFICATE OF LIVE BIRTH STATE OF MISSISSIPPI

STATE FILE NUMBER 1256, '54783  
REGISTRAR'S NUMBER 1930

1. PLACE OF BIRTH a. COUNTY <u>Lauderdale</u>		2. USUAL RESIDENCE OF MOTHER (Where does mother live?) STATE <u>Mississippi</u> COUNTY <u>Jasper</u>	
b. CITY, TOWN, OR LOCATION <u>Meridian</u>		c. CITY, TOWN, OR LOCATION <u>Rose Hill</u>	
3. NAME OF HOSPITAL OR INSTITUTION (If not in hospital, give street address) <u>Maternity Hospital</u>		d. STREET ADDRESS <u>Rt. 1 Box 110</u>	
4. IS PLACE OF BIRTH INSIDE CITY LIMITS? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		e. IS RESIDENCE INSIDE CITY LIMITS? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
f. IS RESIDENCE ON A FARM? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>			
3. NAME (Type or print) First <u>Lee</u> Middle <u>Sharon</u> Last <u>Brown</u>			
4. SEX a. THIS BIRTH SINGLE <input checked="" type="checkbox"/> TWIN <input type="checkbox"/> TRIPLET <input type="checkbox"/> b. IF TWIN OR TRIPLET, WAS CHILD BORN 1st <input type="checkbox"/> 2d <input type="checkbox"/> 3d <input type="checkbox"/>			
5. DATE Month <u>November</u> Day <u>18</u> Year <u>1956</u>			
7. NAME First <u>Percy</u> Middle <u>Brown</u> Last <u>Brown</u>		8. COLOR OR RACE <u>C. 1</u>	
9. AGE (At time of this birth) <u>32</u> YEARS		10. BIRTHPLACE (State or foreign country) <u>Jasper Co., Miss.</u>	
11a. USUAL OCCUPATION <u>Public Work</u>		11b. KIND OF BUSINESS OR INDUSTRY	
12. MAIDEN NAME <u>Mary</u>		13. COLOR OR RACE <u>C. 1</u>	
14. AGE (At time of this birth) <u>31</u> YEARS		15. BIRTHPLACE (State or foreign country) <u>Jasper Co., Miss.</u>	
16. PREVIOUS DELIVERIES TO MOTHER (Do NOT include this birth) a. How many OTHER children are now living? <u>3</u> b. How many OTHER children were born alive but are now dead? <u>0</u> c. How many fetal deaths followed by death of ANY time after conception? <u>0</u>			
17. INFORMATION GIVEN BY <u>Mother</u>			
18. MOTHER'S MAILING ADDRESS <u>Rose Hill, Rt. 1 Box 110</u>			
19a. SIGNATURE <u>M. H. Thompson</u>		19b. ATTENDANT AT BIRTH M.D. <input checked="" type="checkbox"/> MIDWIFE <input type="checkbox"/> OTHER (Specify):	
19c. ADDRESS <u>Maternity Hospital</u>		19d. DATE SIGNED	
20. DATE RECD BY LOCAL REG. <u>11/24/56</u>		21. REGISTRAR'S SIGNATURE <u>[Signature]</u>	
22. DATE ON WHICH GIVEN NAME ADDED		BY (Registrar)	
FOR MEDICAL AND HEALTH USE ONLY (This section must be filled out)			
23a. LENGTH OF PREGNANCY COMPLETED WEEKS <u>40</u>		23b. WEIGHT AT BIRTH <u>8 LB 15 OZ</u>	
24. IS MOTHER MARRIED? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		The above record is correct <u>Mary Brown</u> Signature of Mother	

Revised 1-1-56

THIS IS TO CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT COPY OF THE CERTIFICATE ON FILE IN THIS OFFICE

F. E. Thompson Jr. MD  
F. E. Thompson, Jr., M.D., M.P.H.  
STATE HEALTH OFFICER

Nita Cox Gunter  
Nita Cox Gunter  
STATE REGISTRAR

#### WARNING:

A REPRODUCTION OF THIS DOCUMENT RENDERS IT VOID AND INVALID. DO NOT ACCEPT UNLESS EMBOSSED SEAL OF THE MISSISSIPPI STATE BOARD OF HEALTH IS PRESENT. IT IS ILLEGAL TO ALTER OR COUNTERFEIT THIS DOCUMENT.



<b>Contact Information</b>	
<b>Name of Charter School</b>	Reimagine Prep
<b>Your Name</b>	Lee Harper
<b>Home Address</b>	1917 Robinson Street
<b>City/State/Zip</b>	Jackson, MS 39209
<b>Telephone</b>	601.353.5963
<b>Email</b>	lharper1@jam.rr.com
<b>Employer Address</b>	136 S Adams Street
<b>Employer City/State/Zip</b>	Jackson, MS <b>39203</b>

- Are you a Mississippi resident? Yes.
- Are you a United States citizen? Yes.
- Will any of your children attend this public charter school? No.
- Will you be able to attend regularly schedule board meetings? Yes.
- Highest education level: Bachelor of Science.
- Areas of expertise you would contribute to board:

<b>Community Service</b>	<b>Education</b>	<b>Finance</b>	<b>Fundraising</b>	<b>Law</b>
X	X			
<b>Management</b>	<b>Marketing</b>	<b>Parental Involvement</b>	<b>Personnel</b>	<b>Public Relations</b>
		X	X	X

- Have you ever managed a school? No.

#### **Conflict of Interest**

1. **Indicate whether you currently or have previously served on a board of a school district or another Charter School?** Yes, I was on the Jackson Public School Board for seven years.
2. **Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group?** No
3. **Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?** No

4. **Do you or any immediate family members have any contractual agreements with the School? No**
5. **Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? No**
6. **Will you or any member of your immediate family be leasing or selling any real estate property to the School? No**
7. **Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? No**
8. **Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School? No**
9. **Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School? No**
10. **Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School? No**
11. **Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School? No**
12. **Other than your current board position, do you currently serve as an elected or appointed public official? No**
13. **Do you currently serve with any other board, group, or corporation that has an interest in the actions you would take as a member of the board? No**

**14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? No**

**15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in an independent manner? No**

**School Mission and Program:**

**1. What is your understanding of the school's mission and guiding beliefs?**

The mission of the school is to work in communities with low performing schools to help students achieve academic excellence, to prepare those students to succeed in college and teach them the responsibilities of citizenship; to help students masters basic and advanced academic skills in reading, writing, math, history, and science, and to assist student achieves high behavioral standards that lead to respectful character and leadership.

