



Department of
Education

Charter Schools

Application for a Public Charter School

Oxton Academy Charter High School

**Proposed for
Clarksville Montgomery County School System**

Opening in the 2023-24
School Year

**By
One on One Children's Services Corp.**

February 1, 2022

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GENERAL INFORMATION

Name of proposed school: Oxton Academy Charter High School

Projected year of school opening with the identified authorizer: 2023-24

Charter authorizer for proposed school: Clarksville Montgomery County School System

Sponsor/Sponsoring entity: One on One Children’s Services, Corp.

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

Model or focus of proposed school: A high school career academy for at-risk students and recent dropouts

City or geographic community for proposed school: Clarksville, TN 37040

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

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

Full name	Current employer and job title	Position with proposed school
Marcel Monnar	Director – One on One Children’s Services	Sponsor
Erin McColskey	Retired VP of Govt. Relations – Palm Beach State College	Governing Board Chair
Jose Perez de Corcho	Executive VP – OSC Insurance Services	Governing Board Treasurer
Erika Montgomery	Retired Teacher – School Board of Broward County FL	Governing Board Vice Chair
Dr. Dana Godek	Consultant – Edusolve, LLC	Consultant
Vincent Alessi	Consultant – Edusolve, LLC	Consultant
Franklin J. Vodolo	Consultant – F.J. Vodolo & Associates, LLC	Consultant

Does the proposed school intend to contract or partner with a charter management organization? Yes No X
 If yes, identify the CMO or other partner organization:

Does this applicant have charter school applications under consideration by any other authorizer? Yes No X
 If yes, complete the table below, adding lines as needed:

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

Indicate Applicant Type:

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

ASSURANCES

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq.*; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Marcel Moinar

Printed Name of Authorized Representative

Director

Title of Authorized Representative

Executive Summary

Oxton Academy is a national demonstration model designed to support the needs of non-traditional learners. In support of the solid foundation for career and technical education in the Clarksville Montgomery County School System (CMCSS), Oxton Academy builds upon the culture of 21st century skills, while leveraging a unique employer-learner model. To prepare for the jobs of tomorrow, youth need to be equipped with a broader range of skills that will allow them to adapt and innovate in responses to the unforeseen demands of the future economy – including skills for entrepreneurship. Key among the broader skills young people will need are the ability to communicate their ideas, and problem solve effectively with their colleagues (LinkedIn Talent Solutions, 2019).

According to The Intelligence Group, the next generation workforce mostly consider work as a powerful platform to learn new skills, stretch their potential, and become better versions of themselves. They seek learning and work environments where they have a sense of belonging as even more important than overall compensation. This includes work-based learning with hybrid training options and opportunities to learn new skills, meet new people, and explore new ways to contribute. Commensurately, employers have a role to play if they are to successfully recruit and retain Clarksville’s next generation workforce.

We believe this is achieved through the partnerships and support that set the conditions for belonging and potential. In other words, workforce preparation no longer only needs to include the technical skills required for the jobs of today, but also include training for both the preservice employee and employer to create the environments this generation needs to be successful (Yoder, Atwell, Godek, Dusenbury, Bridge, and Weissberg, 2020).

To accomplish this, the school’s vision is to provide a comprehensive approach to educating students who, for various reasons, have not been successful in a traditional high school setting. This group has far fewer opportunities to find adequate employment or gain access to post-secondary training without a high school diploma and foundational employment skills. These challenges are exacerbated by the public health crisis over the past few years, impeding student retrieval efforts.

The Sponsor will focus recruitment within the 37040 Zip Code and will work with CMCSS to seek solutions to challenges in population growth and the impending rezoning of schools, with the commitment to enroll and otherwise absorb students with academic barriers who may seek alternative academic solutions.

The Sponsor and the Governing Board understand a dedicated outreach plan that has both long and short-term recruitment goals is a necessity. Recruitment efforts will be both school and community based to attract current struggling or disenfranchised students as well as recent dropouts. Oxton Academy will target disenfranchised and out-of-school youth through offering innovative instructional practices and learning opportunities especially designed for low-performing or disinterested students through various career clusters and an intense, integrated reading focus. Among the characteristics sought in the target student population will be those who are overage for grade, with high absenteeism, low number of credits earned, and/or those

who have not been socially accepted. The school will also identify overage for grade-level students (underperforming eighth graders) that may be ready to transition to high school, yet with a very limited skill base.

In Montgomery County, several key success factors are in motion. The CTE programmatic offerings in CMCSS are diversified, community engagement is high in view of potential school boundaries changes, and the population of families settling to the area continues to climb (RSP & Associates, 2022). Building upon Oxton Academy's TDOE Charter School Expansion Grant award, our design collaborators are developing and leveraging partnerships with employers to define needed workplace skills and design, implement, and evaluate career pathways; building a vision and commitment from the employer community that enables and supports high-quality workforce development onsite programs; adapting employer work-based learning and internship models hand-in-hand with industry; and using data to align workforce preparation and career pathways programs to state and local labor market needs. By leveraging the latest research findings on work-based learning programs, Oxton Academy's academic plan will address recoverable students through a highly focused, standards-based curriculum tied directly to career education.

"Governor Bill Lee has made providing high quality school options for all Tennessee families a top priority," said Commissioner Penny Schwinn. "With the goal of helping ensure students throughout the state are provided a high-quality education, this expansion of charter school supports will help give Tennessee families and students additional school options."

This approach blends a career-centered, academic curriculum aligned to the Tennessee Academic Standards, with the ultimate goal to lead students to a successful livelihood, a desire to pursue continuing education, and productive citizenship. In partnership with parents, caregivers, and employer host sites, we will:

- Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
- Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
- Co-construct work-based learning experiences with employer partners that facilitate a sense of ownership and belonging for emerging employees.
- Absorb students effecting by upcoming rezoning issues, as needed, in partnership with CMCSS.
- Create small, personalized communities to facilitate monitoring and support, driven by digital curricula with the flexibility to structure learning and engage students at their functional level.

Oxton Academy's sponsors have created a dialog with many of Montgomery County's industries and is now active in working with faith-based community, minority populations associations, and schools of higher education.

- **The Clarksville Chamber of Commerce** is supporting the school designers through an ongoing process of brokering meetings with industry leaders.
- **The Industrial Board of Development (IDB)** co-hosted a meeting with the Chamber and organized a special presentation from the school designers for local community business representatives.
- **LG Electronics**, has developed an agreement to support the growth and development of the school and participate in enhanced work-based learning initiatives.
- **Hankook** and Oxton Academy school designers are in active discussions on curriculum needs, with a commitment from the HR department to serve in an advisory and facilitative capacity, to include the potential of onsite labs.
- Meetings are currently scheduled with the faith-based community, and ongoing dialogue with community-based associations are enhancing further family input and engagement in the development of school curriculum and extra-curricular activities.
- Oxton Academy is also in the process of collaborating with **Austin-Peay State University**, **Tennessee College of Applied Technology** and **Bethel University** for the purpose of building bridges for enhanced articulation agreements and learning labs.

The Proposer's staff and organization have a depth of **educational successes** and expertise. Over the past 20 years, One on One Learning has provided individually tailored academic support to over 75,000 students and has gained substantial knowledge of working with at-risk and disadvantaged youth from diverse socioeconomic backgrounds. Presently, the Proposer provides a variety of academic and support services for students in more than twenty states including student services in Florida, California, Ohio, Pennsylvania, Colorado, Arizona and South Carolina. Educational services are delivered by highly qualified and certified teachers and support personnel in various flexible settings including in-home, one-on-one, and small group tutoring in both public and non-public schools.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

In this section:

- (a) **Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree. The school's mission statement provides the foundation for the entire application.**

The **mission** of Oxton Academy is to serve those students who require academic success that is supported by innovations in curriculum; a different type of teaching supported by training and empowerment; and a safe and nonjudgmental physical environment. These, combined with promoting the individual's value and dignity through discipline, responsibility and high expectations will allow our students to attain a high school diploma and their life's ambitions. In doing so, the School intends to target any recent dropouts along with a small portion of the District's high school population, who are off-track for graduating with their cohort. Through this effort, the School will provide the means to achieve a high school diploma along with an industry certification(s) and/or employability skills resulting in a 75 - 80% success rate over the first three years as evidenced by students successfully entering the workforce or matriculating to a post-secondary institution.

- (b) **Describe the vision of the proposed school and how the vision will help achieve the school's mission.**

We envision a school that is unbound by walls where the community of learners includes students, staff, employers, and stakeholders who seek untraditional choices and options for the next generation workforce.

Oxton Academy's academic plan will build on standards-based curriculum tied directly to career education, while innovating on employer learning alongside student/emergent worker input on working environments. It is extremely important for our targeted population to not only see the end result of a successful high school career, but to also experience that result through the educational process. By blending a career-centered, academic curriculum aligned to the Tennessee Academic Standards students will learn critical employment skills and industry will learn technique to improve recruitment and retention.

- (c) **Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102(a).**

The focus of Oxton Academy is to identify and reconnect disenfranchised and out-of-school youths through innovative instructional practices and learning opportunities especially designed for low-performing students via embedded career skills and an intense, integrated reading focus. Following the tenets of T.C.A. § 49-13-102(a), Oxton Academy will offer parents an option of a small, personalized and safe learning environment created to address gaps in academic achievement, while keeping parents fully engaged in their children's progress. The employing of individualized instructional methods, integrating Social and Personal Competencies and

empowering both teachers and students to make informed decisions will provide an expanded opportunity for students to reach proficiency on state academic assessments and achieve a higher level of college and career readiness.

This will be accomplished through the establishment of a small, grade 9-12 high school committed to providing students with a rigorous academic experience combined with career certifications. The school will use a "blended" instructional model that integrates modern day instructional technology with traditional pedagogical strategies designed to address the unique learning needs of our targeted audience. The school will provide parents and students with another educational option that may better meet students' diverse needs and expand the capacity of the public school system at large.

The Oxton Academy program will provide foundational and career developmental skills combined with technical reading competence necessary to engage and motivate students to succeed academically and in preparation for entry into many of the local industries. Through its career focus, Oxton Academy students will attain one or more industry certifications that offer more than just a high school diploma in preparation for entering the work force. To help accomplish this, the School will engage in outreach and partnerships with local businesses and industries to provide a variety of opportunities for students to obtain first-hand knowledge of the world of work. Having already laid a foundation for this effort, the Sponsor and its representatives have met with local business and industry leaders to discuss how each other's focus can be mutually beneficial. Among the possibilities discussed are student internships, company staff networking with career education teachers to better align curricular content and access to actual production equipment and technology for training purposes. Additionally, the Sponsor's staff are meeting with local colleges and technical schools to create expanded learning and post-secondary opportunities for students who wish to obtain college credit and/or additional career technical training after they graduate.

(d) Describe how the mission and vision of the proposed school addresses any priorities set by the authorizer.

Our priorities are to answer the following questions in partnership with the CMCSS:

1. The future of work is quickly changing and is even more uncertain now than it was just two years ago (Dondie et al., 2021). Without knowing what type of jobs will exist in 10 to 20 years, how can education best prepare students to succeed in the new economy and life?
2. Top companies are increasingly emphasizing the importance of social and emotional skills for success in the next generation of employees and entrepreneurs (Lieberman, 2021; Yoder, Atwell, Godek, et al., 2020). How can education equip students with the skills identified by employers as necessary to enter and thrive in the workforce and how can it help employers retain such employees?
3. There is an urgent need to advance equitable environments in education generally, and in career and workforce development specifically (Butrymowicz, 2021). How can education foster more equitable access to and dispel disparities within career and workforce development and positive postsecondary outcomes for students to support a more diverse workforce?

Dr. Jean Luna, CMCSS Director of High Schools has said, “One size doesn’t fit all when it comes to education. It is important for us to offer as many options as possible to meet the needs of our diverse student body. By providing numerous industry-aligned and student-interest-based pathways, we can empower our students to make choices that help them achieve their career and life goals.” This is in total alignment with focus of Oxton Academy as it targets those students who have not been previously successful in preparing for their future.

Currently, CMCSS offers innovative programs like the Academies of CMCSS in all seven of the traditional high schools. Additionally, each high school offers options like dual enrollment, Advanced Placement (AP), and Career Technical Education (CTE) courses. It is the intention of Oxton Academy to build upon and expand several of these offerings to its unique student populations. As of the 2020 school year, on average, most of the District’s high school students fell below 50% in college and career readiness. For more fragile subgroups, this number is far lower with economically disadvantaged students under 25% and ELL and SWD students under 5%. Additionally, many local businesses have expressed a desire to partner with local high schools to bring about a mutually beneficial collaboration that will increase the supply chain of viable workers. More importantly, these same businesses have indicated that in most cases the general employability skills of communication, team work and problem-solving are what is most critical in finding the right type of employees.

Oxton Academy’s approach to a small, safe and student-centered high school setting with options for high demand and high interest career preparation will serve the District’s least engaged students that have not been successful and/or have dropped out with very limited career opportunities. A wide range of behaviors both in and out of school have been shown to predict whether students drop out, or successfully graduate. One of the most important factors is student engagement, which includes students’ active involvement in academic work (e.g., coming to class, doing homework) and the social aspects of school including feeling empowered and having a trusted relationship with an adult (Rumberger and Lim, 2008). This research consistently finds that high absenteeism—one specific indicator of engagement—is associated with higher dropout rates. Because all of the student-level predictors, other than residential mobility, are actually measured characteristics of students before they entered high schools, results obtained from a longitudinal study of almost 15,000 students (Rumberger and Palardy, 2005) suggest that there are more limited institutional factors that influence whether they drop out of school. Among these are teacher empowerment and **high expectations for student learning**. The study found that dropout rates are significantly lower when these two factors are in place. Therefore, by leveraging the latest data and technologies, Oxton Academy’s academic plan will provide targeted high school age students with an innovative, educational alternative leading to high school graduation and a viable career. Highly skilled and dedicated staff will provide each student with a personalized academic plan designed to meet the student's learning needs while promoting high standards of student achievement. Combining academic skills with technical training in a career pathway of choice, the school is committed to improving student outcomes that will allow each student to earn a high school diploma and industry certification appropriate for their career. A successful transition into a career or into post-secondary education will enable students to become productive, contributing members of society and increase the Authorizer’s overall success.

(e) **Describe what the proposed school will look like when it is achieving its mission.**

Oxton Academy in its mission-centric state is unbound by classroom, hosting much of the learning experiences on employer sites and through virtual, on-demand curriculum. Students and employers participate in a highly engaging series of feedback sessions to improve student perceptions of involvement and responsive workplaces and employer's conditions for retaining the workforce. This approach will be supported by a trained teacher, who also serves as a mentor. The teacher/facilitator role is important to help the students connect their academic learning to their career focus. Thus, demonstrating how academics provide the underpinnings of a successful career. The mentoring aspect of the program will help to address outside social and emotional issues that often plague at-risk students. Through this integrated approach, students learn to reflect on the problem-solving process and learn to deal with real life problems and situations, which are key for individuals entering the work force or in life.

Accompanied by their parents, students applying to the School are interviewed and initially assessed on several levels including, but not limited to, academics, interests, social and emotional status, special needs and career focus. Based on these data and previous school records and assessments, an individual learning plan (ILP) is developed with specific goals in terms of academic need, including course/credit recovery, advanced classes, reading remediation or other interventions. The plan also includes any additional social/emotional supports provided by guidance personnel and classroom teachers in conjunction with a career pathway, with identifiable benchmarks, resulting in industry certification(s). This plan will also serve to meet the requirements of Tennessee High School Policy 3.103 (07/23/2021), which states:

At age fourteen (14) or prior to the ninth (9th) grade, all students, including students with an Individualized Education Program (IEP) and/or 504 Plan, shall develop an initial four (4)-year plan of focused and purposeful high school study. The plan of study shall be reviewed annually by the student and school counselor or faculty advisor and revised based on the student's academic progress and changes in the student's postsecondary interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

The plan of focused and purposeful high school study shall:

- (a) Cover either grades nine through twelve (9-12) or grades eight through twelve (8- 12);
- (b) Connect the student's goals for high school to the courses or training that shall equip the student with the skills necessary to meet his or her goals after high school;
- (c) Consider a variety of indicators, such as student academic strengths and needs, attendance, behavior, and course grades;
- (d) Include information regarding elective focuses aligned to the student's career aptitude assessment results, including relevant career and technical education (CTE) programs of study, a student's readiness for specific early post-secondary opportunities (EPSOs), industry credentials, and work-based learning experiences;

- (e) Provide students with opportunities to begin building technical skills in a field of interest, in addition to employability, work-ethic, and leadership skills required to be successful in that job; and
- (f) If applicable, identify possible transition service needs of a student under the applicable components of the student's IEP and/or 504 Plan.

Students are scheduled on a 4 x 4 block with 85-minute periods. Each student's schedule will include a combination of academics and career instruction in a blended scenario where individualized digital curricula is provided along with face-to-face instruction and delivered or supported by a certified teacher. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. As class sizes will be kept small in number, this approach offers students a much more conducive educational experience to master concepts without the pressure of falling behind his/her peers as would be the case in a more traditional high school setting. This facilitative approach allows students to progress independently of others who may be either more advanced, behind, or on a different level of the subject. It is also a better use of teacher time. When one teacher is assigned to just an Algebra I class, with varying levels of students who are not learning at the same rate, individual class members become frustrated, which leads to disenfranchisement. The block schedule also allows for eight courses in each school year creating opportunities for remediation, acceleration or multiple career pathways. It also allows those students who were lacking credits when they enrolled to catch up without demanding time constraints.

Career/Technical Education (CTE) is mainly delivered through face-to-face, hands on learning experiences and supplemented with some digital curricula as applicable. Instructors with appropriate CTE certifications will provide the coursework leading to one or more industry certifications. Additionally, students will be provided with important employability skills documented through the *What Works Clearinghouse* (WWC) as viable for success in both post-secondary and workplace situations. These skills include verbal and written communication, critical thinking and problem-solving, agreeableness, health and safety, teamwork and work ethic among others.

With relatively small classes and a very manageable school population, teachers get to know all students on a more personal level. They are empowered to collaborate and develop supportive learning environments. Teachers and support staff are provided time to plan, review student data, discuss student needs and communicate with parents. Moreover, and most importantly, they bring education directly to their students through progress-monitoring chats and social/emotional learning activities. Through this approach, disenfranchised students begin to experience success, which can be a tremendous motivator for continued effort and accomplishment resulting in attainment of a high school diploma and college or career readiness.

- f. **Describe the innovative or unique features of the proposed school or education model. How do these unique features align with the mission and vision of the school? How will these unique features foster student achievement and success?**

The School's more personalized and a safe, small-school environment, with coursework individually tailored to the learners' unique needs and interests, allows Oxton Academy to build upon student success. Guided by its mission and vision, Oxton Academy will place an emphasis on the disenfranchised learner through a disciplined, but student-focused approach to making learning more personal and relevant. Moreover, seeking to understand the whole student and not limiting interventions to academics, addresses a critical component of adolescent growth and development and eventual success in post-secondary training and the workplace. Taking the time to capture and analyze sufficient student data of both a qualitative and quantitative variety, coupled with the sharing of this data with students themselves will help foster an understanding where they are and empower them to make appropriate decisions for their future. To this end, the School will also empower its teachers to take on a new and more facilitative role in the delivery of instruction within a flexible learning environment. Through the use of flexible scheduling and available technologies, a greater emphasis will be placed on collaborative planning, increased use of student data, integration of curriculum, authentic assessment and heightened communication with parents. As a result, teachers will have the opportunity to take control of student learning without an overly rigid, predetermined structure.