**2. What is your understand of the school's proposed educational program?**

The school's proposed educational program encompasses the following:

- A college preparatory mission
- High standards for academics and character
- A shared focus on accountability and data-driven instruction
- Rigorous standards-based curriculum
- Highly structured learning environments
- Longer school years and longer school days
- A faculty of committed and talented teachers

**3. What do you believe to be the characteristics of a successful school?**

A successful school should have an academic focus and be concerned for the success of all students. It must provide the necessary resources for every child to have an opportunity to achieve excellence.

**Governance:**

**1. Why do you wish to serve on the board?**

It is my desire to use my experience and deep desire to positively affect the education in my community, as well as to impact learning for every child in my immediate community. As a business owner and community member, I have a vested interest in the future of education in the Jackson community.

**2. What is your understanding of the appropriate role of a public charter school board member?**

As a board member, my role is to lend my support to the school in every way possible to insure its success. As a board member, I will act on behalf of the community to hold the school accountable to its goals and academic success. Board members are also responsible for the fiduciary oversight of the school's finances.

**3. Describe any previous experience you have that is relevant to serving on of the charter school's board. If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.**

I have not served on a charter school board, however I served a seven-year term on the Jackson Public School board, with two years as President of the school board. I believe my service on Jackson Public School board will give the experience necessary to serve on the Reimagine board.

**4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.**

It is my belief that based on the record of what has been achieved at Nashville Prep, the public charter in Jackson will be just as successful academically. Because the public charter is slated to increase the academic performance of students in a low performing communities, the school will be poised to receive financial support from the local business community.

**5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?**

The school should use every opportunity to gain support from the local community. Taking time to share its successes, challenges and needs. Once made aware of the school's mission, I believe the Jackson community will rally behind the school and insure its success.

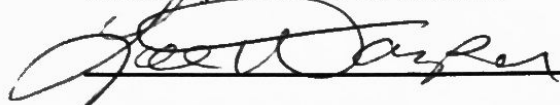
**6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interest of the school?**

I would, along with other board members, after a close investigation, confront the member directly and take whatever appropriate action necessary; including dismissing the member from the board.

### Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.



Board Member's Signature

3/12/14

Date

Lee Harper

Board Member's Typed Name

Date



## **Attachment W – RePublic ByLaws**

### **ARTICLE I**

#### *Name, Location, Mission and Objectives*

Section 1: The name of the organization will be RePublic Schools, Inc.

Section 2: The initial principal location of RePublic Schools shall be at:  
125 S. Congress Street, Suit 1510  
Jackson, MS 39207

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

Section 3: The purpose for which the RePublic Schools exists is to reimagine the public school experience for scholars in the South.

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*

RePublic Schools does not have members. While persons who associate or attend programs of, participate in, contribute to, or benefit from RePublic Schools 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 fifteen (15) 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 RePublic Schools 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: Subject to the terms of Article III, Section 5, below, Directors shall serve a term of three (3) 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 consecutive 3-year terms.

Section 5: Directors shall serve staggered terms to balance continuity with new perspective. The initial Board shall consist of at least two Directors who will serve a one-year term, at least two directors who serve a two-year term and at least two Directors who will serve a three-year term.

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 RePublic School activities in accordance with RePublic Schools' policies.
- b. Shall serve RePublic Schools with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with RePublic Schools.
- c. All participants in Board work are bound by the Board's Code of Conduct, Conflict of Interest and Confidentiality policy statements.



- d. Shall have no direct or indirect financial interest in the assets or leases of the RePublic Schools ; 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 RePublic Schools 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. Notice to the public of annual and regular meetings shall be given in accordance with Mississippi Code § 25-41-1

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. Notice to the public of special meetings shall be given in accordance with Section 8-44-103 of the Tennessee Open Meeting Act.





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 Mississippi. 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. Persons other than Directors may be appointed as members of Committees provided that any committee to which the powers of the Directors are delegated shall consist solely of Directors; and further provided, that all committees shall be chaired by a Director. 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 and shall only be composed of Board members. 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 RePublic Schools shall begin on July 1 of each calendar year and terminate on June 30 of next year.

## ARTICLE VIII

### *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.



## **Conflict of Interest Policy**

### **Purpose**

The purpose of the conflict of interest provisions is to protect the Corporation'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 Corporation or might result in a possible excess benefit transaction. These provision are intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### **Definitions**

- **Interest 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.
- **Financial Interest:** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
  - A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
  - A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
- **Compensation:** Direct and indirect remuneration as well as gifts or favors that are not insubstantial.

### **Procedures**

(a) **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.

(b) **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 Board of Directors 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.

(c) **Procedures for Addressing the Conflict of Interest.**

1. An interested person may make a presentation at the Board of Director's 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.

2. The Board of Directors or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation 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) Manner of Approval. A transaction in which a director or officer of the Corporation has a conflict of interest may be approved if:

1. A more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement; or

2. Approval is obtained from the Attorney General of the State of Tennessee, or from a court of record having equity jurisdiction in an action in which the Attorney General is joined as a party.

(e) Violations of the Conflicts of Interest Policy.

1. If the Board of Directors or committee has reasonable cause to believe a person has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

2. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the Board of Directors or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.



DELBERT HOSEMAN  
Secretary of State

## Articles of Incorporation

11 F0001

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE  
P O BOX 136, JACKSON, MS 39205-0136 (601)359-1633

1. Type of corporation: ☐ profit ☒ nonprofit Email: cpierce@bakerdonelson.com
2. Name of the corporation:  
RePublic Schools, Inc.
3. The future effective date is (complete if applicable)
4. **FOR NONPROFITS ONLY:** The period of duration is  years or ☒ perpetual
- The initial planned nonprofit activity See Attached
5. **FOR PROFITS ONLY:** The number (and classes) if any of shares the corporation is authorized to issue is/are as follows:
- | Classes | Number of shares authorized | If more than (1) class of shares is authorized, the references, limitations and rights of each class are as follows: |
|---------|-----------------------------|--|
| <u></u> | <u></u>                     | <u></u>  |
| <u></u> | <u></u>                     |  |

### FOR ALL:

6. Name and street address of the Registered Agent and office:

Name: Ravi Gupta c/o Erika Berry

Physical address: 125 S. Congress St., Suite 1510

P.O. Box (if one): P.O. Box 3438

City, State, Zip: Jackson, MS 39207

Please make the \$50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at [www.sos.ms.gov](http://www.sos.ms.gov) for forms and instructions.



DELBERT HOSEMAN  
*Secretary of State*

11 F0001

**Articles of Incorporation**

**OFFICE OF THE MISSISSIPPI SECRETARY OF STATE  
P O BOX 1020, JACKSON, MS 39215-1020 (601)359-1633**

7. The name and complete address of each incorporator:

Name: **Charles E. Pierce**

Street: **165 Madison Avenue, Suite 2000**

City, State, Zip: **Memphis, TN 38103**

Name:

Street:

City, State, Zip:

Name:

Street:

City, State, Zip:

8. Other provisions: ☒ see attached

9. Incorporators' signatures (please keep writing within blocks):

A handwritten signature in black ink, appearing to read "Charles E. Pierce", written within a rectangular box.

A rectangular box for a signature, currently empty.

A rectangular box for a signature, currently empty.

Please make the \$50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at [www.sos.ms.gov](http://www.sos.ms.gov) for forms and instructions.

**ATTACHMENT TO ARTICLES OF INCORPORATION OF  
REPUBLIC SCHOOLS, INC.**

**Purpose and Other Provisions**

4. & 8. The purpose for which the Corporation is organized is:

to operate primary charter schools throughout the Mid-South.

(a) Said organization 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 corresponding section of any future federal tax code.

(b) No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the organization 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 the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

(c) Upon the 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. Any such assets not disposed of shall be disposed of by the Chancery Court of the county in which the principal office of the organization 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.

(d) The organization shall be permitted to indemnify and hold harmless the directors and officers of the corporation to the fullest extent permitted by Mississippi law as specified in the Bylaws of the corporation. If the Mississippi Nonprofit Corporation Act is amended or other Mississippi law is enacted to permit further elimination or limitation of the personal liability of directors, then the liability of directors of the corporation shall be eliminated or limited to the fullest extent permitted by the Mississippi Nonprofit Corporation Act as so amended or by such other Mississippi law as so enacted.





## Attachment X – Fundraising Plan and Evidence

For our start up year, we have secured \$400,000 from local donors. The table below lists our confirmed local donors:

**Table 1.1 Confirmed Local Donors**

Donor	Amount
Leland Speed	\$50,000
Regions Bank Foundation	\$100,000
Anonymous Local Donors	\$250,000

We have plans to continue to fundraise locally in order to fulfill our fundraising goals in the out years.



## **Attachment Y – Financial Policies and Procedures**

It is the intent of these Financial Policies and Procedures to implement both the letter and spirit of all applicable State and Federal regulations regarding the expenditure of and accounting for public funds. These Policies and Procedures may need to be modified as the School develops and regulations change. The Board of Directors (“Board”) should approve these financial policies, and revisit them periodically.

### **I. PURCHASES**

- A. Authorization of Expenditures: All purchases of goods and services shall be consistent with the Board-approved budget. These purchases shall not require Board-approved/executed contracts, with the exception of expenditures in total annual amounts greater than \$10,000. All other proposed expenditures must be approved by the School Leader or Director of Operations who will review the proposed expenditure to determine whether it is consistent with the Board adopted budget and sign the check request and purchase order forms (if applicable).
- B. Contracts
  - 1. All professional consulting services shall be provided for under a contract.
  - 2. Contracts for other goods and services exceeding \$10,000 on an annual basis shall be presented to the Board for approval prior to signing. Length of contracts shall be at the discretion of the Board. In general, contracts exceeding \$10,000 shall be let after a bidding process of sufficient duration to ensure competition. However, the School Leader and Director of Operations may make a finding to the Board for sole sourcing a contract exceeding \$10,000; in this case, the Board may approve the contract in arrears at the time of contract execution. (The basis for such a finding may include: time/urgency issues; the absence of competitors; high service/quality from a particular contractor).
  - 3. Bid tabulations shall be presented to the Board along with a recommendation for action. The Board reserves the right to select whichever vendor it deems most prepared to provide the required goods/ services without regard to the low bidder being the automatic selection.
- C. Commitments and Purchase Orders
  - 1. Purchase orders under \$10,000 must be approved by one of the following authorized positions: School Leader or Director of Operations.
  - 2. Purchase orders of \$10,000 or more must be approved by the School Leader or Director of Operations and one of the following authorized positions: Board Treasurer or Board Designee.
- D. Invoices
  - 1. Invoices under \$10,000 must be approved by one of the following authorized positions: School Leader or Director of Operations.



2. Invoices for \$10,000 or more must be approved by the School Leader or Director of Operations and one of the following authorized positions: Board Treasurer or Board Designee.
- E. Accounts Payable: The school shall abide by back office provider firm's accounts payable policies and procedures set forth separately.
- F. Credit and Debit Card Usage: Unless otherwise specified by the Board of Directors and/or school management, the use of School credit and debit cards shall not be allowed for any School purchase.
- G. Other Electronic Payments: Other electronic methods (wire, ACH, transfer between bank accounts, etc.) shall not be permitted for payment of any expenses or reimbursements without the express written consent of the School Leader or the Director of Operations and one of the following authorized positions: Board Treasurer or Board Designee.
- H. Employee Reimbursements: Business use of telephones or cell phones shall be reimbursed. Business meals shall be reimbursed using standard applicable IRS guidelines. Under no circumstances shall alcohol be reimbursed. The School Leader must obtain a Board member's authorization on reimbursement requests payable to the School Leader's name.
- I. Petty Cash – Purpose and Usage
1. The purpose of the Petty Cash Checking Account is for payment of incidental expenses when there is insufficient time for processing through the General Checking Account. Examples of proper expenses include, but are not limited to, food/meals for teachers doing curriculum work and emergency plumbing repairs. Petty cash shall not be used for teacher reimbursements, employee expense reimbursements or independent contractor payments.
  2. The School Leader and Director of Operations shall have access to petty cash not to exceed \$500. Such funds shall be used at the discretion of the School Leader and Director of Operations subject to Board oversight and consistent with the approved budget and School rules and regulations. The School Leader and the Director of Operations must obtain each other's authorization on petty cash checks made payable to their names. Use of petty cash shall require original receipts for all purchases.
- J. Personal Use of School Funds: Use of School funds for personal use is prohibited. Violation of this policy shall result in discipline up to and including dismissal or removal, including from the Board.