Driven by digital curricula with the flexibility to structure learning and engage students at their functional level, Oxton Academy will be able to leverage time to suit individual learner needs. This no longer confines the learner to a fixed schedule with few alternatives, but creates a more fluid learning environment where students can experience the benefits of standard mastery according to their own functional levels. This also allows students with different learning preferences the ability to acquire content in a way in which they are most comfortable. Varying presentation methods, the scaffolding of new concepts, modified reading levels and technical supports create a structure that surpasses most traditional high school classes. This methodology also better prepares students for State Assessments by providing formative, standard-aligned measures and specific interventions as needed. Guided by certified classroom teachers, students are never at a loss for one-on-one assistance and support. The curricula will allow students to advance without having to wait for the teacher's prepared lessons. Rather, teachers are free to assist one or more students with specific concepts as they progress through course content with formative assessments driving necessary interventions. Free teacher-directed extended learning opportunities will also exist for students who need further assistance beyond the regular school day. Additionally, because of the digital nature of the coursework, parents are kept abreast of student progress in real time.

Through this approach, Oxton Academy's educational program responds to the demand of government and business leaders that high school graduates be prepared to enter the workforce and/or post-secondary education upon graduation. In order to establish an educational environment that provides the underpinnings of this philosophy, the School will provide a flexible, block schedule, which allows students to place a greater emphasis on fewer courses each semester. It also provides the means to accommodate both career training and academic remediation as needed to support all students who will be functioning at different academic levels. By offering four, full credit courses each semester, a certain amount of flexibility will allow students to recover incomplete or failed classes in a shorter amount of time focusing on standards mastery, while providing other students a full semester to complete new coursework. Moreover, the longer learning blocks provide time for the embedding of social/emotional

learning (SEL), which has been shown to be critical in supporting a smooth transition to and success in post-secondary learning and the workplace. This type of schedule also facilitates a balance between career training and academics, which is important for students to stay engaged in the overall learning process with the end in mind.

1.2 Enrollment Summary

In this section:

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

Clarksville, TN is home to 40% of households with children under the age of 18, primarily living in single family home structures (American Community Survey, US Census, 2019). Of that population the majority either drive or carpool along I-24 to commute to primarily manufacturing, healthcare, or education and human services employment. In order to attract the targeted population, the Sponsor will focus on the 37040 Zip Code – an area with a diverse population, a 15% poverty level and vibrant businesses and industries. According to the most recent demographic data, the largest ethnic groups include 58% white, 24% Black and 11% Hispanic with the median age 30.3 years old.

There are two high schools within approximately five miles of possible school sites. These are Rossvie and Northeast high schools. Rossvie's enrollment of 1,910 students mirrors that of the 37040 Zip Code demographically, while Northeast with 1,487 students, has a higher minority population with approximately 42% Black, 17% Hispanic and 36% White. While both of these high schools have very solid graduation rates of 95% and 93% respectively, per 2021 State data Rossvie has a college and career readiness score of 56.6% and Northeast High has a score of only 34.7%.

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

We recognize that impending redistricting process may create the need for additional facilities to support population growth and the potential disenfranchised student populations. After conversations with area businesses and church leaders, it was determined that a small, but fragile student population in the 37040 Zip Code was not being successful through the more traditional high school programs. Further, this Zip Code is also the home of several large, local businesses with extensive employment opportunities. Based upon 2021 graduation data, this would equal between 190-200 students from the two schools previously cited. Additionally, area industries are of the feeling that local high schools are not specifically preparing students to become the type of employees these industries are seeking. While both Rossvie and Northeast High Schools offer similar CTE programs as Oxton Academy plans to offer, Oxton Academy's programs will be designed to specifically meet the needs of area industries. Further, Oxton Academy will collaborate with the Human Resources and Engineering Departments of these various industries to correlate instruction and preparation to their unique needs and endeavor to include outreach and internships as part of the course of study.

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

As indicated, both of these high schools have very solid graduation rates of greater than 95% for Rossvie and 93% for Northeast. However, per 2021 State data, Rossvie has a college and career readiness score of 56.6% and Northeast High has a score of only 34.7%. Academic

performance for these two high schools in the geographic area where Oxtan Academy plans to locate, along with that of the other County high schools and the District as a whole, is captured in the following **Chart 1**.

Chart 1: Current CMCSS High School and District Proficiency

Percent Proficient on State Exam (TCAP)*											
School	Overall Success Rate**			Econ Dis	ELL	SWD	Minority	ELA	Math	SS	Science
	2018	2019	2021	2021	2021	2021	2021	2021	2021	2021	2021
Clarksville HS	37.0%	45.0%	29.0%	12.9%	n/a	<5%	18.3%	45.0%	18.2%	39.0%	60.2%
Kenwood HS	21.0%	23.3%	16.2%	9.4%	<5%	6.3%	12.6%	26.0%	8.6%	26.2%	36.7%
Montgomery Ctrl HS	31.8%	35.5%	23.4%	13.6%	n/a	5.0%	20.0%	36.0%	13.6%	35.2%	57.0%
Northeast HS	21.8%	32.6%	19.5%	11.3%	<5%	9.0%	15.4%	31.3%	10.4%	37.5%	46.5%
Northwest HS	22.7%	31.7%	18.3%	11.9%	n/a	5.3%	14.4%	28.8%	10.2%	37.8%	55.6%
Rossview HS	41.2%	48.0%	31.7%	10.8%	34.3%	7.8%	21.7%	45.1%	21.2%	47.2%	67.9%
West Creek HS	21.7%	28.6%	20.4%	11.3%	<5%	8.9%	16.3%	33.5%	10.6%	31.8%	51.8%
CMCSS - District	39.9%	42.4%	27.6%	13.9%	15.9%	9.8%	18.8%	31.2%	24.0%	44.4%	50.1%

*A student is considered on grade level if he or she scores on track or mastered on state exams, known as TCAP.
 ** 2018 & 2019 were pre-pandemic years, while 2021 was significantly influenced by Covid.

In spite of the national trend of decreasing school enrollments due to concern over Covid infections, both Rossview and Northeast High Schools have documented increased enrollments of 119 and 32 students respectively from 2019 through 2021. However, overall chronic absenteeism for 2021 shows Rossview High School at approximately 10% and 23% for economically disadvantaged students. Northeast High School is higher at just over 17% overall and almost 29% for the economically disadvantaged.

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

Oxtan Academy will target disenfranchised and out-of-school youth through offering innovative instructional practices and learning opportunities especially designed for low-performing or disinterested students through various career clusters and an intense, integrated reading focus. Among the characteristics sought in the target student population will be those who are overage for grade, with high absenteeism, low number of credits earned, and/or those who have not been socially accepted. The School will also endeavor to identify overage for grade students in eighth grade that may be ready to transition to high school with a very limited skill base.

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

Following the tenets of T.C.A. § 49-13-102(a), Oxtan Academy will offer parents an option of a small, personalized and safe learning environment created to address gaps in academic

achievement, while keeping parents fully engaged in their children's progress. The unique and small grade 9-12 school environment allows for more individualized instructional methods, the integration of social-personal competencies and empowerment of both teachers and students to make informed decisions. This provides an expanded opportunity for students to reach proficiency on state academic assessments and achieve a higher level of college and career readiness. The school will also use a "blended" instructional model that integrates modern day instructional technology with more traditional one-on-one and small group pedagogical strategies designed to address the unique learning needs of our targeted audience. The school will provide parents and students with another educational option that may better meet students' diverse needs and expand the capacity of the public school system at large.

Oxton Academy's curricular approach can also positively impact a subgroup of the targeted population, A study of learning-disabled, secondary students who were reading three to four grade levels below placement, were shown to lack decoding and word recognition, essential to fluency and comprehension. Through the use of integrated software to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

Through the use of its Student Information System (SIS) and Individual Learning Plan (ILP) development process, Oxton Academy will systematically identify and categorize student needs. So, whether an incoming student is in need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The Oxton Academy flexible block schedule and digital curricula empower the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, unlike traditional high schools, teachers have the ability to assist individual or small groups of students under their purview and adjust the configuration of their content blocks to optimize curriculum delivery. A progress - monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs daily, to obtain assistance or to share a concern.

By leveraging the latest data and technologies, Oxton Academy's academic plan will address this often-neglected group of recoverable students through a highly focused, standards-based curriculum tied directly to career education. It is extremely important for our targeted population to not only see the end result of a successful high school career, but to also experience that result through the educational process. By blending a career-centered, academic curriculum aligned to the Tennessee Academic Standards and parental support for the development of the whole child, students will learn critical employment skills and industry certifications which will lead to a successful livelihood, a desire to pursue continuing education, and productive citizenship.

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

N/A

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

Number of Students

Grade Level	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027	At Capacity 2028
K	-					
1						
2						
3						
4						
5						
6						
7						
8						
9	30	33	37	41	45	50
10	30	33	37	41	45	50
11	60	66	73	80	88	97
12	80	88	97	107	127	140
Totals	200	220	244	269	305	337
Anticipated Demographics	70% of Economically Disadvantaged Students		20% of Students with Disabilities		8% of English Learners	

1.3 Academic Focus and Plan

In this section:

- (a) **Describe the academic focus of the proposed school.**

The educational design and research base that serves as the underpinnings of the Oxton Academy program is in complete alignment with our mission statement. Students, parents, and professionals will be actively involved in planning and administering the educational process. The school provides several career pathways from which students may make a selection and align with their academic focus. From this initial step, supported by a thorough review and understanding of each student's background, an individual learning plan begins to take shape. Aided by technology and diagnostic assessments, a complete student profile, with educational goals and incremental outcomes is subsequently established. The School counselor plays an important role in this process, meeting with prospective students and their parents, discussing past educational experiences and communicating the expectations and support structures of Oxton Academy.

Through the use of its Student Information System (SIS) and Individual Learning Plan (ILP) development process, Oxton Academy will systematically identify and categorize student needs. So, whether an incoming student is in need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The Oxton Academy flexible block schedule and digital curricula empower the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, teachers have the ability to assist individual or small groups of students under their purview and adjust the configuration of their content blocks to optimize curriculum delivery. A progress -monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs daily, to obtain assistance or to share a concern.

Critical to the personalized academic plan, instructors and counselors will review academic, attendance, and conduct/discipline records, in conjunction with input from previous teachers, counselors and parents. These data-driven measures are intended to correlate students' individualized learning plans with class offerings and schedules for each school year. Personalization plays a major role in the delivery of instruction and in the overall school culture. Teachers will be empowered to create a learning environment that embraces differentiation and allows students to be successful. Through a strong emphasis on reading, embedded social and personal activities and integrated career studies, Oxton Academy will develop motivated, self-directed students with problem-solving skills and an understanding of what it means to be a life-long learner and a productive citizen.

With that said, academics at Oxton Academy become a more facilitative means to an end, with the end being attainment of a high school diploma, fundamental employability skills and one or more industry certifications. Students come to see academics as the key to their future. Especially for those students with limited educational success and/or negative school experiences, initial academic success is instrumental in opening the door to possibilities. While all students may not be capable of the same level of achievement, there will be options for them to succeed under the graduation guidelines and multiple career pathways.

(b) **Outline the academic plan of the proposed school. Include specific academic benchmarks.**

Under Oxton Academy's academic plan, both curriculum design and delivery will be based upon comprehensive student data. In addition to student records and documentation of past performance, Oxton Academy will assess students in the critical areas of reading and mathematics through diagnostic assessments aligned to the Tennessee Academic Standards. As a result, each student will have the benefit of an accurate Instructional Learning Plan (ILP) to guide and benchmark progress throughout his or her tenure at Oxton Academy. Further, each student is encouraged to work to his or her highest academic potential, which is reinforced by the student schedule, a research proven curriculum, and teacher mentors.

With reading instruction designed to be commensurate with each student's needs, teachers have the ability to focus learning at their instructional level, thereby fostering immediate success, while providing the scaffolding necessary to help them make continuous progress on their way to attaining technical proficiency. Periodic formative assessments, aligned to the curriculum and academic standards, will also assist teachers in this process. Through Oxton Academy's digital curricula, formative assessments will be embedded within the context of lesson activities, not the result of a several-times-a-year assessment. Technology applications and online learning can simplify this process and provide immediate data on student performance so student needs are identified early and often. All assessment data becomes part of each student's record and is electronically tagged allowing school personnel to digitally benchmark student performance for standards mastery. Similarly, mathematics teachers have the ability to modify curriculum, differentiate instruction and provide additional remediation as necessary.

Each student's ILP will drive his/her schedules and coursework according to a combination of reading level and academic standards mastery as measured by diagnostic, formative and summative (TCAP) assessments. Further, Oxton Academy's digital learning approach, which individualizes learning based on a student's preferred modality, benchmarks progress according to Tennessee's Academic Standards as it prepares students for the TCAP. The overall academic benchmarks are the attainment of the State's Graduation Requirements:

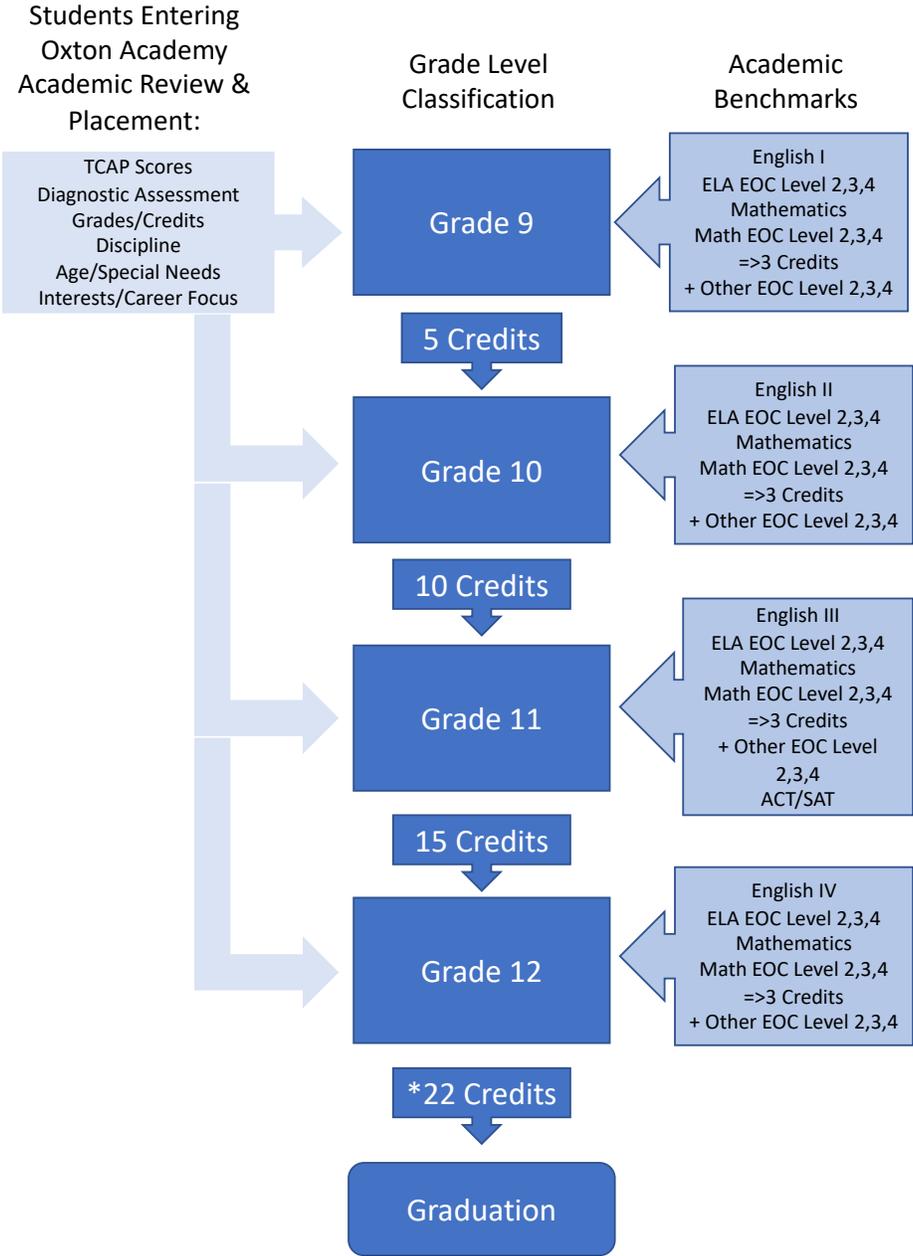
Minimum Required Credits: 22*

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)

- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

Specifically, **Chart 2** depicts the enrollment process and benchmarking of academic progress throughout a student’s tenure at Oxton Academy. Since the School offers eight classes per year, those students entering as Freshmen will have ample opportunity to graduate with their cohort.

Chart 2 – Academic Approach with Benchmarks



Those students entering who are overage for their grade level classification, or who have previously left school and are returning, will follow the required benchmarks indicated and will receive remediation and acceleration as feasible to remedy any deficits. Student-specific benchmarks are a part of the individual's ILP and will vary according to those diagnosed needs. However, each student will be required to meet those State benchmarks required for graduation.

- (c) **Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.**

The Oxton Academy philosophy recognizes the need for high schools to facilitate life-long, continuing education that incorporates technological advancements and offers a tangible reward for completing a syllabus. However, many traditional high schools frequently fail to produce that product with a curriculum focused primarily on rote learning, limited exploration and a primarily college-bound preparation. Oxton Academy's core mission is to serve those students that require a different academic challenge, supported by a safe and nonjudgmental school environment that promotes the individual's value and dignity through discipline, responsibility and high expectations, as they pursue their high school diploma and life's ambition.

The key philosophical underpinning of the Oxton Academy program is career preparation supported by fundamental academic accomplishments. As a career preparatory academy, the School focuses on delivering the academic and foundational career skills necessary to allow students a smooth and successful transition to an actual career, where they are ready to enter the workforce immediately following graduation, or if desired, to matriculate to additional post-secondary training. All students will be afforded the opportunity to attain knowledge and proficiency necessary to prosper in their areas of interest and become qualified for high demand employment. Academics will provide structure and career interests will be used as a tool to engage and hold the student to the academic curriculum where equal focus and value shall be applied to support a comprehensive education. Integrated curriculum including job-embedded skills and an emphasis on technical reading provide the relevancy and inter-dependency of academic and career education that are often lacking in traditional programs and have been the basis for many dropouts. Moreover, many students feel overwhelmed in large impersonal high schools without the ability to connect with a supportive adult. Multiple studies around smaller learning environments have shown services such as advising, mentoring, and academic support, help to ensure that all students can achieve high standards.

Empowerment of both teachers and students is a major impetus for creating a positive school culture at Oxton Academy. While a student's K-8 education establishes the foundation necessary to support matriculation to high school, it is the actual transition itself and subsequent support structures that allow a student to succeed. Research on dropouts provides a variety of factors that influence a student's ultimate success in high school and beyond. These can be categorized into two major areas: *personal factors and institutional factors*. While both can play a significant role in student's decision to dropout, it is the belief of Oxton Academy - supported by research - that many of the personal factors can be mitigated through the flexibility of the institution, its policies and the understanding it displays.

In order to engage and motivate its students, while supporting academic proficiency as

benchmarked by the Tennessee Academic Standards, Oxton Academy will create an educationally conducive learning environment for its students. Whether one chooses to use the terms “recover,” “reconnect” or “re-engage,” the substance of this action must be predicated not only on academic growth, but on social and personal growth, as well. If a school, its teachers and administrators do not understand this concept they are limiting the potential success of a high number of their students. All individuals, and particularly this fragile group of learners, want to experience success. Success is a strong motivator, so by creating a school environment, which enables students to succeed in spite of previous social, emotional, or academic struggles, the most difficult challenge to this group has been addressed.

Through the use of available technologies, the school will employ a Student Information System (SIS) that compiles a variety of relevant student data including academic and behavioral history; diagnostic, norm and criterion-referenced assessments; previous IEP, 504 or ELL documentation; along with any other available student data (e.g. career or personal interest inventory results, participation in intervention programs, etc.). The system produces specialized reports highlighting individual strengths and deficits that allow teachers to appropriately tailor instruction to meet individual needs. The ILP process also helps to ensure proper placement of each student into appropriate classes and meshes with the School’s managed digital curricula, which are key to generating and supporting student success at Oxton Academy.

While the National Center for Educational Statistics points to chronic absenteeism as a leading cause for students dropping out, significant research on the subject demonstrates that excessive absences are frequently the symptom rather than the actual cause. In order to create a beneficial learning environment, Oxton Academy has structured its educational program around what research has shown to be key components for successful student re-engagement programs.

Personalized, Relevant Learning: Students entering Oxton Academy will select one of several highly relevant and engaging opportunities that include:

- *Advanced Manufacturing/STEM* – with FANUC and Certified Solidworks certifications in robotics and automated systems
- *Arts and A/V* – with Adobe certification
- *Business Management and Administration* – with certifications in Microsoft Office Products and Google Suite
- *Education and Training* – CDA child development certification
- *Finance* – with certifications in QuickBooks
- *Information technology* - with certifications in Cisco Networks, Cisco PC Hardware & Software, Comp Cybersecurity, Comp Networks, Web Design, Microsoft Software Development, Java Script and HTML5
- *Marketing, Distribution and Logistics* – including certifications in Hootsuite, Certified Logistics, Microsoft Office

This approach allows the student to begin exploring and developing requisite career skills in a particular industry, in tandem with mastering core academics. Through an engaging curriculum, facilitated by Oxton Academy’s CTE teachers, students participate in collaborative learning

activities, complete projects and discover how the core content subjects support their particular avenue of interest. Opportunities for internships will be built into courses of study for those students in upper grades, or those already engaged in a particular career pathway.

It is the intention of the architectural team of Oxton Academy to build a school that is made akin to a workplace setting, and not a traditional school setting of concrete walls, uninviting spaces, and classrooms that have not changed much in 100 years. The team is dedicated to having students experience a college and work setting with carpeted areas, a cafeteria modeled on the comfort and familiarity of restaurants, and classrooms that have personal security and safety as their primary experience for students.

Standards-based and Differentiated Instruction: Since many students may enter Oxton Academy with academic deficiencies not properly mitigated before they were allowed to enter high school, the School will employ a Response to Instruction and Intervention (RtI²) approach involving pre-screening with an online diagnostic assessment in reading and mathematics, high-quality instruction and intervention, progress monitoring, and the use of data to make instructional decisions. The key to a successful implementation at the secondary school level includes the use of early intervention and tiered instruction to provide the necessary support structure for struggling students. Depending on the severity of need, some students may need the help of a special education instructor and be provided with specific, sequenced interventions designed to reinforce fundamental skills necessary to provide scaffolding to more complex concepts. This individualized approach can be easily managed and supported through the digital curricula Oxton Academy will employ allowing for far greater differentiation than a single classroom teacher could provide.

Focus on Reading: Reading plays a significant role in the educational program at Oxton Academy. Oxton Academy's philosophy of career-ready students will focus on developing those who are reading at or above grade level, with emphasis on industrial reading skills such as processing, quantitative analysis, and the ability to produce an executive summary from the materials read. Most traditional high school programs offer no formal reading classes for students who have been deemed successful readers at the middle school. However, regardless of a student's reading level, Oxton Academy will provide instruction commensurate with the student's abilities and/or identified needs especially in the critical employment areas of oral and written communication.

Academic Support: As stated earlier in this section, Oxton Academy's focus on helping students become successful is a result of the empowerment of both teachers and students. In addition to teachers having daily opportunities to discuss students, review data and design curriculum, students have similar opportunities to collaborate with peers via student-centered learning activities. Such opportunities include collaborative problem solving and cooperative interaction during the 85 minutes of CTE class time. Moreover, there is one additional element that is frequently overlooked in many schools because of time considerations: allowing teachers and students the opportunity to collaborate and dialog between each other. Teachers serving as student mentors or advisors have all but disappeared from secondary schools because of the strong emphasis placed on assessment and the resulting remediation efforts. However, research on academic resiliency among poor and minority students demonstrates that a strong relationship

between teachers, who are willing to listen, and their students can ultimately impact student success. Oxton Academy will build on this important characteristic of successfully engaging current or potential dropouts, allowing students to connect with a knowledgeable and understanding adult, be it a teacher and/or counselor. Each day, the schedule will allow two blocks of time dedicated to this type of interaction. Students who do not need to conference with this advisor/mentor will be free to work on projects, virtual career classes, managed software for enrichment or remediation, or complete other work. Student issues and concerns will be shared among teachers during a designated collaboration time or their daily planning time, as needed.

Building Character: Schools are charged with replicating the society upon which communities are based. In keeping with this charge, Oxton Academy will utilize both career and academic curricula as vehicles to convey ethics, patriotism, and belief in the democratic process. Proper dress, conduct, and employability skills will be emphasized in instruction and in practice. A business-like environment is replicated in school operation as nearly as possible and students will be responsible for compliance through self-discipline. Expectations and rules will be clearly communicated, as well as the rewards and penalties for compliance and non-compliance. Research has consistently found that a lax learning environment, which creates a break down in school discipline, can significantly contribute to a school's dropout rate. This is especially true for average to good students who become frustrated with such learning impediments.

Citizenship may simply be defined as the possession of those characteristics required to be a productive participant in our democratic society. An effective school must integrate lessons that teach an understanding of, and develop an appreciation for, democracy and ethics. Character Education includes ethics such as justice, respect, responsibility, trustworthiness, and giving. Neither character nor ethics are produced by education alone. The school's responsibility extends into creating a school culture conducive to ethical practice and where the ethical conduct of all members of the school society, both students and staff, is an expected norm. Students attending Oxton Academy will soon realize that they have total control over their own academic careers and through a shared responsibility model, have representation among the administrative hierarchy of the school. Fulfillment of this overall philosophy will become a cornerstone that helps to empower students and staff members and leads to success in the world of work.

(d) Describe current research supporting the academic plan and how the plan will drive academic improvement for all students and help close achievement gaps.

Students who do not complete high school face economic and social challenges throughout their lifetimes. They are more likely to be unemployed, earn lower wages, have poor health, engage in criminal activity, and require public assistance. The WWC addressed these challenges in a 2017 publication aimed at reducing dropouts in secondary schools. Developed by a panel of practitioners and researchers, the publication offers school administrators four evidence-based recommendations for helping students stay in school, progress through school, and graduate high school.

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.

3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

Retrieved from (<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>).

As discussed in its academic approach and underlying philosophy, these recommendations form the underpinnings of Oxtan Academy's educational plan. In particular, the recommendation with the strongest evidence in support of impacting student success includes engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. As such, students are prepared for a successful transition to post-secondary learning or a career.

As cited in the WWC, the Regional Education Laboratory (REL) Northwest conducted the study at the request of the Oregon Department of Education and the Higher Education Coordinating Commission to provide a clear understanding of the state's evolving CTE landscape. Using data from 2007/08 through 2017/18, the study describes the CTE programs offered at public high schools during this period, the students who participated and persisted in these programs, and the postsecondary educational and workforce outcomes CTE graduates achieved. Researchers found that secondary CTE participation was positively related to on-time high school graduation; specifically, students who concentrated in a CTE program of study were 25 percent more likely to graduate high school in four years than those who did not. Earning a secondary CTE credit in Oregon was also positively related to higher annual earnings. These findings were consistent with a 2019 US Department of Education national study which found that career and technical education (CTE) provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs (<https://www2.ed.gov/datastory/cte/index.html>).

Additional 2019 research from the *College Quarterly* on rethinking business communication skills education retrieved from <https://eric.ed.gov/?id=EJ1221461> calls for a reexamination of the kind of transferable business communication skills that new graduates require as they enter the workforce. Market needs are studied as the focal point for developing relevant exercises to train towards workplace communication competence. A benchmark of Oxtan Academy's success will be the successful infusion of oral and written communication within its academic and CTE content.

A 2017 national review of CTE programs across all 50 states and Puerto Rico (<https://goodjobsdata.org/wp-content/uploads/Good-Jobs-States.pdf>) showed the top three most prevalent career clusters in the nation's high schools were: (1) Arts, Audio-Visual Technology, and Communication; (2) Business Management and Administration; and (3) Health Science. The percentage of high school concentrators within these career clusters in Tennessee were 6%, 7% and 22% respectively. Two of these three career clusters will be offered at Oxtan Academy.

Over the past decade, there has been greater recognition by educators, employers, and policymakers of the importance of behavioral skills and navigation factors (e.g., dependability, cooperation, interests, and goals) for education and career success. A growing body of research shows that these factors contribute to diverse positive outcomes in both education and workforce settings. In addition, recent legislation (Every Student Succeeds Act, 2015) provides states with the flexibility to include a non-academic indicator (in conjunction with traditional academic achievement indicators) when measuring K–12 student progress and success, calling attention to the role of non-academic factors in contributing to educational outcomes. These factors are also important to employers. Surveys of employers indicate an increased need for employees with a range of behavioral and navigation skills that influence work outcomes. Retrieved from <https://eric.ed.gov/?id=ED583586> (2017).

Students returning to high school after dropping out face even more challenges than those struggling to remain in school. In addition to those factors that initially contributed to the student dropping out, there are compounding issues of acceptance and ostracism from both students and teachers (Sparks, 2013). The author also cites that among the strongest support mechanisms, obtained from interviews with actual recovered dropouts is a connection with one or more teachers who actually get to know them. This important aspect of student engagement will be facilitated through Oxton Academy’s small school environment that reinforces a sense of connectedness. A previous investigation by Borman and Rachuba (2001) who studied the academic risk and resiliency of almost 4,000 students had similar findings. Institutional characteristics clearly identified that a safe and orderly school environment combined with positive teacher-student relationships were characteristics that mattered most.

In a study by the Boston-based Rennie Center for Educational Research and Policy (2012) found that among former Boston dropouts, 72 percent of those who re-enrolled through a re-engagement center were still attending more than a year later, compared with only 54 percent who came back directly to a traditional high school. This will be the niche that Oxton Academy will fill for dropouts and current disenfranchised students.

A review of more than ten years of research on dropout prevention (Kerka, 2006) reveals a very consistent set of indicators, which correspond to the Oxton Academy’s educational plan. These research-based indicators will become the foundation on which to strengthen the students’ understanding of the connection between education and job opportunities:

- Creating small schools with smaller class sizes;
- Incorporating personalization by creating meaningful personal bonds between students and teachers and among students;
- Offering of individual assistance (academic and behavioral);
- Focusing on helping students address personal and family issues through counseling and access to social services;
- Connecting students to an attainable future;
- Creating a formal counseling component that incorporates attention to personal issues along with career counseling and life-skills instruction;
- Framing a structured environment that includes clear and equitably enforced behavioral expectations;

- Providing opportunities for success in schoolwork;
- Monitoring (target the occurrence of risk behaviors, regularly collect data and measure effects of timely interventions);
- Problem-solving skills (developing capacity of students to solve problems and enhancing skills to meet the demands of the school environment);
- Making the most of instruction including providing opportunities for professional development, exploring diverse learning styles, using technology to deliver instruction, and providing individualized learning.

Personalized learning can be manifested in a variety of ways. However, most educators, researchers and policy-makers agree that some degree of personalization is a sound approach to educating students in today's world. At Oxton Academy, this takes the form of differentiation among students enabled by a digital curriculum, an available adult to guide student progress and the creation of a specific learning plan unique to the individual. The ability to tailor instruction and/or provide the necessary support structures is highly beneficial and desirable. A University of California San Diego/West Ed study (McClure, Yonezawa & Jones, 2011) concluded that schools pay too little attention to the importance of personalization. The study found that student attitudes about personalization, connectedness, and advisory *were* significantly related to academic outcomes. In particular, challenging secondary school environments, like those in low-income neighborhoods, can benefit from the personalization or connectedness of teachers and students. Further, there is a growing awareness that disengagement or a lack of connectedness is a major contributor to students dropping out of school. Study data from the (Austin, Bates & Duerr, 2011) showed that, as the percentage of students who score high in having caring relationships with an adult at the school increased, so did gains one year later in reading, language, and mathematics on SAT test scores. Similar findings were previously reported highlighting the growing importance of personalization in student expectation and accountability (Wallach et al, 2006).

Reading fluency in older students is often attributed limited vocabularies (sight words) coupled with an efficient phonics background to address new words (Torgesen & Hudson, 2006). However, if these students receive powerful and appropriate reading interventions, many can become accurate readers. To accomplish this, there is almost universal agreement that both content-area teachers and reading specialists must be involved in the remediation process (Torgesen, Houston and Rissman, 2007). Oxton Academy will adopt a comprehensive content-area approach, monitored by the Classroom Walk-Through (CWT) process to engage students in becoming better readers. This process includes:

1. **Comprehension strategies.** Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. Explicit vocabulary instruction and the use of contextual clues combined with comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text. This among the others is supported by strong evidence from the WWC, 2008, for effective adolescent classroom instruction. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf)
2. **Discussion.** Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text can be facilitated by the teacher, or can occur as structured

discussions among students in cooperative CTE learning groups. This also provides added support for oral communication, a requisite employability skill.

3. **High standards.** Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments.
4. **Reading-writing connection.** Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections.
5. **Motivation and engagement.** Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. Students will learn to process text more deeply if their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice.
6. **Content learning.** Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers will use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own.

Since reading is such a critical component of learning in academic and career coursework, an added support for struggling students will include the use of RtI². The six-step process shared above will serve as a developmentally appropriate set of constructs that will work for high school students across subject areas and intervention levels (Duffy, 2007). A hallmark of the RtI² approach is that it focuses on student outcomes that may help increase accountability for all learners within the general education setting. It promotes collaboration among not only general education teachers and special education teachers, but also among teachers of English language learners, administrators and parents. The close progress monitoring required of RtI² has the potential to reduce the number of students incorrectly identified as having Learning Disability (LD) when they may be struggling due to cultural differences or poor instruction (Cortiella, 2005). Moreover, in consideration that data plays such a pivotal role in this approach, Oxtan Academy's ability to capture and analyze data will be reflected in its strategic use among teachers, students and parents.

- (e) **Describe the curriculum and basic learning environment (e.g., classroom-based, independent study), including class size and structure for all divisions (elementary, middle, high school) to be served, and explain any differences among the divisions.**

Serving students in grades 9-12 and driven by individual learning plans, the Oxtan Academy curriculum will continuously reflect high quality blended instruction and implement evidence-based strategies, innovations and activities that facilitate achievement for all students. All instruction will occur in a classroom setting through direct instruction, or facilitated by a certified and licensed teacher. While the maximum class size will be 25, the preferred pupil/teacher ratio will not exceed 20:1 in core academic classes for the purpose of providing increased individualization and personalization. Most courses will be delivered digitally through Apex Learning with certified teachers present to guide the instructional process, monitor

progress in real time and provide face-to-face support for individual or small groups of students. A copy of available Apex coursework, tutorials and sample scope and sequence segments aligned to the Tennessee Academic Standards, has been included in **Attachment X**.

Reading/Language Arts/Writing: Oxton Academy’s English/Language Arts (ELA) program, inclusive of reading will be two-fold. Most ELA coursework will be delivered through Apex Learning with specific intervention classes delivered by a certified teacher as needed. Intervention classes will implement the following: structured independent reading time as needed to foster technical vocabulary and fluency development, reciprocal teaching, CRISS (Creating Independence through Student-owned Strategies), book sharing, cooperative strategies, graphic organizers, marginal note-taking, and will include reading strategies as an integral part of professional development for all teachers; and encourage family literacy practices.

Technical reading at various performance levels is a strategic component of Oxton Academy’s reading program. Through the use of high-interest material, aligned to their career pathways and offered at various reading levels, students begin to develop a stronger vocabulary, supported by a more in-depth comprehension of what they are reading. Unlike the other content blocks on the students’ schedules, reading may be delivered throughout the school year as necessary.

The task of differentiating instruction for struggling readers can be difficult to manage at the secondary level. However, the use of digital content can provide safety nets for students who have fallen behind. This includes ongoing diagnostic and prescriptive formative assessment that informs teachers how individual students are progressing in real-time. Learning improves when assessments are used to formatively guide instruction. For greatest effectiveness, formative assessment is embedded within the context of lesson activities, not the result of a several-times-a-year assessment. The data that ongoing assessment delivers will provide teachers with an effective method for monitoring academic progress and pinpointing student needs.

The implementation of evidence-based strategies can improve students’ ability to read and understand complex, grade-level texts. Students who lack reading proficiency need help understanding individual words and, most importantly, broader reading comprehension. Several evidence-based, classroom practices are proven to effectively improve reading achievement, including:

- Providing explicit vocabulary instruction.
- Providing direct and explicit comprehension strategy instruction.
- Providing intensive and individualized interventions for struggling readers.
- Increasing student motivation and engagement in literacy learning.
- Reading a variety of texts and analyzing them across a variety of disciplines.
- Building background knowledge through exposure to rich content.
- Teaching students, through modeling and direct instruction, to monitor their comprehension while reading.

For struggling students, motivation is critical to help them reach grade level proficiency. Engagement increases when a perceived challenge and a student's skillset are in balance, instruction is relevant, and the learning environment is within their control. Students need instructive feedback when they struggle and immediate feedback when they succeed. Providing content that is relevant, interesting, and instructionally sound can help keep adolescent students interested and motivated to learn. Moreover, when instruction and feedback on success directly tie to State standards and assessments, there is no longer a disconnect as frequently seen when schools use several disparate programs.

These evidence-based practices provide a path to help below proficient readers find success in grade-level instruction. Of all the school-related factors impacting student performance, evidence-based instructional materials matter most. By implementing these evidence-based practice, the School can effectively utilize its digital curriculum to place more below proficient readers on a trajectory for academic success.