## II. BANKING

### A. General Checking Account

1. The Board shall authorize the establishment of commercial bank accounts for the purposes of School operations. Funds will be deposited in non-speculative accounts including federally-insured savings and/or checking accounts and/or invested in non-speculative federally-backed instruments and/or standard money market accounts.
2. The General Checking Account shall be the primary account for School needs. Authorized signatories to this account shall be the School Leader, Director of Operations, and the Board Treasurer. Checks above \$10,000, and checks payable to an authorized signer, must be signed by two authorized people. Authorized signers for checks above \$10,000] from this account shall be the School Leader and the Board Treasurer. The General Checking Account shall be reconciled monthly by a school staff member or outsourced accountant that does not have the ability to approve expenses or disperse funds from the account. The monthly Bank Reconciliations shall be reviewed and approved by the Board or a representative of the Board that does not have access to the account.

B. Petty Cash Checking Account – Account Setup and Maintenance

1. The Petty Cash Checking Account shall have a maximum balance of \$500. The Account shall be funded from the School's business General Checking Account as necessary. A simple ledger shall be maintained by Director of Operations and reconciled monthly by a staff member or accountant that does not have transactional access to the account. The petty cash bank reconciliations shall be reviewed by a representative of the Board. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process (see EdTec accounts payable policies and procedures set forth separately).
2. No deposits other than replenishments as stated above shall be made into the Petty Cash Checking Account. All cash and checks shall be deposited into the General Checking Account.
3. Check writing requires signatures from one of the following people: School Leader or Director of Operations.

C. Deposits of Receipts – The School will deposit all funds received as soon as practical upon receipt. The Director of Operations will open all mail on a daily basis, immediately sort all checks and forward them to the School Leader. The School Leader will immediately endorse the checks to the appropriate school account and prepare appropriate deposits as soon as practical, ideally the same day and in no case later than three working days.

### III. TRAVEL POLICIES

A. Employee Mileage Reimbursement

1. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for



business related travel pre-approved by their supervisor. In addition, parking fees and tolls paid are reimbursable if supported by receipts.

2. All employees requesting such mileage reimbursement are required to furnish an Expense Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

#### IV. OTHER PRACTICES

- A. Budget Adoption: A budget shall be adopted by the Board no later than June 30 prior to the start of each new fiscal year, or earlier if required by the authorizing entity. During the course of the year, the Board may adopt an amended budget as expenses and revenue projections change.

- B. Audit

1. An annual audit by an outside firm shall be performed each year on the close of the prior year's books. The audit shall be performed in advance of the statutory audit deadline for Mississippi charter schools. The audit shall include, but not be limited to, (1) an audit of the accuracy of the School's financial statements, (2) an audit of the School's attendance accounting and revenue claims practices, and (3) an audit of the School's internal controls practices.
2. If the School receives over \$500,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars.
3. The audit firm shall be on the State approved list of auditors.
4. At the conclusion of the audit, the School Leader, Director of Operations, Board Treasurer, and back-office firm will review the audit with the Board and propose any changes necessary in operating procedures to comply with audit findings.
5. Form 990 Federal Tax Return: The selected audit firm will prepare the Form 990 tax return and send a copy to the school staff responsible for the audit. The school staff will review and send a copy to the Board of Directors for its review and approval before filing. Once approved by the Board, the school will notify the audit firm who will then prepare the final return for filing.

- C. Board Meetings: The Board shall review financial statements at periodic Board meetings. The Board shall also review and approve the monthly check registers and bank reconciliations from the General Checking Account and the Petty Cash Account.

- D. Conflict of Interest: Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Mississippi law.

#### E. Payroll

1. New Employees: Requests for new employees shall be initiated by the School Leader and be consistent with the approved annual personnel budget. New employees shall complete an Application for Employment and all necessary paperwork for payroll. New employees shall be fingerprinted and TB tested consistent with State law. Fingerprint clearance must be received by the School before any employee may start work.
2. Employees shall accrue vacation and sick leave time based on the personnel policy of the School.
3. Timekeeping (for hourly staff)
  - a) The Director of Operations shall develop procedures to ensure accurate and timely preparation of timesheets for hourly employees.
  - b) Authorized timesheets shall be forwarded to the back-office firm according to policies and procedures set forth separately. Payroll processing and payment shall take place according to back-office firm policies and procedures set forth separately.

#### F. Independent Contractors: The School shall only engage independent contractors if all of the following practices are followed:

1. The expense is within the approved budget or separately approved by the Board;
2. The contractor provides proof of adequate insurance and IRS form W-9;
3. IRS rules are followed regarding classification of staff as contractors versus employees; and
4. The work is done under contract.

#### G. Capitalization and Depreciation:

The School will capitalize and depreciate all assets costing \$5,000 or more. All other assets are charged to expense in the year incurred.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives which can range from:

- Leasehold Improvement – Lease term or 5 years, whichever is shorter
- Equipment – 3 years
- Furniture – 5 years

Repair and maintenance costs, which do not extend the useful lives of the assets, are charged to expense. The cost of assets sold or retired and related amounts of accumulated depreciation are eliminated from the asset accounts, and any resulting gain or loss is included in the earnings in the year.

#### H. Disposal of Surplus Property and Donations:



Surplus property shall mean property that is no longer in use, is damaged beyond repair, or that the School feels will have no future value to the School's program, and that is declared to be surplus property by the Board. If the School wishes to dispose of equipment or other surplus property, the Board shall declare the property surplus and shall direct the staff on the actual means of disposal of the property, such as sale, donation, or destruction and disposal.

If the School wishes to sell equipment or other surplus property, the Board shall direct the staff by giving specific guidance regarding the manner in which such property is to be sold.

If the School wishes to donate equipment or other surplus property, the Board shall declare the property surplus and authorize the donation. Requirements for potential donee organizations shall include: (1) the donee organization is fully independent of the School, with none of the School's Board members or key personnel involved in the donee organization; and (2) the donee organization shall be a non-profit or governmental entity related to education. In addition, the School shall secure a receipt from the donee organization for the donated property, and shall remove the asset from the School's books and record the donation as required by state and federal audit guidelines.

*Property Acquired with Federal Grant Funds*

If the property in question cost \$5,000 or more at the time of acquisition and was acquired with federal grant funds, the School shall notify the federal contract administrator prior to donating or disposing of such property as provided above.