Instruction in English I, II, III, and IV will continuously emphasize fundamental functions of language along with oral and written communication. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage in preparation for TCAP Assessments (as applicable) and the effective use of speaking and listening skills, higher-order reading skills and study skills enabling success in school and beyond when entering the world of work. Oxton Academy will provide students numerous opportunities to write within each content area in various modes, including, but not limited to, expository, persuasive and narrative. Writing is also a major component of many CTE assignments, helping students convey an understanding of their work in a clear, concise manner.

Mathematics: With a focus on increasing the level of rigor, coherence, and clarity, and to remain competitive with national and international measures of student achievement, Oxton Academy will implement the Mathematics and the objectives from the state course code descriptions for mathematics content in Algebra I and II, Geometry and Integrated Math as the base for instruction. The mathematics program will also incorporate the National Council of Teachers of Mathematics (NCTM) *Focus in High School Mathematics: Reasoning and Sense Making* Curriculum and (.5) credit of Personal Finance. These are especially relevant in preparing students to face the economic and workforce challenges of an increasingly global, technological society by helping them apply mathematics in a variety of contexts, including their future lives as responsible citizens.

This comprehensive approach to instruction integrates the five areas of math (numbers and operations, measurement, geometry, data analysis and algebra). The curriculum includes the use of manipulative-based activities, models, pictures and symbols to communicate mathematical ideas and demonstrate their applications. Oxton Academy endorses the NCTM's belief that in order for students to receive a high-quality mathematics education, they must understand the need for mathematics in everyday life. In addition, the school will seek teachers who, besides being content experts, are also able to make the connection between the mathematics content and process standards within the curriculum. Moreover, proper delivery of instruction drives academic success when teachers know the learners, know their resources, and are aware of the strategies needed to improve student learning. As with reading, the delivery of mathematics

instruction will include determining students' current mathematical skills, matching instructional strategies and assessments to the objectives, and planning instruction that is appropriate and challenging to students at all levels. This includes the integration of science, STEM and other career focused activities through inquiry-based learning, which help students comprehend how mathematics is applied in real-life situations.

Furthermore, the School will consistently monitor the mastery of the Tennessee Academic Standards in order to ensure mathematics instruction is provided in a sequential, consistent, and challenging format. Through the use of its Student Information System (SIS), the Oxton Academy standards-based instructional model will continually inform students of their progress while helping them gain a deeper understanding of content rather than a broader base of knowledge. Teachers have the ability to support students as necessary and to structure the mathematics block to leverage time in the most appropriate manner.

Science: The Science curriculum is aligned with the *Tennessee Academic Standards* for Science and the content standards of the National Science Education Standards, while incorporating TCAP test item specifications, as applicable, in content delivery. The purpose of the science program is to provide students with a broad knowledge of scientific concepts while securing a solid foundation for students to pursue postsecondary education as applicable. The science curriculum content includes a combination of direct and inquiry-based, learning activities. It is important to provide students with foundational information and skills in a more formalized learning environment in order to set the stage for more independent, discovery learning.

Instruction will include Biology I with two additional choices (including Chemistry or Physics and a third lab course) resulting in a minimum of three science credits. Each area will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the school will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. Further, the integration of mathematics is an essential aspect of the problem-solving process and plays a pivotal role in addressing interdisciplinary activities. Reinforcement of this interdisciplinary approach through the pairing of science and mathematics blocks of time in the same semester allow sufficient time for any number of student-centered activities to occur in an uninterrupted setting. Moreover, the limited number of courses offered each semester promotes a more intense learning environment for students to master science standards that may have eluded them during their previous school experience.

Digital teaching strategies will emphasize active learning, both individually and in groups. Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world STEM applications. The integration of technology for blended learning class presentations, independent research, virtual lab experiments and student-developed presentations promote a highly engaging and motivational experience for students.

Social Studies: The overarching goal of social studies instruction at Oxton Academy is to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation and interdependent world. To this end, the social studies program promotes civic competence and ensures that the values and ideals that have shaped our democratic nation continue to be instilled in our youth. In addition to addressing the *Tennessee Academic Standards for Social Studies*, the Oxton Academy social studies program will incorporate many aspects of the school culture and student empowerment. Following governmental protocols, students elect peers to represent them on the Oxton Academy Council, composed of faculty, students and administration. This body oversees the safe and civil operation of the school with a focus on continuous quality improvement. This process provides students with a practical application of many social studies standards and is recommended by the National Council for the Social Studies.

Students shall complete three credits of Social Studies. The content of the social studies courses will be consistent with Tennessee Academic Standards and with admissions requirements of Tennessee public institutions of higher education. Required courses include United States History and Geography, World History and Geography, Economics, and United States Government and Civics. In order to meet the Social Studies course credit requirements to earn a full diploma upon graduation from high school, each student must take and pass the CMCSS civics test pursuant to T.C.A. § 49-6-408.

Oxton Academy will also strive to take advantage of the natural correlation of language arts and social studies to offer both blocks during the same semester. Through interdisciplinary instruction, students implement guided/independent writing activities with a focus on the comprehension of social studies concepts. These concepts will be further explored through the debate process, helping students build and strengthen research and public speaking skills. Teachers will be trained to look for the overlap of science and mathematics standards in social studies instruction. This overlap provides teachers with an opportunity to either introduce or reinforce select standards and show students how education and the world are truly integrated.

Electives: Due to its limited enrollment, Oxton Academy will also limit its elective offerings to focus primarily on career preparation. These CTE courses will be primarily delivered in a traditional classroom setting with embedded opportunities for experiential learning. Apex Learning may be used to supplement a particular pathway, should relevant courses be available in their catalog. The School will also take advantage of waiver opportunities to expand each student's CTE focus and attainment of industry certification(s) per Policy 3.103. Per T.C.A. Statute 49-6-1010, every candidate for graduation shall have received a full year of computer education at some time during the candidate's educational career. Since most of Oxton Academy's elective offerings align themselves with this requirement, only students who have not previously taken such a course, or are not pursuing certifications in a technology-based pathway will need to complete it. The career pathway offerings at Oxton Academy shall include several of the following (based upon student interest and focus):

- 3.1 Computer Literacy
- 3.2 Advanced Placement Computer Science Program

- 3.6 Computer Applications

- 14.2 Digital Electronics
- 14.3 Introduction to Electromechanical
- 14.5 Mechatronics I
- 14.6 Mechatronics II

- 17.3 A/V Production I
- 17.4 A/V Production II
- 17.5 A/V Production III
- 17.6 Digital Arts & Design I
- 17.7 Digital Arts & Design II
- 17.8 Digital Arts & Design III

- 18.1 Advanced Computer Applications
- 18.2 American Business Legal Systems
- 18.3 Business & Entrepreneurship Practicum

- 18.4 Business Communications
- 18.5 Business Economics
- 18.6 Business Management
- 18.7 Computer Applications
- 18.8 Introduction to Business & Marketing

- 19.1 Early Childhood Education Careers I
- 19.2 Early Childhood Education Careers II
- 19.3 Early Childhood Education Careers III
- 19.4 Early Childhood Education Careers IV

- 20.1 Accounting I
- 20.2 Accounting II
- 20.3 Banking and Finance

- 25.1 Cabling and Internetworking
- 25.2 Coding I
- 25.3 Coding II
- 25.4 Coding Practicum
- 25.5 Computer Science Foundations
- 25.6 Computer Systems
- 25.7 Cybersecurity I
- 25.8 Cybersecurity II
- 25.9 Cybersecurity Practicum
- 25.10 IT Clinical Internship
- 25.11 Mobile App Development
- 25.12 Networking
- 25.13 Web Design Foundations

25.14 Web Site Development

25.15 Web Design Practicum

28.29 Robotics and Automated Systems

Students shall also complete one (1) credit in wellness and one-half (.5) credit in Physical Education as follows:

6.1 Physical Education

6.2 Health Education

6.3 Wellness

(f) **Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?**

Through the use of its SIS and ILP development process, Oxtan Academy will systematically identify and categorize student needs. So, whether an incoming student is in need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The Oxtan Academy flexible block schedule and digital curricula empower the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, teachers have the ability to assist individual or small groups of students under their purview and adjust the configuration of their content blocks to optimize curriculum delivery. A progress -monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs daily, to obtain assistance or to share a concern.

Students identified below grade level in any given area will have targeted tutoring and/or digital tutorials as a requirement of their ILP with weekly progress reports to track improvements. In order to meet the diverse needs of our students, tutoring will be delivered by teachers and digitally through prescriptive technology and virtual instruction, or by volunteers during the *advisement time* and/or embedded into a content block. This may include one-to-one support, small groups or an entire class depending on circumstances. With a larger block of time, teachers have a greater opportunity to get know their student's diverse identities and to provide an increased level of personalization.

To further support the Oxtan Academy approach, research from a panel of six experts examined 21 research studies on dropout prevention interventions that met evidence standards or standards with reservations (Dynarski, Cobb, Finn, Rumberger, & Smink, 2008). Based on a review of these studies, the panel identified key components of each intervention and identified features that were common to multiple interventions. The panel then developed six recommendations for reducing dropout rates. Among the six were two important tenets of the Oxtan Academy approach to its instructional methods and the way its curriculum will be presented. Both were found to have a more significant impact than most of the others. These were the *creation of a personalized learning environment and related instructional processes*

and the *implementation of rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and succeed after they leave school*. The related strategies supporting these two areas included the student-centered approaches of problem and project-based learning.

Oxton Academy's program will also horizontally align courses to capitalize on opportunities to cross connect core curricular elements and enhance the learning experience with a *real world* approach designed to help motivate students and promote a stronger career focus. By integrating the practices of Understanding by Design, High Schools that Work, Differentiated Instruction, and several of the other tenets of the Oxton Academy approach, students will be able to develop interdisciplinary, individualized, and career-based projects to help demonstrate mastery of the Tennessee Academic Standards. Research in this regard (McTighe and Seif, 2003) has confirmed the effectiveness of these strategies inclusive of:

- A **challenging curriculum** designed to equip students to think analytically, to reason, judge and balance opposing viewpoints. Such a curriculum supports the use of knowledge to solve problems; use academic and technical content and processes to complete tasks typical of those found in the workplace and community; and construct new meanings and understandings from information and ideas.
- **Teaching for understanding** provides challenging situations in which students test their knowledge by solving problems, building products, and giving performances or writing reports that synthesize thorough analysis of a topic, a concept, or an idea.
- **Teaching in a meaningful context** provides a way to apply academic learning to important 'real-world' problems and helps students "see meaning and purpose in their studies.
- **Setting clear performance standards** so that assessments of learning are based on clearly stated standards that require students to demonstrate their understanding of new knowledge and skills. In this type of assessment, students use their knowledge to address a problem or an issue similar to ones encountered in a career field.

Another important dimension of the Oxton Academy's curricular approach to instruction involves the use of technology. While the significance of technology is clear in the realm of the delivery, the analysis of assessments and in the continual monitoring of academic progress, it will also serve both students and teachers in the delivery and mastery of standards-based content. Computer instruction and tutorials can produce very favorable results especially in natural and social science instruction where computer-generated examples and models help students better relate to core concepts and their correlating standards. Effects of tutorials on test scores in a meta-analysis of studies were large enough to be considered educationally meaningful and were also unusually large for field studies in education. Tutoring effects on student attitudes toward instruction and science were also large. Evaluation studies suggest that student attitudes go up dramatically when students receive their instruction from computer tutorials (Kulik, 2002).

A further example of how Oxton Academy's curricular approach can impact the targeted population is in a study of learning-disabled secondary students who were reading three to four grade levels below placement. These students were shown to lack decoding and word

recognition, essential to fluency and comprehension. Through the use of hypertext Web links to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

While there has been debate over the ability of classroom teachers to adequately differentiate instruction, there is also strong evidence that this can be more easily attained through the use of student empowerment and technology. Giving students choice, some education experts argue, may be as important as deciphering ability levels before differentiating. In particular, this allows high school students to practice the critical thinking and problem-solving skills needed in the current economy. Further, when combined with putting content on computers and having the teacher adjust the software settings to suit student-learning goals, rich programs can be implemented (Pappano, 2010).

Finally, at-risk and disenfranchised learners, who have endured negative experiences with a traditional approach to learning can clearly benefit from Oxtan Academy's student-centered design. Through its digital curricula, students can progress at their own pace and will have opportunities to recover credit pursuant to Part VII of Tennessee's High School Policy 3.103 in concert with the authorizer's rules and processes. The safe, small-school environment is also conducive to many students who feel overwhelmed or ostracized by larger, impersonal high school settings.

(g) Explain how the academic plan aligns with Tennessee's academic standards.

Oxtan Academy's academic plan and course content aligns well with the Tennessee Academic Standards. All instruction, whether delivered directly by classroom teachers, or through the digital curricula is based upon and aligned with these standards. Apex Learning adjusts each of its courses to comply with State requirements, content and academic standards. Ensuring alignment requires a couple of key components from quality providers, including Depth of Knowledge Certification and Understanding by Design.

Depth of Knowledge Certification: It has become the industry standard for education content providers to offer standards-aligned content, and partnering with the WebbAlign Depth of Knowledge Framework (DOK) Partner Certification validates the process for ensuring rigor, alignment of curriculum and content to learning standards. Through a study of standards, DOK develops a deep understanding of both the rigor — complexity of thinking — and difficulty — degree of “hardness” — needed for students to perform to standards on high-stakes exams.

Understanding by Design: Following DOK alignment, Apex designers use Understanding by Design, or Backward Design, to build an effective and rigorous curriculum that is within reach for every student. This means determining if students have mastered the standards being tested and designing the targeted assessment around it. The curriculum and instruction should then be built to prepare students to meet a specific requirement. Lessons should be designed for the

assessment, and the curriculum should be built to meet the standards being assessed. The following excerpts from the Apex Course Guides show direct alignment to the Tennessee Academic Standards in core and elective offerings:

English I

1.ELEMENTS OF LITERATURE 1

IMAGERY

- 9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.W.T T P.3.f Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

FIGURATIVE LANGUAGE

- 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

THEME

- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

Accounting I

<i>Standards: Key Business Processes</i>	<i>Apex Course Framework</i>
8) Explore cash control systems and evaluate the importance of these systems to the security and stability of a business. Outline and demonstrate the steps for maintaining a checking account, including properly writing checks, tracking the check book balance, and reconciling that balance with the bank statement. Practice journalizing NSF (Not Sufficient Funds) checks, bank fees, and business credit card fees.	UNIT 4: WHAT ARE INTERNAL AND CASH CONTROLS? Lesson 1: Internal and Cash Control Lesson 2: A Closer Look at Cash Controls UNIT 7: PAYABLES AND RECEIVABLES Lesson 1: Accounts Receivable Lesson 2: Accounts Payable
9) Compare and contrast different means of paying employees, evaluating which methods provide the best motivation to reach company goals. Establish a complete payroll system, including reviewing various means of tracking hours worked, completing a payroll register, preparing an employee earnings record, and	UNIT 8: PAYROLL Lesson 1: Employee Payroll Lesson 2: Payroll Taxes and Reports

cutting employee checks. Journalize and post for each account affected in the process.	UNIT 9: ACCOUNTING FOR CORPORATIONS Lesson 1: Accounting Across Different Business Types Lesson 2: Accounting for Corporations
10) Use the federal tax tables published by the Internal Revenue Service (IRS) to calculate the correct tax withholding for each employee, justifying the selection. Journalize and post to reflect the payment of the ongoing payroll liabilities, including Federal Income Tax, Social Security and Medicare taxes, Medical Insurance, and any other withholdings.	UNIT 10: FINANCIAL STATEMENT ANALYSIS I Lesson 1: Understanding Financial Statements Lesson 2: Preparing Financial Statements I UNIT 11: FINANCIAL STATEMENT ANALYSIS II Lesson 1: Preparing Financial Statements II Lesson 2: Analyzing the Financial Statements

Additional examples may be found at <https://www.apexlearning.com/catalog> and in **Attachment X**.

- (h) If your academic plan includes blended learning, describe (x) which blended learning model the proposed school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), (y) the role of teachers within the blended learning environment, and (z) how this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.**

Oxton Academy plans to use Apex Learning as the primary core curriculum, with Apex providing several additional CTE courses and supplemented with State intervention courses (as needed) delivered through direct teacher instruction. These supplemental courses include:

- 1.1 Special Education Intervention
- 1.2 Tier II English Language Arts
- 1.3 Tier III English Language Arts
- 1.4 Tier II Mathematics Intervention
- 1.5 Tier III Mathematics Intervention

All Apex courses are aligned to Tennessee Academic standards and provide students a significant level of individualization, which our targeted student population requires. Oxton Academy plans to recruit students for whom a traditional high school program does not work. These students are struggling in their current high school, or have already dropped out finding their assigned school did not meet their diverse needs. No single teacher can adequately differentiate instruction to meet the needs of Oxton Academy's diverse student population. Therefore, the classroom teacher will take on the role of facilitator, tutor and mentor while overseeing students interact with content uniquely aligned to their learning style and reading level. Further, the Apex curricula provides a variety of engaging delivery methods, that an individual teacher could never compile to serve as learning models or examples. Computer instruction and tutorials can produce very favorable results especially in natural and social science instruction where computer-generated examples and models help students better relate to core concepts and their correlating standards. Effects of tutorials on test scores in a meta-analysis of studies were large enough to be considered educationally meaningful and were also unusually large for field studies in education. Tutoring effects on student attitudes toward instruction and science were also large. Evaluation studies suggest that student attitudes go up dramatically when students receive their instruction from computer tutorials (Kulik, 2002).

The teacher/facilitator role is important to help the students connect their academic learning to their career focus. Thus, demonstrating how academics provide the underpinnings of a successful career. The digital curriculum provides teacher flexibility that supports a much more differentiated approach necessary to address students with divergent needs. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. The digital curriculum also provides the teacher with real time feedback on student progress, which allows the teacher to vary the presentation methods offered and/or pull students aside for a directed learning activity.

Oxton Academy's curricular approach can also positively impact a subgroup of the targeted population, A study of learning-disabled, secondary students who were reading three to four grade levels below placement, were shown to lack decoding and word recognition, essential to fluency and comprehension. Through the use of integrated software to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

While there has been debate over the ability of classroom teachers to adequately differentiate instruction, there is also strong evidence that this can be more easily attained through the use of student empowerment and technology. Giving students choice, some education experts argue, may be as important as deciphering ability levels before differentiating. In particular, this allows high school students to practice the critical thinking and problem-solving skills needed in the current economy. Further, when combined with putting content on computers and having the teacher adjust the software settings to suit student-learning goals, rich programs can be implemented (Pappano, 2010). The digital curricula can also assess learning gains in real time and provide students, teachers and parents with timely achievement updates correlated to State standards.

The WWC published evidence-based recommendations (2017) on reducing dropouts in secondary schools. Developed by a panel of practitioners and researchers, the publication offers school administrators four researched strategies for helping students stay in school, progress through content, and graduate high school. Retrieved from (<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>). Driven by digital curricula, each of these aligns to the approach that Oxton Academy will take to close the achievement gap of its disenfranchised learners.

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.