We are not applying to open a conversion school. Therefore, we have not included **Attachment Z**.





We are not partnering with an Education Service Provider. Therefore, we have not included **Attachment AA** or **Attachment BB**.



## Attachment CC - Evidence of Success

Nashville Prep has been the highest performing charter school in Tennessee for the past two years, according to Stanford University.<sup>1</sup> In 2013, Nashville Prep scholars had the highest growth in 5<sup>th</sup> grade reading, science, and social studies. Nashville Prep scholars scored the highest of all open enrollment public schools in the city on the 6<sup>th</sup> grade Tennessee Comprehensive Assessment (TCAP) in all subjects. Our scholars also exceeded the performance of Williamson County, the highest performing county in the state, in math, science, and social studies.

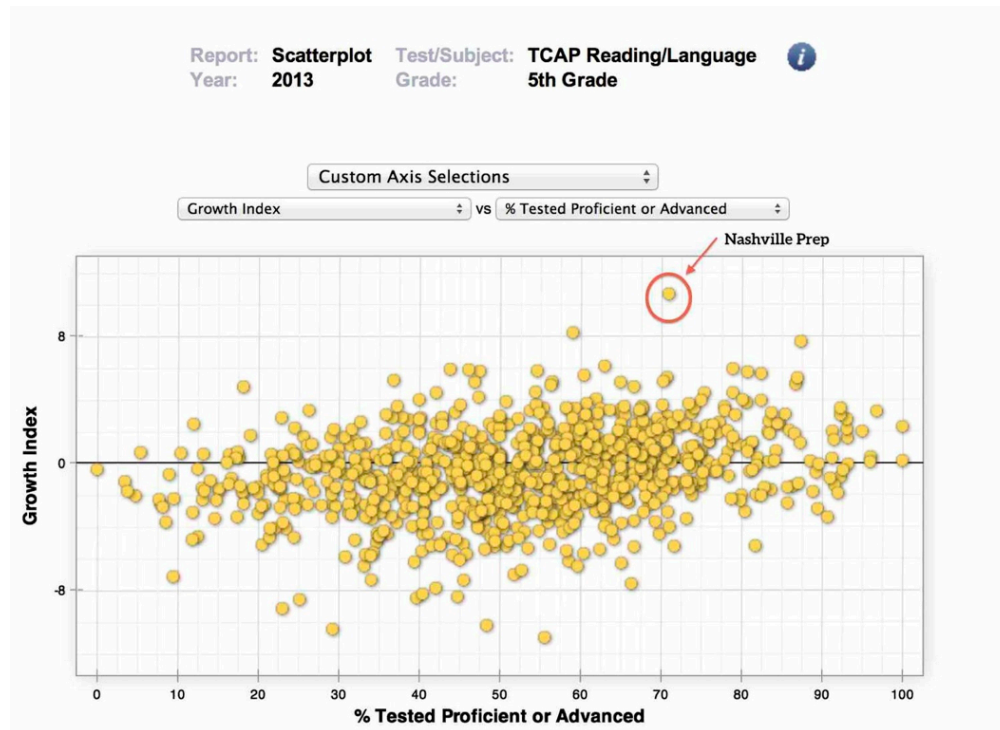
Nashville Prep's TCAP achievement data broken out by sub-group is listed in the tables and charts below. All data is accessible via the Tennessee Report Card.<sup>2</sup> The 2013 Tennessee Report Card does not disaggregate grade levels within student sub-groups, so Tennessee and MNPS data represents an average across grades 3 - 8.

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<sup>1</sup> "Results." Nashville Prep. <http://nashvilleprep.org/results/> (accessed March 12, 2014).

<sup>2</sup> "Department of Education." Report Card. <http://www.tn.gov/education/reportcard/index.shtml> (accessed March 11, 2014).

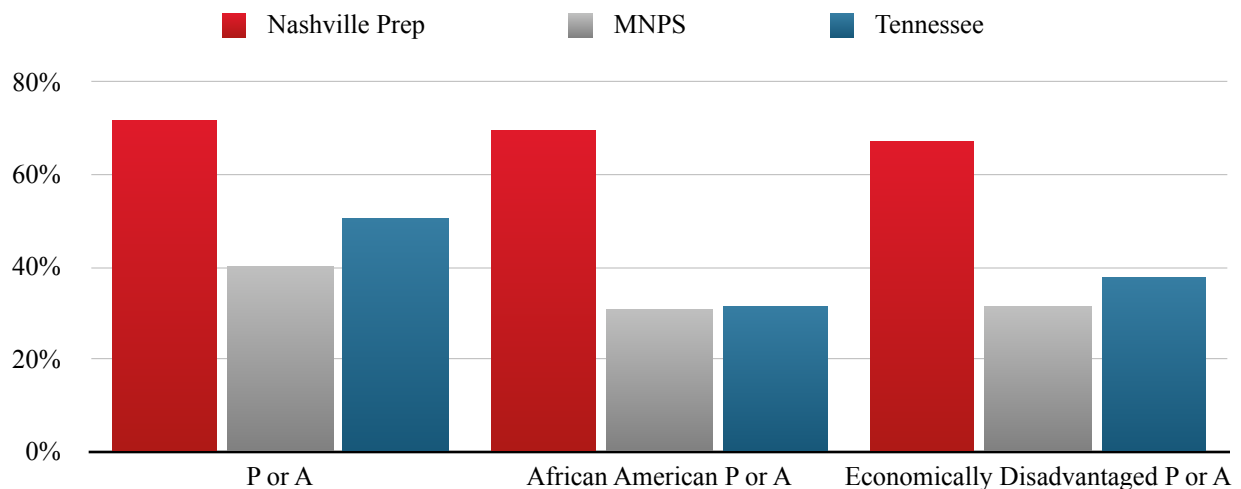
**English Language Arts:** In 2013, our 5th grade scholars had the highest English Language Arts growth of all public schools in the state of Tennessee.



Our scholars also outperformed the city and state on the English Language Arts TCAP exam.