2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

In the Apex Learning digital curriculum, the instruction and evaluation is constructed around a taxonomy of knowledge, in which different types of understanding are targeted by specific activities and assessments. A spiraling technique of gradually exposing students to a range of ideas related to a single concept helps students effectively build on prior knowledge, facilitating their ability to apply what they have learned to new concepts. This is accomplished through the use of activity types, each suited for the type of learning at hand, that are presented in increasing depth.

Critical thinking, problem solving, and questioning are integrated into all courses to support engagement and active learning. Students observe, inquire, confirm, connect, and create as they organize information and build knowledge in Apex Learning lessons. There are frequent opportunities to check one's understanding, empowering the learner to look back or ahead and control their own progress. Each Apex Learning course is carefully crafted with a predictable, consistent, and coherent unit-lesson-activity structure to facilitate use by teachers and support for learners. This clearly presented content is helpful for adolescent learners.

Objectives are presented in ways that tap the interests of learners and effectively use technology to involve and challenge. Heeding research on active learning, anticipatory frames focus students on what they need to know and do in the units and lessons. "Big questions" and conceptual frames trigger students' curiosity and elicit their initial thoughts about the principal ideas. Not only do students anticipate what is coming and what is expected of them, but with the digital platform, the objectives also remain transparent, a click away wherever students are in the lessons. Having a window on the overall learning process improves students' progress toward the goals.

Direct Instruction: Direct instruction components in Apex Learning lessons often lead with real-world examples and with challenging questions to make the content inviting and relevant for adolescents. As students learn academic content with Apex Learning digital curriculum, they are supported with scaffolded instruction that effectively uses research-based reading and comprehension strategies—including questioning, advance organizers, summarizing, and note taking—with instructional supports available as needed to provide extra support. These active reading strategies deepen connectedness of text both online and in print.

To deepen engagement and understanding, students commonly use processes such as guided inquiry, the scientific method, and reading, writing, and problem-solving processes. Because Apex Learning curriculum is digital, the online platform seamlessly provides these instructional supports and offers benefits for comprehension over traditional instruction.

Once students are familiar with content, they have opportunities to test their understanding of what they have just learned with embedded self-assessments. Self-assessments come in a variety of formats including checkup activities, self-check games, and interactive assessments. Students get immediate corrective feedback that informs them about their understanding.

Metacognition—actively self-monitoring learning and understanding—develops as students take control of their progress through the lesson. They can move ahead when content is mastered or revisit the previous instruction, drawing on appropriate embedded supports and requesting teacher guidance as needed. Knowledge is deepened at strategic points throughout each lesson with practices, labs, journals, readings, discussions, explorations, and projects.

Constructed Practice: Practice activities help build fluency and target written communication and analysis. Labs provide practice with scientific methods, lab procedures, science terminology, and data analysis. Discussions offer asynchronous forums for students and teachers to build on one another’s understanding and develop communication skills. Explorations are inquiry-based activities that invite students to explore alternative points of view or to go into more depth on a topic, often by searching in vetted websites. Journals encourage reflection, and in some cases analysis, as students evaluate their personal perspectives and relate them to concepts or apply their original insights to close reading. Projects are individualized extensions of learning.

Chunked Instruction with Frequent Formative Feedback: Frequent self-checks are designed to allow students to demonstrate understanding across the taxonomy—but the focus is on recalling, explaining, using, and differentiating. Computer-scored assessments have a similar focus. Checkups are largely about application. Teacher-scored activities and assessments extend across the taxonomy.

The presentation of information in Apex Learning is constructed to reduce extraneous process and promote student learning. It begins with consistent navigation throughout Apex Learning Courses and Adaptive Tutorials. Using the table of contents, it is easy for students to select and see the corresponding content. Content is carefully presented so that students have appropriate access to multimodal information without being overwhelmed, and the conversational voice of the instruction stimulates learning.

Throughout activities there is a balanced mix of reading, observing, listening, watching, and doing, where effective use of text, pictures, audio, video, and interaction capture and keep learners’ interest. Multiple modes of media are used in activities to deepen understanding of complex information and challenging concepts. For example, with the digital curriculum, students studying biology can learn the concept of population growth by viewing a short video on how populations use resources. They can learn about the same concept by reading illustrated text on how the human population is expanding. They can also change variables in a simulation of carrying capacity in which the consequences of population growth become immediately visible. And they can listen to audio on how technology is being used to meet population challenges—all while taking notes in a graphic organizer. Students are never presented with a long video or text passage, and they are never presented with media without an opportunity to respond to it with something other than a quiz. In this active online learning environment, deep understanding results from the range and diversity of experiences students have with content.

Persistence and resiliency result from encouragement, formative feedback, and steady reminders to use all the resources at hand to solve a problem rather than walk away from it.

Apex Learning has taken special care to present all content in small “chunks”—in learner-paced segments rather than being presented in one continuous stream—with limited content on one page of instruction. This supports research on both processing of information and student engagement. Within these small segments, prompts and interactive exercises give students frequent opportunities to check their understanding and apply what they learn.

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

N/A

1.4 Academic Performance Standards

In this section:

- (a) Describe the proposed school's annual and long-term academic achievement goals.

The following represent Oxton Academy's annual and long-term measurable goals. Having previous experience with an endeavor of this type, the Sponsor and its associates have set realistic objectives for the short term and a more robust focus on the future. Of course, as in any new undertaking, especially one that will target a very fragile and disengaged population, the School will most likely have to adjust some annual goals as the educational process evolves.

Annual Academic Goals:

- Pursuant to Tennessee Strategic Goal Benchmark 3B, 100 percent of Oxton Academy students will complete a High School and Beyond Plan, or a Transition Plan for students with IEPs, by the time they finish 11th grade.
- By the end of each year as an established charter school, a minimum of 50% of enrolled students at Oxton Academy who have previously dropped out of one or more schools will have become re-engaged in the educational process as demonstrated by successful completion of one or more high school academic courses.
- Of those students attending Oxton Academy for a full year, 75% will achieve an End of Course (EOC) Assessment Level 2 or higher for those academic courses requiring such an assessment.
- The annual rate of Career/Technical Education (CTE) concentrators for Oxton Academy will meet or exceed the State average.
- By the end of each semester a minimum of 75% of enrolled students at Oxton Academy will earn a minimum of three credits.

Long-Term Academic Goals:

- Pursuant to Tennessee Strategic Goal Benchmark 3A, 90% of students graduating from Oxton Academy will have achieved one or more of the Ready Graduate Indicators.
- For those students entering high school for the first time as ninth graders, 75% will meet graduation requirements within four years.
- Of those students attending Oxton Academy for two or more years, 65% will earn at least one industry certification prior to graduating.
- After five years as a Charter School, Oxton Academy will achieve a minimum graduation rate consistent with that of the State of Tennessee.

- (b) Describe the process for setting, monitoring, and revising academic achievement goals.

Students today face increased challenges of globalization and changing economic and social opportunities. To prepare secondary students for success in college or for life, curriculum must prepare them to develop expertise to accomplish complex tasks and solve complex problems. Today's more rigorous learning standards address this in part, but they do not address how

curriculum needs to be designed, nor do they offer a comprehensive picture of what it means for students to learn across disciplines and apply their learning outside of and beyond secondary school. Students need integrated knowledge of facts, concepts, and strategies that will enable them to make connections and contributions to complex issues such as those related to the environment, health, and the economy (Partnership for 21st Century Skills, 2009). More than ever, education must help learners become innovators—with the ability to apply their knowledge flexibly and creatively to solve problems in new situations.

With this end in mind, Oxton Academy will employ a data-driven approach to educating its disenfranchised youth which includes initial goal-setting, monitoring and revising (as needed). As mentioned, the Sponsor and its associates have extensive experience with the targeted population from the delivery of counseling and academic intervention services through the successful operation of a dropout recovery, career-oriented charter high school. Supported by this background knowledge and a review of available student performance data from the District and State, Oxton Academy has developed its initial academic achievement goals. These may be adjusted with input from the charter board members, parents, teachers and students during the initial year of operation and in ensuing years as necessary.

In particular, the first academic year of operation is critical in establishing baseline student achievement data. These will be established and collected inclusive of required statewide assessments and the internal assessments used for ongoing progress monitoring of school-wide and individual student growth. Student assessment data will be used to inform students, teachers, and parents whether a student is making progress, and to identify what areas need strengthening. The school will also utilize student performance data in the development and monitoring of the Individual Learning Plans (ILPs) to track and improve student performance in the core academic areas. Formative assessment results will guide teachers in lesson planning and individualizing instruction. Student performance and assessment data will also be used to formulate school improvement performance criteria in the core academic subject areas for the consecutive years that follow. Additionally, student performance data will guide school leaders in the development of a professional development plan to meet the instructional needs of teachers. Assessment results will provide information regarding the effectiveness of the educational program and will allow leaders to assess the school's progress toward meeting the proposed academic goals. Oxton Academy will compare rates of academic improvement of its students to surrounding schools aligning similar subgroup populations and using published data on student performance.

Through its standards aligned, digital curricula, Oxton Academy will be able to monitor student performance in real time. This process offers School leadership an ongoing opportunity to evaluate progress towards annual and long-term goals. Moreover, and most importantly, it offers the administration and faculty insights into student performance across the curriculum on a week-to-week basis. With full courses being delivered in an 18-week semester, formative monitoring highlights both areas of success as well as deficits that need immediate attention prior to the culmination of the semester. This evaluative mechanism will help School leadership determine whether the annual goals are feasible during the initial year of operation, or whether they may be too demanding for those students recruited to the Oxton Academy. Further, leadership does not have to wait until the end of each academic year to see whether they met or

missed their projections. As a result, the School will be able to do a far better job in serving its students and their families from a more realistic approach to teaching and learning.

- (c) **Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.**

The Principal and teachers will monitor student data to ensure that students are making learning gains according to State standards. The Governing Board will receive a report on student performance at every board meeting by the Principal in order to monitor the quality of the educational program and the level of student performance. The reports that are presented to the Board will be disaggregated to show student performance by school, class, sub-group, and individual students. Should individual students, or the school as a whole fall below State, District or School level goals, appropriate action will be taken to address each of these areas as follows:

School Performing Below Expected Levels

If the school is performing below expected levels, as determined by an analysis of progress monitoring data, school results from the prior years, and results of comparable schools, School leadership will meet with teachers to review areas that need improvement. Additionally, the Principal will facilitate Professional Learning Communities (PLCs) to allow teachers to analyze data by skill and share best practices. The Principal will conduct daily classroom walk-throughs to determine whether teachers are implementing the school's educational plan with fidelity. Support staff will review progress monitoring data to determine whether there is improvement in each area. Additional professional development will be provided to the staff, as needed, based on a review of the data.

Class Performing Below Expected Levels

If a particular class is performing below expected levels, as determined by progress monitoring assessments, as well as a comparison to other classes during the current and previous years, the Principal will address the problem immediately. The Principal will notify the teacher of the problem conduct informal observations in targeted classrooms to determine the problem and provide the teacher with feedback and support. The School's Lead Teacher and/or academic consultants will assist the identified teacher through a review of lesson plans to ensure that effective strategies and methods are being used to supplement any digital curricula. The Principal will continue monitoring student performance in the class and teacher performance through consistent classroom walk-throughs. If needed, the Principal will require the teacher to participate in more in-depth professional development. Analysis of student achievement results on progress-monitoring assessments will take place on a more frequent basis to ensure that learning gains are taking place as a result of the individual support and assistance. If student performance does not improve, additional measures may need to be taken.

Sub-Groups Performing Below Expected Levels

If an analysis of the student performance data reveals that any of the School's subgroups are underperforming, and there is a learning gap among subgroups, the Principal will meet with the faculty to review this information. Teachers will be required to address the needs of these students through appropriate strategies and interventions. The Principal will monitor implementation of strategies and interventions by reviewing lesson plans and visiting classrooms

each week. Analysis of student achievement results on progress-monitoring assessments will take place on a more frequent basis to ensure that learning gains are taking place as a result of the individual support and assistance. If student performance does not improve, additional measures may need to be taken.

Students Performing Below Expected Levels

If student achievement is below expectations and the student progress monitoring data reports indicate that a student is not making adequate progress, the school will utilize the RtI² framework and seek the assistance of support staff, as necessary, to develop an RtI² Plan for the student. The Plan which will be developed with the participation of the parents, will include goals, intervention strategies/activities, evidence of completion of strategies/activities with due dates, methods of assessing growth, persons responsible for implementing strategies and activities, and status of implementation at interval points throughout the implementation of the RtI² Plan. Parents of students who are not making adequate progress will be contacted and involved in the process.

- (d) **Describe the proposed school's approach to helping remediate students' academic underperformance, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.**

Through creating a more personalized learning environment driven by the Individual Learning Plan (ILP) process, Oxton Academy will continue to systemically identify and categorize student needs. So, whether a current or incoming student is need of specific IEP services or reading decoding skills, an appropriate educational plan is developed. The block schedule allows teacher flexibility which empowers the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. A progress-monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Both teachers and students have daily opportunities to conference during the scheduled advisement time to obtain assistance or to share a concern. With that said, regardless of any short-fall in academic achievement, be it school-wide, classroom or sub-group, the over-arching approach of a student-centered environment is fundamentally the same – student centered.

Students identified below grade level in any given area will have targeted tutoring as a mandatory requirement of their ILP and weekly progress reports to track improvements. Teachers, digital tutorials, or volunteers may deliver tutoring during the support time, before/after School, or embedded into available content and/or elective blocks. Moreover, a student with a disability may have complex and unique needs, the strategies and tools of instruction will be constantly modified so that each student can succeed at learning. The School's curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress. Each student who does not meet specific levels of performance as determined by EOC assessments will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

For each student with an identified deficiency, the School will note this on the student's ILP and develop appropriate remediation strategies in collaboration with the student's parent(s). The academic improvement plan is designed to help the student in meeting state and district expectations for proficiency. The academic improvement plan is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student's individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the School. The student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion/graduation, is reached. When the determination is made that a child is not working to academic standards, no matter what the time of year, an academic improvement plan that is driven by a diagnostic assessment will be written. The individual education plan (IEP) will suffice for an academic improvement plan for exceptional education students (except those ESE students placed for speech/language or gifted only).

Oxton Academy will provide an educational program that is accessible and comprehensive for all of its pupils regardless of their academic levels. Therefore, the School will apply the methods of a Response to Instruction and Intervention (RtI²) system of support for its students. Consistent with the three tiers of RtI², the progression of the students will be monitored frequently within the curriculum as well as within their interventions to ensure that modifications of the program are executed within a reasonable time frame and accurate information is communicated through teachers, parents and support team. While this systemic approach is most viable for those students who are part of an Exceptional Student Education (ESE) program, all students - especially those struggling academically - will benefit from targeted interventions as well as progress monitoring. For those students with identified disabilities, an ESE teacher and support team will be responsible for the proper implementation of the Individual Education Plan (IEP) that corresponds to all of the students participating in the ESE program. Annual meetings between the parents and IEP team will assess data and determine if changes must be made for the purpose of academic, socio-emotional or behavioral improvement.

Additionally, for school-wide issues, there will be systematic review of current progress monitoring data, School results from the prior years to identify any trends and a review of comparable schools by School leadership including the Principal, Asst. Principal, Counselor, Lead Teacher and applicable staff. In turn, this group will meet with the entire faculty to review specific areas that require improvement. Additionally, the Principal will allow teachers to further analyze data by skill and share best practices for initial teaching and reteaching. The Principal and key staff will conduct periodic classroom walk-throughs to determine whether teachers are implementing the school's educational plan with fidelity. The leadership team will review progress monitoring data to determine whether there is improvement in each identified area. Additional professional development will be provided to the staff, as needed, based on a review of the data.

If an analysis of the student performance data reveals that any of the School's subgroups are underperforming, evidenced by a significant learning gap, the Principal will meet with the faculty to review this information. Teachers will be required to address the needs of these students through appropriate strategies and interventions previously identified at the beginning of this section with available professional development to assist as needed. The Principal and

designee will monitor implementation of strategies and interventions by reviewing lesson plans and visiting classrooms each week. Analysis of student achievement results on formative assessments will take place on a more frequent basis to ensure that learning gains are taking place as a result of the individual support and assistance. If student performance does not improve, more comprehensive measures will be taken.

- (e) **Describe goals for student attendance and explain how the proposed school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.**

While the National Center for Educational Statistics points to chronic absenteeism as a leading cause for students dropping out, significant research on the subject demonstrates that excessive absences are frequently the symptom rather than the actual cause. In reviewing the District's Chronic Absenteeism rates for the past three years, the percentage of students meeting this definition has increased from 8.2% to 13%. Of course, the past two years have been greatly impacted by Covid-19, resulting in somewhat inflated numbers. Even though the School will seek out at-risk students as the majority of its student population, it is Oxton Academy's goal to equal or surpass the District's rate of student attendance beginning in its first year of operation. In order to accomplish this the School will create a beneficial learning environment with a structured educational program around what research has shown to be key components for successful student re-engagement programs. These attributes also include methods to address any excessive absenteeism as discussed below.

- **Personalized, Relevant Learning:** This approach allows the student to begin exploring and developing requisite skills that transfer to any career, as well as for a particular industry of the student's choosing, in tandem with mastering core academics. Through an engaging curriculum, facilitated by Oxton Academy teachers, students participate in collaborative learning activities, work at their own pace to avoid frustration and discover how the core content subjects support their particular avenue of interest. Opportunities for internships will be built into courses of study for those students in upper grades, or those already engaged in a particular career pathway. Guiding this process will be a counselor(s) whose job will be to understand each student including strengths, weaknesses and background.

The School's counselor will have access to an extensive database that will track the academic, early warning indicators of each student and help to flag areas of inconsistencies and potential pitfalls according to each student's unique and personalized educational goals. At the time a student is accepted into Oxton Academy, the counselor will develop an Individual Learning Plan (ILP) complete with educational goals and targets for successfully obtaining a high school diploma and career certification. Counselors will also provide a sense of connectedness, offering students an assurance that a concerned adult is always available to listen, provide direction or assist with academic needs. Ongoing collaboration with parents is also critical to avoiding issues with chronic absenteeism. Each absence is noted and discussed with the home to head off any particular issue which might undermine the educational program.

Counselors will work closely with Oxton Academy teachers to gain a better

understanding of students' classroom performance and demeanor in order to guide interventions and obtain additional assistance as needed. Teachers will discuss students at team meetings and periodically review data to gauge the impact they are having on overall student success. Teachers will also serve as mentors and tutors during the mid-day advisement block.

- **Integrated and Interdisciplinary Connections:** Curricular decisions will be guided by the goal of thorough student mastery, rather than by an effort merely to cover content. To this end, students will only be exposed to a maximum of three core content subjects each semester, which may include reading and possibly offered for the entire year. Additionally, these subjects will be delivered to leverage the greatest opportunity for success based upon documented student need, integration with career coursework and project-based connections for students. The process includes multiple means to assess formative progress against standards to allow for incremental successes need to instill a positive attitude toward learning and ongoing motivation.