2013 ELA			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	71.9%	69.8%	67%
MNPS*	40%	30.9%	31.4%
Tennessee*	50.4%	31.2%	37.8%

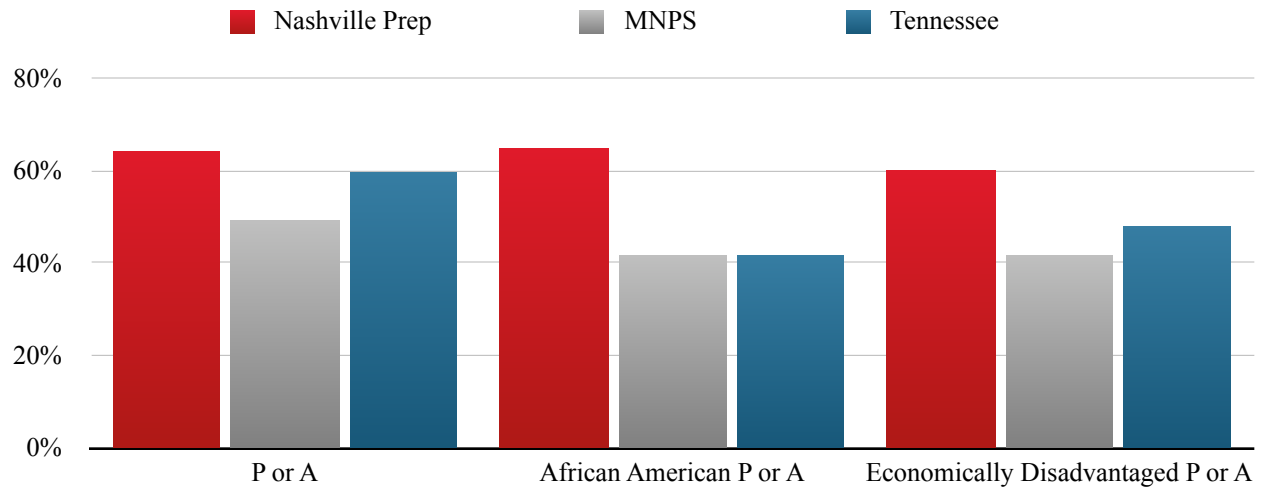
*\*Data represents grades 3 - 8 because more specific grade level summary data broken out by student sub-group is not available via the Tennessee State Report Card.*





In 2012, our scholars outperformed the city and state on the English Language Arts TCAP exam.

2012 ELA			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	64.4%	65%	60%
MNPS	49.1%	41.6%	41.5%
Tennessee	59.5%	41.7%	48.2%

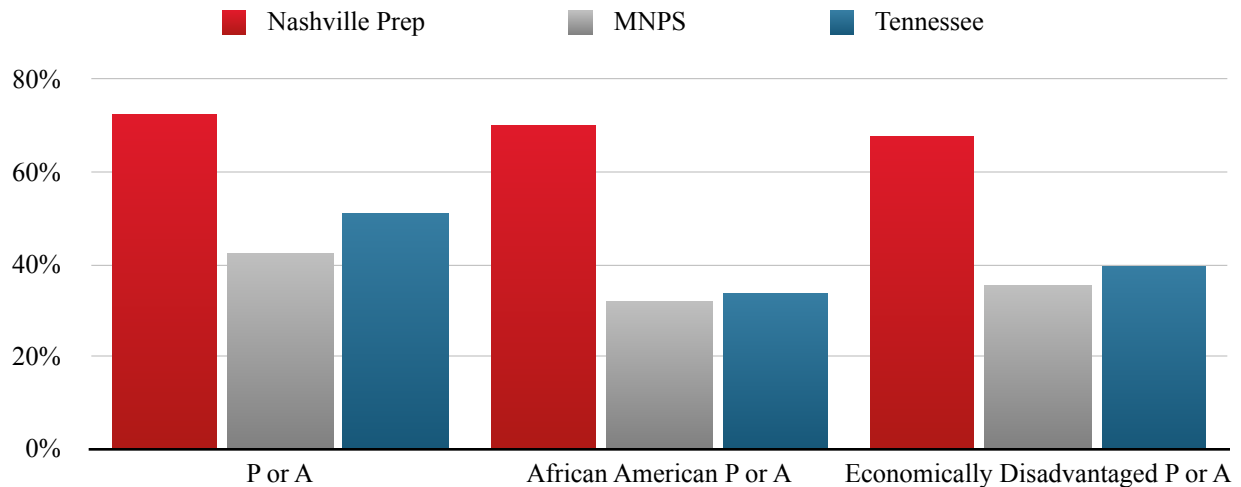




**Math:** In 2013, our 5th grade scholars outperformed the city and state averages on the Math TCAP exam. Our 6th grade scholars outperformed Williamson County and all city public schools (including magnets) on the Math TCAP exam.

2013 Math			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	72.4%	69.9%	68%
MNPS*	42.5%	32.1%	35.2%
Tennessee*	50.8%	33.5%	39.7%

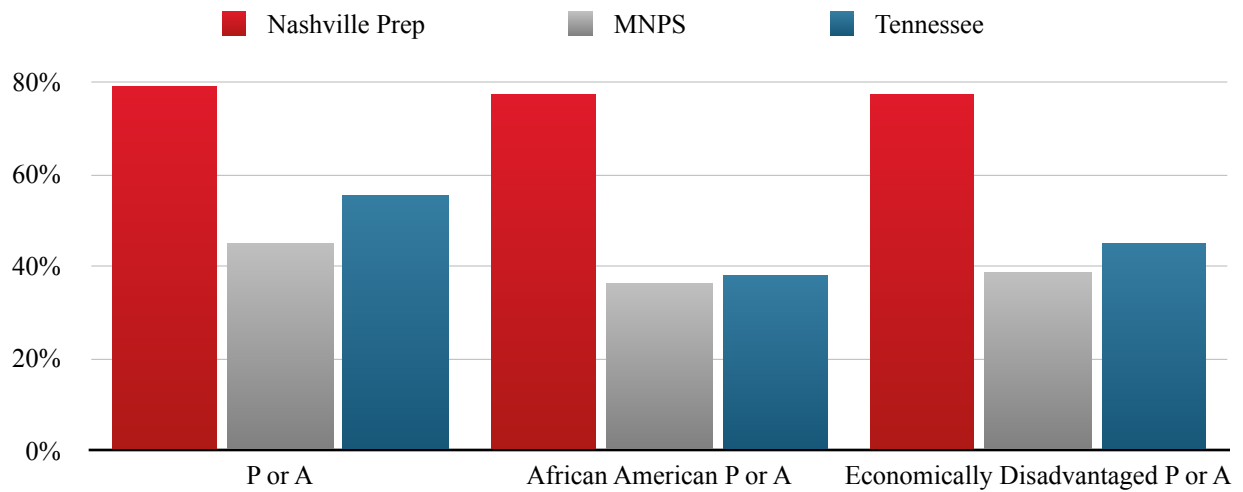
*\*Data represents grades 3 - 8 because more specific grade level summary data broken out by student sub-group is not available via the Tennessee State Report Card.*