Each semester will focus on the natural connection between academics and career offerings to help students learn and apply concepts and standards delivered across both curricular areas. Course structure will also expose students to inductive methods including *inquiry-based learning*, *problem-based learning*, *project-based learning*, *discovery learning*, and *just-in-time teaching*. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery; long-term retention; depth of understanding; acquisition of critical thinking and creative problem-solving skills; formation of positive attitudes toward the subject being taught; or level of confidence in knowledge or skills. Much of what is taught through this approach is applied to better understanding career concepts in each academy through the collaboration of teachers and an understanding of the career competencies and how they align to curriculum standards. Helping students to experience success and relevancy in the educational process increases their desire to attend school.

- **Standards-based and Differentiated Instruction:** Since many students may enter Oxtan Academy with academic deficiencies not properly mitigated before they were allowed to enter high school, the School will employ a Response to Instruction and Intervention (RtI²) approach involving pre-screening with an online diagnostic assessment in reading and mathematics, high-quality instruction and intervention, progress monitoring, and the use of data to make instructional decisions. The key to a successful implementation at the secondary school level includes the use of early intervention and tiered instruction to provide the necessary support structure for struggling students. Depending on the severity of need, some students may be grouped with the help of a special education instructor and provided with specific, sequenced interventions designed to reinforce fundamental skills necessary to provide scaffolding to more complex concepts.
- **Academic Support:** Oxtan Academy's focus on helping students become successful is a result of the empowerment of both teachers and students. In addition to teachers having daily opportunities to discuss students, review data and design and guide curriculum,

students have similar opportunities to collaborate with peers via student-centered learning activities. Such opportunities include collaborative problem solving and cooperative interaction during the 85 minutes of class time. Moreover, there is one additional element that is frequently overlooked in many schools because of time considerations. That is allowing teachers and students the opportunity to collaborate and dialog between each other. Teachers serving as student mentors or advisors have all but disappeared from secondary schools because of the strong emphasis placed on assessment and the resulting remediation efforts. However, research on academic resiliency among poor and minority students demonstrates that a strong relationship between teachers, who are willing to listen, and their students can ultimately impact student success. Oxton Academy will build on this important characteristic of successfully engaging students with current or potential absentee issues, allowing students to connect with a knowledgeable and understanding adult, be it a teacher and/or counselor.

- **Building Character:** Schools are charged with replicating the society upon which communities are based. In keeping with this charge, Oxton Academy will utilize both career and academic curricula as vehicles to convey ethics, patriotism, and belief in the democratic process. Proper dress, conduct, and employability skills will be emphasized in instruction and in practice. A business-like environment is replicated in school operation as nearly as possible and students will be responsible for compliance through self-discipline. Expectations and rules will be clearly communicated, as well as the rewards and penalties for compliance and non-compliance. Research has consistently found that a lax learning environment, which creates a break down in school discipline, can significantly contribute to a school's dropout rate. This is especially true for average to good students who become frustrated with such learning impediments.
- **Parental Engagement:** From the onset, parents will be expected to take on a very supportive role in the education of their child. Parents must attend the intake orientation to the school and learn about expectations for both the students and family. Additionally, they will be informed of available community supports that might be needed to provide assistance to the family especially in dealing with school attendance.

In addition to the processes listed above to promote good attendance, Oxton Academy will comply with all tenets outlined in the Tennessee State Board of Education Policy 4.100.

- (f) **Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).**

Oxton Academy will follow all State and District policies regarding promotion/retention inclusive of State Board Policy 3.103 and District Policy INS-A024:

Grades 9-12 (entering high school in the 2009/2010 school year and thereafter)

- In order for a student to be classified as a sophomore, the student must have earned 5 credits.
- In order for a student to be classified as a junior, the student must have earned 10 credits.
- In order for a student to be classified as a senior, the student must have earned 15 credits.

Specifically, **Chart 2 (Section 3.1(a))** depicts the enrollment process and benchmarking of academic progress throughout a student's tenure at Oxton Academy. Further, the School will comply with the District Grading Policy INS-A023 (revised 7/29/19) and State Policy 3.301.

- (g) **Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.**

In alignment with each student's grade level placement, the ILP will drive his/her schedule and coursework according to a combination of reading level and academic standards mastery as measured by diagnostic, formative and summative (TCAP) assessments. Further, Oxton Academy's digital learning approach, which individualizes learning based on a student's preferred modality, benchmarks progress according to Tennessee's Academic Standards as it prepares students for the TCAP. The overall academic benchmarks encapsulated in content and elective area standards will quantify the attainment of the State's Graduation Requirements per State Board Policy 2.103:

Total Minimum Required Credits: 22

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

Additional options for Students with Disabilities and Move on When Ready will also be a consideration and determined on an individual basis pursuant to State Board Policy 3.103. In particular, Oxton Academy will pursue elective options designated in the following sections of Part I. of the aforementioned policy:

- (16) Students shall complete two (2) credits of the same world language. *The credit requirement for world language may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(17) Students shall complete one (1) credit in Fine Arts. *The credit requirement for fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(18) Students shall complete three (3) credits in an elective focus. *All students shall pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth.*

The purpose of this is to expand the students' opportunities to focus on a career pathway of his/her choosing resulting in attainment of important employability skills and relevant industry certifications making Oxton Academy's students "career-ready." Career-ready students are those who graduate K–12 education with the knowledge, abilities, and habits to enter and complete postsecondary education without remediation and to seamlessly move into a career that affords them the opportunity to sustain or exceed a living wage. To achieve these outcomes, students must have a clear understanding of learning pathways from as early as middle school and possess academic and technical knowledge that can be exhibited successfully and consistently across settings and experiences. They must also possess employability skills exhibited through critical thinking, written and oral communications, collaboration, problem solving, work ethic, and persistence.

As a strategy for assessing student readiness for postsecondary education, students enrolled in a Tennessee public school during their eleventh (11th) grade year shall take either the ACT or SAT. To receive a regular high school diploma, all students enrolled in a Tennessee public school during their eleventh (11th) grade year must take either the ACT or SAT.

Additionally, all high school students must take and pass a United States civics test in order to meet the Social Studies course credit requirement to earn a regular diploma.

- (a) Oxton Academy will request to use the Authorizer's civics test, which shall meet the requirements outlined in T.C.A. § 49-6-408.
- (b) A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. The School will provide students with the opportunity to take the test as many times as necessary. A passing score on the civics test must be noted on a student's transcript.
- (c) The U.S. civics test shall be administered to a student who has an IEP with the accommodations and/or modifications that are deemed necessary by the IEP team.
- (d) The Tennessee Department of Education shall recognize a school on the department's website as a United States civics all-star school for any school year in which all of the school's seniors receiving a regular diploma make a passing grade of eighty-five percent (85%) or higher.

Oxton Academy shall implement a project-based assessment in civics at least once in grades nine through twelve (9-12). Since some students may enter the School at grade levels other than nine, Oxton Academy will include this requirement in an upper grade.

- (a) The project-based assessment shall be developed by the School with input from the Authorizer, measure the civics learning objectives contained in the social studies standards, and allow students to demonstrate understanding and relevance of public policy, the structure of federal, state and local governments, and both the Tennessee and the United States constitutions.
- (b) “Project-based” means an approach that engages students in learning essential knowledge and skills through a student-influenced inquiry process structured around complex authentic questions and carefully designed products and tasks.
- (c) The School will submit verification of implementation of the project-based assessment to the Authorizer.

As a result of their successful completion of the graduation requirements leading to attainment of their high school diplomas, Oxton Academy’s students will have demonstrated mastery of the Tennessee State Standards. Aided by parental support and the social/personal development of the whole child, students will have also learned critical employment skills, such as written and oral communication, and industry certifications which will lead to a successful livelihood, a desire to pursue continuing education, and productive citizenship.

1.6 High School Graduation and Postsecondary Readiness (high schools only)

- (a) Explain how the proposed school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed those required by the State, explain the additional requirements.

In support of its mission and vision, Oxton Academy will target and recruit those students who have not achieved their individual learning capacity in the traditional school setting and require additional interventions and innovative strategies to meet state standards and graduation requirements. Students will receive targeted instruction and accommodations that can provide them with the tools to achieve high academic standards and successfully complete a career-focused high school program that will enable them to graduate, gain and maintain employment, and, if so desired, access postsecondary educational programs. Eligible students in those classifications of targeted students must meet reasonable academic, safety-oriented, and other eligibility standards that are consistent with the school's mission and purpose, which is to maximize each student's individual capacity by graduating students prepared for work, higher education, and productive citizenship. To this end, students shall complete the following minimum course requirements:

Total Minimum Required Credits: 22

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

Additional options for Students with Disabilities and Move on When Ready will also be a consideration and determined on an individual basis pursuant to State Board Policy 3.103. In particular, Oxton Academy will pursue elective options designated in the following sections of Part I. of the aforementioned policy:

(16) Students shall complete two (2) credits of the same world language. *The credit requirement for world language may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(17) Students shall complete one (1) credit in Fine Arts. *The credit requirement for fine arts may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus.*

(18) Students shall complete three (3) credits in an elective focus. *All students shall pursue a focused program of study designed to prepare them for the workforce and postsecondary study. The intent of the elective focus is to provide students with an opportunity to explore a particular academic area in greater depth.*

The purpose of this is to expand the students’ opportunities to focus on a career pathway of his/her choosing resulting in attainment of important employability skills and relevant industry certifications.

Oxton Academy will follow the uniform grading system established by the authorizing District pursuant to Policy Number: INS-A023:

Uniform Grading System – Weighting for Advanced Coursework					
Grade	Percentage Range		Honors Courses	Local and Statewide Dual Credit Courses, Industry Certification- Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses
A	93	100	Shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Shall include the addition of 5 percentage points to the grades used to calculate the semester average.
B	85	92			
C	75	84			
D	70	74			
F	0	69			

For high school courses without an end of course exam, the average is calculated with each 9 weeks 40% and the semester exam 20%. When a student is exempt from 2nd semester exam, the average is calculated with each 9-week grade 50%. Students are exempt if they earned an A for N3 and an A for N4 in a year-long course.

For high school courses with an End of Course (EOC) exam, the first semester average is calculated with each 9 weeks 40% and the semester exam 20%. The second semester average is calculated with each 9-week grade 35%, end of course exam 15%, the semester exam 15%. When student is exempt from 2nd semester exam, each 9 weeks will count 42.5% and the end of course exam is 15%.

Students enrolled in high school courses with EOC examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five

percent (25%) of the instructional days in the course. Advanced Placement (AP) Students must complete the AP assessment to receive additional 5 points on grades used to calculate the semester average.

Semester examinations will be administered each semester for all students taking high school courses. A student will be exempt from a second semester course examination provided the student has a 93% or higher for each 9 week grading period during the second semester and the course is a full year class.

Students transferring from an accredited school shall be graded on the basis of their transfer in-progress grade and their performance in CMCSS for the remainder of the semester in accordance with the aforementioned district Policy INS-A023.

Grade level placement will be consistent with CMCSS Policy INS-A024:

- In order for a student to be classified as a sophomore, the student must have earned 5 credits.
- In order for a student to be classified as a junior, the student must have earned 10 credits.
- In order for a student to be classified as a senior, the student must have earned 15 credits.

Student transcripts will include a listing of all academic courses attempted and completed with grades and related credit earned. The transcript will include all required assessments taken and scores attained including PSAT, SAT and ACT, along with all industry certifications earned through career pathways. Transcripts will also provide students and parents with a summary of graduation requirements, those that have been completed and any that remain outstanding.

A listing of potential elective courses in line with the School's career pathways have been included in Section 1.3(e).

- (b) **Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., trade schools, community colleges, military, or workforce).**

Oxton Academy is committed to creating a school environment which enables students to succeed in spite of previous academic, social, and emotional struggles. Oxton Academy recognizes the need for secondary schools to provide these students with the motivation and support needed to earn a high school or occupational diploma. Moreover, schools need to facilitate the transition for students from graduation to viable careers, post-secondary training and/or military service. The philosophical foundation of Oxton Academy's educational program is career preparation and its link to academic success supported by mastery of standards. The proposed school focuses on delivering the academic foundation, which is based on meeting Tennessee Academic Standards, combined with career skills necessary to allow students a smooth and successful transition to the workforce immediately following graduation (if so desired). Students are afforded the opportunity to attain knowledge and proficiency necessary to prosper in their areas of interest and to be qualified for high wage, high demand employment. The School will provide rigorous competition within the District's public schools for its targeted population, thereby stimulating continual improvement in school programs. The educational program at Oxton Academy is specifically designed to meet the needs of a diverse population of

students who have a record of low performance, may have special educational needs, and are clearly at-risk of not meeting their graduation requirements.

Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. Instructional practices will be used to help students develop literacy skills for critical thinking and content area mastery. With technology as a key to success in both post-secondary and career opportunities, Oxtan Academy's curriculum delivery and career preparation provide a learning environment that fosters mastery of technology related skills. This approach also supports the personalization of learning important for those with disparate educational experiences that may have hindered previous academic success.

To meet graduation requirements and achieve college and career readiness as defined by the State Standards, literacy instruction must be focused across all content areas. All teachers will provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills. Teachers will infuse literacy skills into face-to-face instruction using a gradual release model with highly complex, grade level content area and literary texts. In order to assist teachers in this important aspect of reading integration, professional development will be provided to support teachers on text complexity and close analytical reading. This approach also includes:

- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
- Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is explicitly stated as well as make inferences from the text, ensuring that valid claims square with all the evidence in the text.
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, evaluate reasoning, themes purposes, and rhetorical features, presenting careful analyses, well-defended claims and clear objective summaries of information.
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students should demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
- Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media, including quantitative, visual, and oral media sources.

The school's program will address the "whole child" and offer an array of supports to enhance each student's chance for success. Research indicates that Social and Personal Competencies assist students not only in dealing with daily struggles, but also increase students' academic

skills. There is evidence that drop-out prevention strategies at the high school need to begin early. The school will require all ninth graders to participate in the **Student Success Skills (SSS)** program. The program has two main tiers: large group/whole classroom model and small group counseling model. The classroom model is based on six weekly lessons that teach students about how nutrition, rest, social interaction, and mindset affect mood, energy and academic success. The lessons are followed by booster sessions where students report on their progress and long-term goals. The total length of the program, which includes lessons and booster sessions, is eight weeks. Throughout the program, the students learn reflection, motivation, peer counseling, anger management, time management, conflict resolution, empathy, tolerance and study skills. The small group model is for students who require additional interventions and focuses on self-improvement through mindfulness, modification of behavior, goal-setting, journaling and study skills. Selected teachers will receive appropriate training in implementing the program. Research evidence indicates that these developmental programs can help level the playing field for historically underperforming students, raising their achievement and academic success levels to a degree that makes postsecondary education and advanced technical training a viable option with substantially increased probabilities of success.

(c) **Outline systems or structures the proposed school will use to assist students at risk of dropping out and/or not meeting graduation requirements.**

The entire educational approach undertaken by Oxton Academy is focused on this segment of the student population. The School's vision is to provide a comprehensive approach to educating students who, for various reasons, have not been successful in a traditional high school setting. This group has far fewer opportunities to find adequate employment or gain access to post-secondary training without a high school diploma and foundational employment skills.

The following is a restatement of the key components incorporated into School's program and not mentioned in the previous section (above):

- The School's more personalized and a safe, small-school environment, with coursework individually tailored to the learners' unique needs and interests, allows Oxton Academy to build upon student success. Guided by its mission and vision, Oxton Academy will place an emphasis on the disenfranchised learner through a disciplined, but student-focused approach to making learning more personal and relevant. Moreover, seeking to understand the whole student and not limiting interventions to academics, addresses a critical component of adolescent growth and development and eventual success in post-secondary training and the workplace. Taking the time to capture and analyze sufficient student data of both a qualitative and quantitative variety, coupled with the sharing of this data with students themselves will help foster an understanding where they are and empower them to make appropriate decisions for their future. To this end, the School will also empower its teachers to take on a new and more facilitative role in the delivery of instruction within a flexible learning environment. Through the use of flexible scheduling and available technologies, a greater emphasis will be placed on collaborative planning, increased use of student data, integration of curriculum, authentic assessment and heightened communication with parents. As a result, teachers will have the opportunity to take control of student learning without an overly rigid, predetermined structure.

- Students are scheduled on a 4 x 4 block with 85-minute periods. Each student’s schedule will include a combination of academics and career instruction in a blended scenario where individualized digital curricula is provided along with face-to-face instruction and delivered or supported by a certified teacher. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. As class sizes will be kept small in number, this approach offers students a much more conducive educational experience to master concepts without the pressure of falling behind his/her peers as would be the case in a more traditional high school setting. The block schedule also allows for eight courses in each school year creating opportunities for remediation, acceleration or multiple career pathways.
- Students who do not complete high school face economic and social challenges throughout their lifetimes. They are more likely to be unemployed, earn lower wages, have poor health, engage in criminal activity, and require public assistance. The WWC addressed these challenges in a 2017 publication aimed at reducing dropouts in secondary schools. Developed by a panel of practitioners and researchers, the publication offers school administrators four evidence-based recommendations for helping students stay in school, progress through school, and graduate high school.
 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
 2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
 3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.
 4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.
- Through planned partnerships with area businesses and industries that include career orientations, mentoring, job shadowing and on-the-job training, students will have increased motivation and begin to see the connection between school and work. Moreover, with the support already identified from local industries, students will have access to training on actual equipment and receive offers of employment once their studies have been completed.

(d) Describe plans for incorporating early post-secondary and work-based learning opportunities for students.

Oxton Academy will focus on helping students earn industry certifications, which will allow its graduates to immediately enter the workforce, if so desired, or go on to a post-secondary learning experience. To this end, School leadership has already met with several community-based businesses, industries and institutions of higher learning regarding its approach to embedded career training and college preparation. An important component of Oxton Academy’s overall educational plan will include the integration of work-based learning for its upper classmen.

Having the opportunity to transfer academic and career training to an actual workplace experience is not only a great motivator, but also a highly desirable teaching tool.

Another aspect of Oxton Academy's program will provide those students capable of more engaging curricula with opportunities for dual enrollment with area colleges. This will enable students to earn both high school and college credit for successfully completed courses and creating a gateway for more advanced post-secondary learning.

- (e) **Identify each type of high school diploma to be offered at the proposed school.**

Oxton Academy will offer its students the following diploma options per State Board Policy 2.103.

- **Regular High School Diploma**

- a) Complete a minimum of 22 credits:

- **Math:** 4 credits, including Algebra I, II, Geometry and a fourth higher level math course (Students must be enrolled in a mathematics course each school year.)
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education and Wellness:** 1.5 credits
- **Personal Finance:** 0.5 credits (Three years of JROTC may be substituted for one-half unit of Personal Finance if the JROTC instructor attends the Personal Finance training.)
- **Foreign Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (may be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB)

- b) Complete the ACT or SAT prior to graduation, if the student was enrolled in a Tennessee public school during their eleventh (11th) grade year; and

- c) Have a satisfactory record of attendance and discipline.

- A **Special Education Diploma** shall be awarded at the end of the fourth (4th) year of high school to students with disabilities who have:

- a) Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
- b) Not met the requirements for a regular high school diploma; and
- c) Have satisfactory records of attendance and conduct.

Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- **An Occupational Diploma** may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have (1) not met the requirements for a regular high school diploma; (2) received special education services or supports and made satisfactory progress on an IEP; (3) have satisfactory records of attendance and conduct; (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education; and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

- **Move On when Ready: Early Graduation**
 - 1) The *Move on When Ready Act* authorizes public high school students in any county not excluded by T.C.A. § 49-6-8103 who wish to graduate early with the opportunity to graduate high school early and gain entry into a postsecondary institution.

 - 2) A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two (2)-year institution of higher education or conditional entry into a public four (4)-year institution of higher education, if the student fulfills each of the following requirements:
 - a) Earns seventeen (17) credits that include:
 1. English I, II, III, and IV
 2. Algebra I and III
 3. Geometry
 4. United States History
 5. Two (2) courses in the same world language;
 6. One (1) course selected from:
 - (i) Economics
 - (ii) Government
 - (iii) World Civilizations
 - (iv) World Geography
 7. One (1) course selected from:
 - (i) History and appreciation of visual and performing arts
 - (ii) A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts
 8. Health and Physical Education (Wellness)
 9. Biology
 10. Chemistry
 - b) Has a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale;
 - c) Scores at the on-track or mastered level on each end-of-course assessment taken;

- d) Meets benchmark scores of twenty-one (21) or higher composite score on the ACT or an equivalent score on the SAT;
 - e) Achieves a passing score on a nationally recognized world language proficiency assessment; and
 - f) Completes two (2) early postsecondary courses.
- 3) A student pursuing early graduation through the Move on When Ready program may take two (2) high school English courses in an academic year.
 - 4) A student pursuing early graduation through the Move on When Ready program shall complete an intent form available from the Department of Education and submit it to her or his high school principal and the Department of Education.
 - 5) A student pursuing early graduation through the Move on When Ready program is exempt from any additional graduation requirements.
 - 6) A student who completes the Move on When Ready program shall be awarded a regular high school diploma.
 - 7) A student who does not participate in the Move on When Ready program may still graduate earlier than the end of their senior year of high school, provided the student meets all graduation requirements outlined in Section 1 of this policy and any additional requirements for early graduation set by the Authorizer.

1.7 Assessments

Charter school students must take the same State-mandated assessments as students in other public schools. Charter schools also administer internal assessments. In this section:

- (a) **Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.**

As specified, Oxton Academy will administer all required State assessments as prescribed in State Board Policy 2.103 and other internal assessments per State Board Policy 6.111. Additionally, Oxton Academy will use a variety of independent, standards-based assessments for both academic placement and monitoring, as well as to guide students in a career choice via a career interest inventory.

Reading will be the primary focus of the instructional program at Oxton Academy. The school's target student population will likely require remediation in reading. At the beginning of the year, all students will be assessed using the *Achieve 3000* Level Set assessment. A baseline reading Lexile level will be established for each student that will be used to provide reading instruction. The school will incorporate explicit practices to build students' reading skills into its daily instructional program in all core academic subject areas.

In addition to reading, Oxton Academy will be using *Study Island* as an option for diagnostic, formative evaluations and specific interventions for mathematics, science and social studies. *Study Island*, produced by the same parent company as Apex Learning, Edmentum, supports the learning process with engaging, interactive lessons and activities. As such, this option provides a continuum of standards alignment that provides staff with accurate and consistent progress monitoring. *Study Island* Benchmark Tests assess student progress toward meeting state standards and provide valuable information to inform instruction. The *Study Island* Tennessee Academic Standards mastery program is specifically designed to help students master the content outlined by the state standards. *Study Island* offers math, reading, science, and social studies programs. *Study Island* uses models of alignment judgment and alignment procedures that move assessment-standards alignment past a mirror image of the content of a curriculum framework to a broader definition. These in-depth procedures capture not only the content, but also the depth of knowledge required to demonstrate proficiency of a standard, the key principles underlying a content domain, and the reciprocal relationship between the assessment and the standards.

Both *Achieve 3000* and *Study Island* are supported by research:

- Research demonstrates that instruction, practice, and assessments that aim toward the mastery of state standards are essential to achieving accountability goals. Personalized and technology-enhanced learning environments provide a motivating context for students to practice and build skills over time toward mastery, allowing students to share in the responsibility of monitoring their own achievement progress (Magnolia Consulting, 2011).
- Edmentum's student achievement in mathematics was proven effective in a quasi-experimental design (QED), analyses, and measures meeting the WWC 4.0 standards needed to achieve a rating of Meets WWC Group Design Standards with Reservations

(WWC, 2017). This study also meets the Every Student Succeeds Act (ESSA) guidance for Moderate Evidence (U.S. Department of Education, 2016).

Also, embedded in its digital course structure, Oxton Academy offers its students ACT preparation through:

- Standards-based curriculum that includes concepts covered on the test.
- Targeted instruction that identifies and fills learning gaps.
- Personalized learning for each student's academic needs and learning style.
- Scaffolds and supports to make content accessible.
- Real-time data on student progress and performance.
- Student-centered active learning.

Moreover, student knowledge and understanding are regularly assessed through a combination of teacher-scored and computer-scored formative and summative assessments for each course delivered. This is designed to provide ongoing feedback directly to the student as means of self-monitoring and for the teacher to adjust the instructional level as necessary. The Apex curricula are designed to provide students important information on how they are learning. The effectiveness of formative assessment to improve learning and teaching depends on timely and specific feedback followed by opportunities for learners to revise and improve their thinking (Black & Wiliam, 1998). Characteristics of feedback useful for improving learning include the following:

- Feedback should be given immediately after testing (Black & Wiliam, 1998; Marzano et al., 2001). Feedback is most effective when it is still relevant to the learner's task.
- In an online quiz setting where students answer questions, feedback was shown to be more effective when given immediately after each answer and when an explanation was given about whether the answer given by the student is correct or incorrect (Van der Kleij, Feskens, & Eggen, 2015).
- Feedback that is "corrective" in nature with explanations of mistakes has a positive effect on achievement, while simply indicating right or wrong has a negative effect (Black & Wiliam, 1998; Marzano et al., 2001). Effective feedback provides information that can help students understand how their thinking compares to their learning goal, and that can help them attain that learning goal.
- Feedback should be specific to a criterion rather than a comparison with other students (Black & William, 1998; Marzano et al., 2001). Feedback that includes grades or emphasizes performance in competition with other learners can have a negative effect on learning. Consistent with literature on goal orientation, achievement improves when the focus is on the students' effort and the task (learning orientation) rather than the students' ego and ability (performance orientation), even when feedback includes praise.

- (b) **Identify the person(s), position(s), and/or entities that will be responsible for and involved in the building testing coordination.**

Since Oxton Academy will be a very small school by traditional high school standards, oversight of testing coordination will be the responsibility of the guidance counselor and the School's Lead Teacher under the supervision of Oxton Academy's principal.

- (c) **Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development and teacher evaluations.**

Assessment data identifies students' varying ability levels and assists teachers in identifying targeted instruction, flexible groupings, and curriculum alignment. Assessment data is integral for progress monitoring and reporting student learning gains. Capitalizing on the use of student performance data, teachers will provide a learning environment that maximizes each individual's capacity for student success by implementing differentiated instructional strategies that support individual learning needs. To support this process, teachers will have daily, common planning time. Teachers will be encouraged to discuss lesson development, student achievement results, and related interventions as needed. Differentiated instruction is delivered with precision through the digital various curricula and individual or small group tutoring. The teacher identifies the target components and the target resources in order to differentiate instruction. This data-driven methodology also becomes the underpinnings of the Continuous School Improvement Process.

The Achieve 3000 Level Set will be given to all eligible students twice per year and the program will provide differentiated activities and progressing monitoring for reading and writing skills. The text complexity and question rigor for reading passages and writing assignments are differentiated automatically in Achieve 3000 based on weekly assessments. ELL students may take Achieve 3000 assessments in their native language for diagnostic purposes. Analysis of this data by the teachers will help drive the RtI² interventions.

Study Island provides formative progress monitoring toward meeting state standards and provides valuable information to inform instruction through benchmark assessments. The high-value learning programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. Paired with an intuitive, real-time data dashboard, educators can easily track student progress and differentiate instruction.

In Apex Learning, formative self-assessment comes in the form of frequent online self-checks that provide students with immediate computer-generated corrective feedback, freeing teachers' time from grading and giving students control over their progress through the lesson. As students answer questions, they are provided with immediate formative explanations and guidance that goes beyond simple indications that the response was correct or incorrect. This type of feedback provides meaningful support for correct answers (why the answer was correct) and answer-specific guiding feedback for incorrect answers. With multiple opportunities to check their understanding, students are free to make mistakes without the accompanying embarrassment that might go with making an error in front of their peers.

Teachers provide timely feedback based on student information revealed on teacher- and computer-scored activities. Teacher-scored activities primarily assess higher-order understanding and, in many cases, involve reflection, creativity, original thought, argument, and analysis. There

are also frequent computer-scored quizzes throughout lessons that assess recall, comprehension, and application.

During Apex Learning lessons, students develop increased control over their learning and improve their metacognitive skills. Students control the pacing of activities and self-check assessments. They also have responsibility for the use of optional study aids. With the help of timely digital- and teacher-provided feedback, students learn to monitor their understanding and improve their own learning. Understanding deepens as students' independence increases through instructional cycles involving assessment.

Additionally, student data will be collected, analyzed, and interpreted to draw conclusions and formulate recommendations for teacher evaluation and future professional development. The Principal will meet with each instructional staff member throughout the year to examine student data and growth along with the measurable objectives stated in the employee's Professional Growth Plan. The Principal will examine the impact each teacher is having on overall student achievement and the design of related professional development in order to identify strengths and areas in need of continued refinement and improvement. The ultimate goal of the Oxton Academy's professional development program will be to support continual professional growth to ensure that administrators, instructional personnel, and support staff enhance their performance within their specific job roles.

(d) Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.

With a relatively small faculty, teachers will be empowered to take on a more proactive role in aligning instruction with individual student needs. Initial professional development prior to the school opening and then before each new school year will be provided on the importance and use of student data available through the various digital programs available. Teachers will be shown how student academic and assessment data, combined with other student information compiled in SIS, will help to paint a comprehensive picture of each student. Moreover, this understanding of the whole student will assist teachers in having *data chats* with students and parents on a regular basis helping to guide overall progress.

Teachers will also receive in-depth training on implementation of the Apex Learning System, their role in supporting, delivering and assessing instruction. As indicated, the teacher role will vary depending on the individual needs of his/her students. Each Apex Learning course is carefully crafted with a predictable, consistent, and coherent unit-lesson-activity structure to facilitate use by teachers and support for learners.

To further support teachers, overall assessment data will be compiled on the Oxton Academy's SIS, which will be used to generate reports for teachers, students and parents. Assessment data will be used in the initial development of each student's ILP and in the development and monitoring of the ILP. To this end, teachers have periodic common planning time with designated opportunities for collaboration around data and student performance. Teachers of the same content area mutually develop lessons, interventions and other support mechanisms based upon student needs. Teachers, who share the same students, review data to determine how best to structure time on their flexible block schedules to do the same. This is also the ideal time for

teachers to discuss reading strategies and ways to embed these throughout the student's instructional day. Teachers who have students with an ELL plan or an IEP can use this time to validate appropriate instructional practices and lesson development. Common planning also provides support staff, such as administrators, guidance and other support specialists, time to consult with an individual or teams of teachers.

1.8 School Calendar and Schedule

In this section:

- (a) **Provide the annual academic calendar for the proposed school as Attachment A.**

Oxton Academy will be following the Authorizer’s annual school calendar. A copy of the most current calendar has been included as **Attachment A**.

- (b) **Attach the proposed school’s detailed daily schedule by grade. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.**

Oxton Academy’s educational philosophy responds to the demand of government and business leaders that high school graduates be prepared to enter the workforce and/or post-secondary education upon graduation. In order to establish an educational environment that provides the underpinnings of this philosophy, Oxton Academy will provide a flexible, block schedule, which allows students to place a greater emphasis on fewer courses each semester. It also provides the means to accommodate both career training and remediation as needed to support all students. Each course will be delivered in an 85-minute block of time, meeting daily over a 90-day semester.

Period	Time	Class
1	7:30 – 8:00	SEL Activity, Independent or Collaborative Work, or Advisement
2	8:05 – 9:30	Core, Option*, Elective
3	9:35 – 11:00	Core, Option, Elective
4 A	11:05 – 11:30	Lunch
	11:35 – 1:00	Core, Option, Elective
4 B	11:05 – 11:30	Core, Option, Elective
	11:35 – 12:00	Lunch
	12:00 – 1:00	Core, Option, Elective <i>continued</i>
5	1:05 – 2:30	Core, Option, Elective
6 (Optional)	2:30 – 3:00	After School Tutoring

*Option: Core, Elective, Intensive, or Course Recovery

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

Students are scheduled on a 4 x 4 block with 85-minute periods. Each student's schedule will include a combination of academics and career instruction in a blended scenario where individualized digital curricula is provided along with face-to-face instruction and delivered or supported by a certified teacher. This allows instruction to be delivered according to functional level and need in a small, personalized learning environment. For example: students in a mathematics block may be taking algebra I, algebra II, or an algebra credit recovery through the digital curriculum and delivered according to their respective learning style. A teacher, certified in algebra, is there to provide help, direction and tutoring as needed to one or a group of students. As class sizes will be kept small in number, this approach offers students a much more conducive educational experience to master concepts without the pressure of falling behind his/her peers as would be the case in a more traditional high school setting. The block schedule also allows for eight courses in each school year creating opportunities for remediation, acceleration or multiple career pathways.

By offering four courses each semester, a certain amount of flexibility will allow students to recover incomplete or failed classes in a shorter amount of time focusing on standards mastery, while providing other students a full semester to complete new coursework. Moreover, the longer learning blocks provide time for the embedding of social/emotional learning (SEL), which has been shown to be critical in supporting a smooth transition to and success in post-secondary learning and the workplace. This type of schedule also facilitates a balance between career training and academics, which is important for students to stay engaged in the overall learning process with the end in mind. This flexibility also incorporates additional time for teachers to plan and collaborate and can be adjusted to allow for student internships freeing up entire afternoons to participate in actual work experience situations.

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

A progress-monitoring plan that involves frequent student conferencing provides the underpinnings for student empowerment. Students will be encouraged to meet with teachers or counselors during *advisement time*, which occurs each day opposite a student's lunch time, to obtain assistance or to share a concern. This additional time can also be used for tutoring or for students to work independently or on collaborative projects. The availability of technology and a digital curriculum allow students considerable flexibility during scheduled class and advisement time.

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

In addition to its differentiated and individualized approach to teaching and learning during the school day, Oxton Academy will also offer students needing additional assistance an extended learning program. This opportunity will be offered immediately after school on Monday – Thursday (school days) for thirty minutes. These sessions will be staffed by certified teachers, paid through grants or donations, who provide direct and facilitated instruction using supplemental curricula or intervention software. Students flagged through the RtI² will be offered this additional intervention with limitations based on staff availability and funding. While not mandatory, this opportunity will be recommended to parents of struggling students each semester.

1.9 Special Populations

In this section:

- (a) **Describe the experience of the leadership team in working with special populations. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (c), (d), (e) and (f)?**

Oxton Academy's leadership team and governing board members have extensive experience in working with special populations. The Sponsor and consultants have Special Education certification and have provided ESL and special education instruction for more than twenty years. Likewise, the Sponsor's consultants have done the same for special populations along with high numbers of at-risk students at a facility similar to that in this proposal.

Further, Oxton Academy will employ a certified paraprofessional for one-on-one special needs facilitation via pull out or push in. A guidance counselor, mental health counselor, ELL staff member with stipend for support activities and parent contact will provide needed assistance and student support for SWDs and Els. The assistant principal will serve as a parent liaison of at-risk students. As needed, gifted certified teachers will be employed for gifted students who may be involved with AP and dual enrollment opportunities. The principal would be trained in all areas of supervision related to these target groups, and it is expected to be hired with teaching experience in each area.

- (b) **Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the students?**

In general, Oxton Academy's daily schedule and educational plan are very accommodating for special populations. The school's approach to helping students succeed is based upon an individual review of each and every student resulting in the development of an ILP. The academic performance of Students with Disabilities (SWDs) or English Language Learners (ELLs) will be guided by an IEP or EP respectively. As with regular education students' ILPs, the student's educational plan looks at strengths and deficiencies to help structure an educational environment, which is most conducive for the learner, supplemented with modifications delineated in the IEP or EP. To support this process, the flexible block schedule at Oxton Academy provides additional time for students to master the most challenging areas, while a team of teachers augments lessons that allow students to use their strengths throughout the learning process. The additional advisement, tutoring and/or mentoring time is also ideal for staff to ascertain any issues or concerns that are not being addressed through the regular class periods. In addition to a student's digital curricula, teachers will be especially cognizant of providing direct and explicit teaching, which includes:

- Concept/skill is broken down into critical features/elements,
- Teacher clearly describes concept/skill,
- Teacher clearly models concept/skill,
- Multi-sensory instruction,
- Teacher thinks aloud as modeling occurs,
- Teacher models examples and non-examples,

- Cueing
- High levels of teacher-student interaction.

All of the aforementioned components work equally well for struggling learners, who may be functioning at a Tier 2, RtI² level. Progress monitoring and time built into the school day for teachers and support staff to discuss relevant data and academic strategies will enhance Oxton Academy's ability to produce learning gains. Administrators and the SWD Specialist will be responsible for monitoring the implementation of strategies by the classroom teacher using the Classroom Walk-Through model.

Additionally, Oxton Academy's personalized, digital curricula are especially beneficial for Students with Disabilities, English Learners and at risk students. Digital curriculum can build genuine interest in learning goals by making the topics exciting through an engaging media, immersive experiences, various ways of framing problems, and connections to real-world challenges far outside a classroom. This type of curriculum also has the unique ability to personalize learning to fit each student's needs in a way that is impossible to scale with real-world student-teacher ratios.

One way digital curriculum personalizes learning is through scaffolding. Scaffolding introduces material that is just a little harder than students can handle while simultaneously providing the guidance and support necessary. Students use this guidance to learn material they could not otherwise understand on their own. Every student has a different "zone of proximal development" where she is able to learn challenging material as long as it is scaffolded. Digital curriculum can adjust to these zones more nimbly than a teacher with 30 students in a class. In this way, a well-designed digital curriculum provides students with material that is challenging enough to stave off boredom but sufficiently scaffolded to prevent them from getting frustrated and giving up. This helps students see the value in learning while developing expectations of success.

- (c) **Describe the following related to students with disabilities:**
- **Methods for identifying students with disabilities and avoiding misidentification or over-identification;**

Either a parent of a student or the school will initiate a request for initial evaluation to determine if the student is a student with a disability. A parent may request that a comprehensive evaluation be conducted to determine educational needs and/or eligibility for SWD services. This request should be referred to the School Based Team (SBT), consisting of a school administrator, counselor and SWD Specialist, for consideration and discussion. If the SBT determines that an evaluation is necessary, written consent must be obtained from the parent. If the SBT determines that a comprehensive evaluation is not needed, and this decision is contrary to the parent's opinion, the school should file Prior Written Notice of Refusal to Take a Specific Action, in collaboration with the Authorizer's SWD contact. In the event that RtI² has not been started or completed prior to written consent for evaluation, interventions are to take place concurrently with the evaluation.