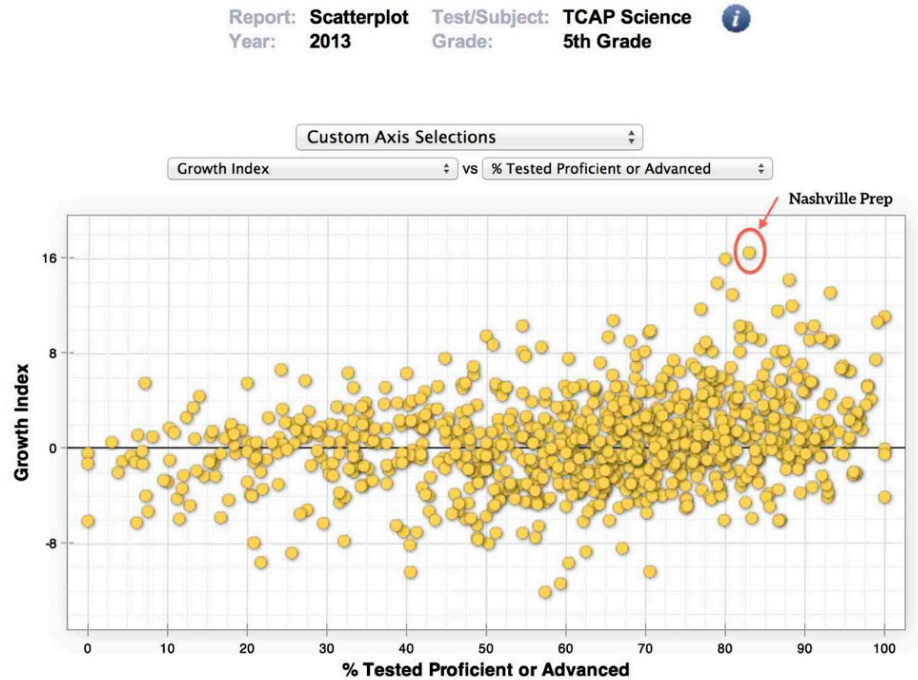


In 2012, our scholars also outperformed the city and state averages on the Math TCAP exam.

2012 Math			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	78.9%	77.5%	77.3%
MNPS	45.2%	36.4%	39%
Tennessee	55.4%	38%	45.2%



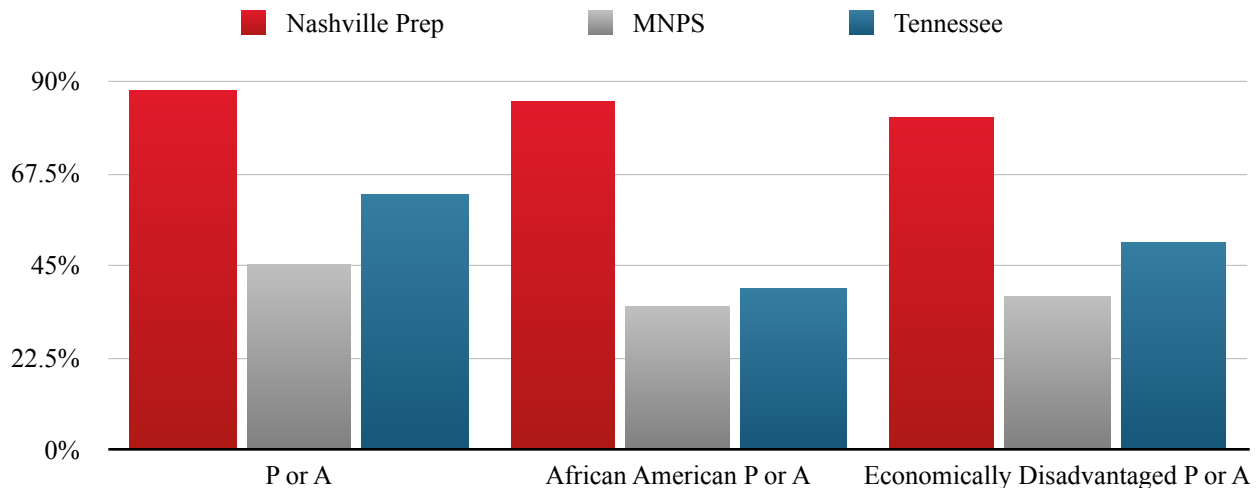
**Science:** In 2013, Nashville Prep's 5th grade scholars had the highest science growth of all public schools in the state. Our 6th grade scholars outperformed Williamson County and all city public schools (including magnets) on the Science TCAP exam in 2013.



Our scholars also outperformed the city and state averages on the Science TCAP.

2013 Science			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	87.8%	85.5%	81%
MNPS*	45.8%	34.8%	37.6%
Tennessee*	62.6%	39.6%	50.7%

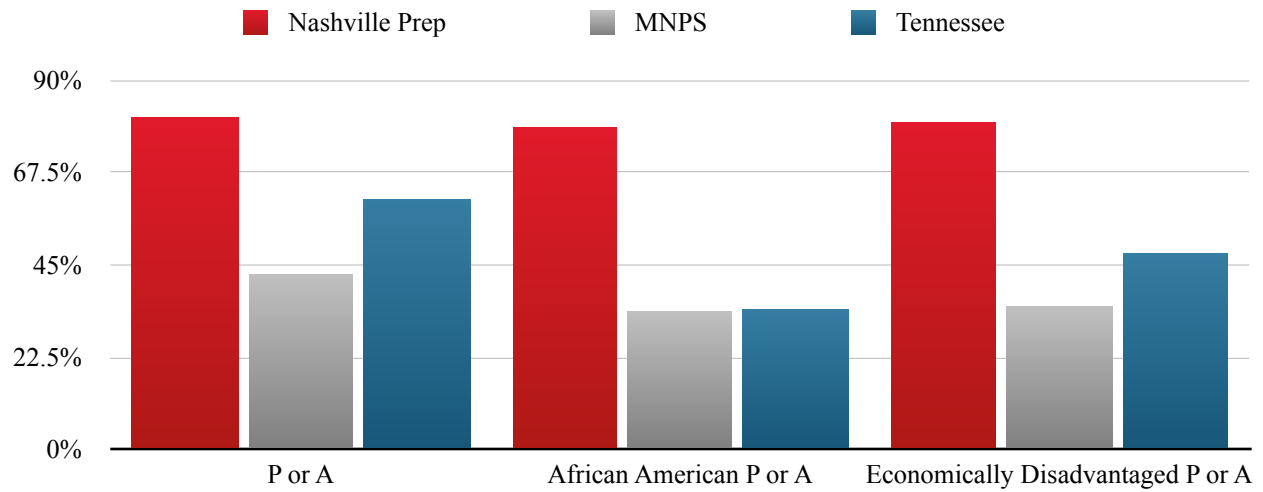
\*Data represents grades 3 - 8 because more specific grade level summary data broken out by student sub-group is not available via the Tennessee State Report Card.





In 2012, our scholars outperformed the city and state averages on the Science TCAP.

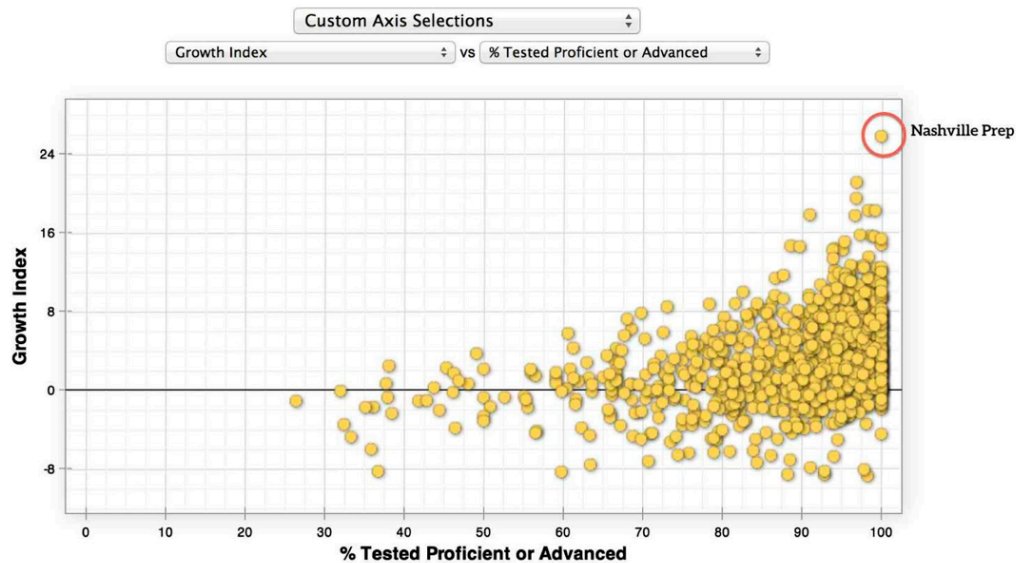
2012 Science			
	Students Proficient or Advanced	African American Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	81.1%	78.8%	80%
MNPS	42.6%	33.4%	34.9%
Tennessee	60.7%	34.6%	48.2%





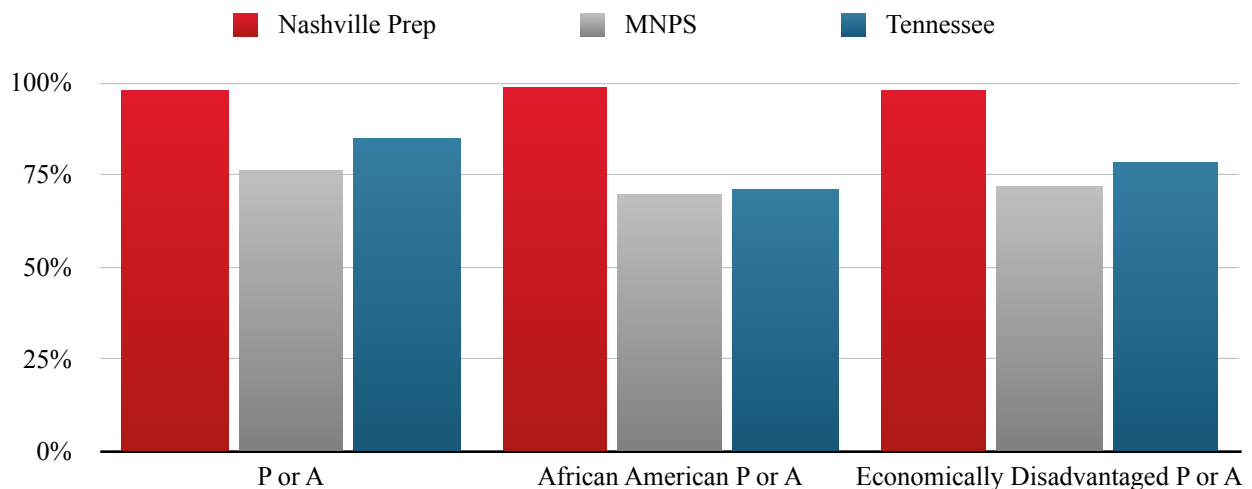
**Social Studies:** In 2013, our 5th grade scholars had the highest Social Studies growth of all public schools in the state of Tennessee. Our 6th grade scholars outperformed Williamson County and all city public schools (including magnets) on the Social Studies TCAP exam.

Report: Scatterplot Test/Subject: TCAP Social Studies  
Year: 2013 Grade: 5th Grade



2013 Social Studies			
	Students Proficient or Advanced	African American and Hispanic Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	98.1%	98.8%	98.1%
MNPS*	76.5%	69.6%	71.9%
Tennessee*	85.1%	71.1%	78.5%

\*Data represents grades 3 - 8 because more specific grade level summary data broken out by student sub-group is not available via the Tennessee State Report Card.





In 2012, our scholars outperformed the city and state averages on the Social Studies TCAP.

2012 Social Studies			
	Students Proficient or Advanced	African American and Hispanic Students Proficient or Advanced	Economically Disadvantaged Students Proficient or Advanced
Nashville Prep	97.8%	97.5%	97.3%
MNPS	77.9%	72.7%	73.9%
Tennessee	86.7%	73.2%	80.7%