Prior to the request for an initial evaluation for students, school personnel must make one of the following determinations:

- a. Whether the general education intervention procedures have been implemented and that the data indicate that the student may be a student with a disability who needs special education and related services;
- b. The evaluation was initiated at the parent's request and the general education activities will be completed concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services; or
- c. The nature or severity of the student's areas of concern makes the general education intervention procedures inappropriate in addressing the immediate needs of the student.

The school will ensure that initial evaluations of students suspected of having a disability are completed within 60 school days of which the student is in attendance, after the school's receipt of parent consent for evaluation. Evaluations are conducted by qualified examiners, physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers as evidenced by a valid license or certificate to practice in Tennessee. Tests of intellectual functioning will be administered and interpreted by a professional person qualified in accordance with Rule 0520-01-09. The school will provide notice to the parent that describes any evaluation procedures to be conducted and obtain informed consent from the parent of a student to determine whether the student is a student with a disability before the evaluation is conducted. Following completion of the student's evaluation, the school shall not unreasonably delay the determination of a student's disability for specially designed instruction and related services. Students will be guaranteed a free appropriate education (FAPE) and implementation of an Individualized Educational Plan (IEP). An IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 0520-01-09. Parents are partners with schools and district personnel in developing, reviewing, and revising the IEP. Program components include specialized instruction and related services, measurable goals, progress reports to parents on goals, diploma options, and curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The school will ensure that appropriate personnel are trained in following Authorizer's forms and systems used for the development and management of IEPs.

A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the SBT. The SBT will follow all established procedures and determine if appropriate to refer for possible 504 Plan services. The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

- **Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;**

Within the RtI² framework, Oxton Academy teachers will identify problems at the classroom level by utilizing performance data. This information will assist the teacher in determining if there is a universal problem (large group problem) that needs to be addressed using Tier 1 interventions and/or a small group/individual problem that will require Tier 2 and Tier 3 interventions. In defining the problem, the teacher will then request the assistance of the School Based Team. The School Based Team (SBT) will meet to review Tier 1 data to determine the effectiveness of core instruction and interventions. The SBT will then utilize the problem-solving process to identify possible barriers to learning. Once those barriers are identified, the team will develop interventions to reduce or eliminate the barriers. If a student is not meeting established benchmarks with Tier 1 core instruction/interventions, then the SBT will develop a Tier 2 RtI² Plan for the identified student based on student data. Tier 2 interventions will include targeted, small group instruction using research-based remediation programs which are customized to meet individual student needs. The SBT will review the progress monitoring data a minimum of every 6-8 weeks to evaluate the student's response to Tier 2 interventions. In some cases, the Team may determine that the student needs a Tier 3 RtI² Plan. This plan will include interventions designed to assist the student in making progress. In these cases, the SBT will utilize the problem-solving process to develop and implement appropriate intensive, personalized intervention(s). The SBT will ensure that the interventions are implemented with fidelity and that progress monitoring is conducted as often as appropriate for the particular intervention. One observation must be scheduled and conducted by an SBT member during Tier 3 implementation. The SBT Chair will periodically monitor fidelity of the intervention while assisting with progress monitoring data collection. After the intervention is implemented as designed, the SBT will meet. The SBT will modify the intervention and/or consider the need for a comprehensive evaluation. If the decision of the Team is to refer for a comprehensive evaluation, then the entire SBT/ RtI² referral packet is placed in the student's cumulative folder with documentation of Tier 2 and Tier 3 interventions and progress monitoring data.

The majority of core area teachers will have certification in the subject they teach as well as in Special Education. Within the core classes, services to students with disabilities will include classroom adaptations, accommodations and modifications. Specifically, this encompasses changing the manner in which material is presented to students (both oral and written) as indicated in their IEP, using assistive technology (both high tech and low tech) as indicated in their IEP, allowing students alternative methods to demonstrate knowledge, arranging the environment to enhance student learning and utilizing research based academic interventions as it relates to specific challenges students may deal with in accessing grade level curriculum. These are all areas that will be addressed within the student's IEP. They are also part of universal design to help ensure the success of a broader range of students. Oxton Academy understands that it must provide a FAPE in the least restrictive environment. The school must educate students with disabilities with their nondisabled peers to the maximum extent appropriate. The Least Restrictive Environment (LRE) will always be considered during the development of the student's IEP. At Oxton Academy, two models of support for students with disabilities will be considered when providing students with the most appropriate instruction and support:

1. Consultative Model: The general education teacher and special education teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional strategies designed to ensure that the student with a disability is making appropriate progress in the general education classroom. Frequency will be determined by the most recent IEP. Consultation provided by the SWD Coordinator will include: adjustments to the learning environment; modifications of instructional methods; adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students.
2. Support Facilitation Model: Services are provided to identified students “in class” with the special education teacher. The special education teacher will provide services to an individual or small group of students within the general education classroom but not as a co-teacher. A small group of students may include both students with and without disabilities. Support facilitation will be an in-class support model provided during regularly scheduled intermittent or varying times of the day and/or week. Services may take the form of assistance in accessing and organizing the material presented in the classroom including oral reading, note taking, concept mapping and smaller group instruction, as well as pre-teaching and re-teaching instruction. Additional support in the classroom will ensure greater success for students with disabilities.
 - **Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer’s monitoring and evaluation; and**

Oxton Academy will monitor and evaluate the progress of all students with disabilities as set forth in the student's IEP or 504 plan, including plans for promoting graduation for students with disabilities. The school will measure its effectiveness in meeting the needs of each student within its SWD population through alignment of learning gains and annual goals specified in the student’s IEP with actual, measurable results. Three primary processes will be utilized to determine the school’s effectiveness in serving exceptional students: (1) the student’s IEP, (2) the formative assessments administered throughout the year, including benchmark assessment and progress monitoring, and (3) the Authorizer’s and State’s accountability systems which are tied to state testing instruments.

The Student’s IEP: The goals for determining the school’s effectiveness in serving special education students are consistent with the goals set for students as specified in the child’s IEP. Teachers will meet whenever they feel necessary, but at least two times per quarter or upon parent request for a meeting, to discuss student progress and achievement or lack of progress and achievement. Based on those findings, Oxton Academy will:

- a. Conduct an informal meeting with the student to discuss achievements and where he or she has not reached individual goals; have ESE teacher and student collectively develop a plan to help the student achieve goals.
- b. Conduct informal meetings with the teachers to discuss what the teachers perceive as the problem and why goals are not being met; identify additional steps can be taken in order to help the student reach goals.
- c. Provide the student with additional personalized help to assist the student in achieving goals.
- d. Provide assistance via the school counselor who will ascertain if there are other matters within or outside the school that need to be addressed in order to help the student succeed.

No changes will be made to the student's IEP without a formal meeting. The SWD coordinator will keep accurate and up to date files on all ESE Students at all times to ensure that students are receiving appropriate services through meetings with teachers and students, discussions with counselors, and conferences with the parents.

Formative Assessments: The school's effectiveness in serving special education students will be evaluated by collecting and analyzing student achievement data from a variety of sources. The school will analyze each student's scores on the TCAP assessments in order to assist in setting goals for the next school year. The standardized test scores for SWDs, as a group, will be compiled and evaluated to determine growth. These growth gains will be analyzed and used to evaluate the effectiveness of the program(s) in which the students participated. At the conclusion of each marking period, the SWD coordinator will make quarterly reports to the Principal on the progress of the students. These progress reports will include any concerns held by parents, students, special education staff, or teachers. Oxton Academy will ensure each of these measures are addressed through appropriate personnel and in a timely manner. The school leadership and SWD coordinator will ensure that students with disabilities as a whole are making appropriate progress, along with their non-disabled peers, to meet the necessary requirements for graduation.

- **Plans for promoting graduation for students with disabilities (high school only).**

If, upon entering Oxton Academy, any student including students with an Individualized Education Program (IEP) and/or 504 plan, who does not have an initial four (4)-year plan of focused and purposeful high school study, shall develop one. The plan of study shall be reviewed annually by the student and school counselor or faculty advisor and revised based on the student's academic progress and changes in the student's postsecondary interests and career goals. Results of various types of assessments will also be used in adjusting the plan of study.

The initial plan of focused and purposeful high school study shall be jointly prepared by the student, parent or guardian, school counselor or faculty advisor, and the IEP and/or 504 team as appropriate. High school faculty will collaborate in planning curriculum and the transition between middle grades and high school to every extent possible.

Students with disabilities will be provided accommodations in accordance with their IEP or 504 plan. English Learner proficiency level shall also be considered when determining if accommodations are needed. Needed accommodations and supports shall be reviewed at least annually. The IEP team must determine if a student with a disability should participate in the general assessment with or without accommodations or in the alternate assessment. To participate in an alternate assessment, the IEP team shall determine that alternate assessment is more appropriate than the general assessment and that the student meets all three of the following eligibility requirements:

- (1) The student has a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;
- (2) The student is learning content linked to and derived from the Tennessee Academic Standards as indicated in the Alternate Academic Standards; and

- (3) The student requires substantial modifications, adaptations, or supports to meaningfully access the subject area content and requires intensive individualized instruction in order to acquire and generalize knowledge.

The IEP team shall rule out that the inability to achieve the state grade-level achievement expectations is the result of excessive or extended absences or social, cultural, or economic differences. Participation in the alternate assessment shall be determined at least annually. A student who meets the eligibility criteria and whose IEP team determines participation in the alternate assessment is appropriate shall be assessed in all four (4) content areas: ELA, math, science, and social studies.

As specified in State Board Policy 2.103, students with disabilities shall be included in regular classes to the maximum extent possible and with appropriate support and accommodations. To earn a regular high school diploma, students with disabilities shall earn the prescribed twenty-two (22) credit minimum. It is Oxton Academy's goal to graduation the majority of its special education students with a regular high school diploma supported by industry-specific training and at least one industry certification.

A special education diploma shall be awarded at the end of the fourth (4th) year of high school to students with disabilities who have:

- (1) Received special education services or supports and made satisfactory progress on an individualized education program (IEP);
- (2) Not met the requirements for a regular high school diploma; and
- (3) Have satisfactory records of attendance and conduct.

Students who obtain the special education diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old.

An occupational diploma may be awarded to students with disabilities at the end of their fourth (4th) year of high school who have (1) not met the requirements for a regular high school diploma; (2) received special education services or supports and made satisfactory progress on an IEP; (3) have satisfactory records of attendance and conduct; (4) have completed the occupational diploma Skills, Knowledge, and Experience Mastery Assessment (SKEMA) created by the Tennessee Department of Education; and (5) have completed two (2) years of paid or non-paid work experience. The determination that an occupational diploma is the goal for a student with a disability will be made at the conclusion of the student's tenth (10th) grade year or two (2) academic years prior to the expected graduation date. Students who obtain the occupational diploma may continue to work toward a regular high school diploma through the end of the school year in which they turn twenty-two (22) years old. Many of Oxton Academy's SWDs may fit into this diploma option.

An alternate academic diploma may be awarded to students with the most significant cognitive disabilities at the end of their fourth (4th) year of high school who have (1) participated in the high school alternate assessments; (2) earned the prescribed twenty-two (22) credit minimum; (3) received special education services or supports and made satisfactory progress on an IEP; (4) have satisfactory records of attendance and conduct; and (5) have completed a transition

assessment(s) that measures, at a minimum, postsecondary education and training, employment, independent living, and community involvement. The required credits may be earned either through the state-approved standards or through alternate academic diploma course requirements defined by the Department of Education. A student who earns an alternate academic diploma shall continue to be eligible for special education services under IDEA until the student receives a regular high school diploma or through the school year in which the student turns twenty-two (22).

(d) **Describe the following related to English Learners (EL) in accordance with State Board Policy 3.207:**

- **Methods for identifying EL students and avoiding misidentification;**

To be identified as an English Learner (EL) and/or transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found within State Board Policy 3.207. Upon registration at Oxtan Academy, all students will complete a required Home Language Survey (HLS) as a part of the registration packet. The HLS will be available in other languages as needed. The HLS is comprised of three questions regarding a student's language spoken at birth and within the home:

- (1) What is the first language this child learned to speak?
- (2) What language does this child speak most often outside of school?
- (3) What language do people usually speak in this child's home?

A "Yes" response to any of the Home Language Survey questions will be classified as NELB and require students to be referred for further English language proficiency assessment. High school students will be screened using the WIDA to assess students' aural/oral abilities. If needed, the parents should be interviewed to clarify any discrepancies in the HLS.

Unless an NELB student has documentation from a previous state or LEA that he or she has met the definition of fluent English proficient (FEP), the School will assess all NELB students with the state-approved English language proficiency screener to determine whether the student qualifies for ESL services. All NELB students who are determined to be an EL shall be provided ESL services through an allowable service delivery model.

The School will communicate information related to testing, placement, and ESL services to all LEP parents in the language and method that the parent can understand, to the extent practicable. Parents shall be informed of the ESL program type to be used, length of time expected for completion of ESL services, how the child was assessed for entrance to services, and options related to program types if available. Parents of ELs shall be informed of the right to refuse placement of their children in ESL programs. If the parent refuses direct ESL services for the student the general education classroom teacher shall be responsible for providing appropriate accommodations as outlined in the student's ILP. Appropriate accommodations will also be provided on assessments.

- **Specific instructional programs, practices, and strategies the proposed school will employ to ensure academic success and equitable access to the core academic program for EL students;**

In addition to using required ESOL strategies by teachers who teach ELs, additional instructional model(s) and/or approach(es) will be used to ensure comprehensible instruction. These include, but are not limited to the following:

- **Sheltered English and Sheltered-Core/Basic Subject Areas:**

ELLs are grouped by grade levels and receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education.

- **Content Based Instruction:**

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Regardless of the approach implemented, ELs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELs are the same as those used with non-ELs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

Instructional delivery, not content, is modified to meet the needs of ELs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training. Teachers of Language Arts/Reading and elementary grades are also certified in their areas, and will be required to obtain appropriate ESOL training. The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELs:

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured so that prior knowledge is considered.
- Methods and materials used in the program reflect second language acquisition strategies and needs.

- All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided

- **Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and**

To ensure that instruction provided to ELs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, will take appropriate steps in the placement of ELs. Programmatic assessment and academic placement reviews are documented at time of entry and prior to placement into the ESOL program. District staff will be requested to assist Oxtan Academy in ensuring that ELs are appropriately assigned to grade and class level, with special attention to the placement of ELs in all available coursework and programs as non-ELL students. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts through ESOL Instructional Frameworks

Administrators and the ESOL Contact/Coordinator will monitor instructional programs for ELs throughout the year. Lesson plans will be reviewed to ensure that ESOL strategies are being implemented and each set of standards is addressed. Classroom walk-throughs will be conducted by administrators and the ESOL Contact/Coordinator to ensure that ELs are receiving comprehensible instruction.

- **Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**

The progress of ELs will be reviewed biannually during EL plan development. At that time, all data will be reviewed to determine if students are making progress towards English language acquisition. The flexible block schedule provides additional time for students to master the most challenging areas, while a team of teachers collaborate and adjust lessons that allow students to use their strengths throughout the learning process. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the CWT model. Evidence can be observed during classroom visits, review of lesson plans, use of materials and audiovisuals, and grade book notations. All teachers of ELs document the EL strategies used for each lesson in their lesson plans. Some of the EL strategies used to assist students include, but are not limited to Marzano's High Yield Strategies summarized in **Chart 3**.

Chart 3: High Yield Strategies

Strategy	Research	Implementation
Identifying similarities and differences	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.	Thinking Maps, QAR, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers.
Summarizing and note taking	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports.
Reinforcing effort and providing recognition	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives.
Homework and practice	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution.
Nonlinguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams.
Setting objectives and providing feedback	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.	Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Further, to complement the work of Marzano, Oxton Academy's faculty will consistently implement six key learning strategies also embedded in the Apex Curricula and proven to be successful with second language students, SWDs and other struggling learners. These include:

- Focus on essentials.
- Make linkages obvious and explicit.
- Prime background knowledge.
- Provide temporary support for learning.
- Use conspicuous steps and strategies.
- Review for fluency and generalization.

Moreover, struggling readers, SWDs and ELs all can benefit from the affordances of online curriculum. Multimedia design principles, such as placing visual representations in a location and context that allows for simultaneous processing (visual and verbal) without the two channels competing with each other are integral to the Apex Learning System.

All instruction is aligned with the appropriate State Standards, benchmarks and course descriptions of their respective classes. Textbooks and other instructional and supplemental materials used with ELs are the same as those used with their non-ELs peers in the same grade.

Students may be exited from the ESOL program only if they meet the criteria specified for exit as outlined in State Board Policy 3.207, which includes achieving proficiency on all language domains of the WIDA ACCESS. English learners who score 4.4 composite or higher and 4.2 or higher for literacy on the WIDA ACCESS shall be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELs for four (4) school years.

Students in the first (1st) and second (2nd) years of transition are referred to as T1 and T2 respectively. Students in the third (3rd) and fourth (4th) years of transition are referred to as T3 and T4 respectively. During this transition period, ESL direct service is not required for T3 and T4 students. However, T3 and T4 students will be included in the LEA's EL subgroup with T1 and T2 students for accountability purposes.

Per State Board Policy 3.207, transitional ELs shall be served in the general education classroom. T1 and T2 ELs shall be monitored for two (2) years. If a transitional student demonstrates difficulty in the general education classroom, academic interventions will be provided as it would be for students in general education. Accommodations shall be utilized to support the student. The School will collaborate with the LEA in applying its written procedure for reclassification if academic or non-academic interventions are unsuccessful. Oxton Academy will follow the LEA's written procedure prior to reclassification. The same procedure must be followed in a consistent and equal manner for all students.

Only ELs who are taking alternate exams for TNReady, as determined by his or her IEP team, may be considered for exit from ESL services through the WIDA ALT assessment. English learners who score a P1 composite or higher and P1 literacy or higher on the WIDA ALT shall be exited from ESL direct services. All students who exit ESL direct services shall be considered

transitional ELs for four (4) school years and shall be monitored in the first and second years of transition (T1 and T2).

- (e) **Describe the following related to at-risk students:**
- **Methods for identifying at-risk students through academic and behavioral processes; and**

The mission of Oxton Academy is to serve those students who require academic success that is supported by innovations in curriculum, teacher training, and a safe and nonjudgmental physical environment. In support of its mission and vision, the school will target and recruit those students, considered to be at-risk, who have not achieved their individual learning capacity in the traditional school setting and require additional interventions and innovative strategies to meet state standards and graduation requirements. Students will receive targeted instruction and accommodations that can provide them with the tools to achieve high academic standards and successfully complete a career-focused high school program that will enable them to graduate, gain and maintain employment, and, if so desired, access postsecondary educational programs.

Among the target population, Oxton Academy will recruit those students, ages 16-19, who have dropped out of school in order to reconnect them to a positive and flexible learning experience. Among the characteristics sought in the target student population will be those overage for grade, with high absenteeism, low number of credits earned, and/or whom their peers have not socially accepted. Oxton Academy will also endeavor to identify overage for grade students in eighth grade that may be ready to transition to high school with a very limited skill base. Upon acceptance, students will be counseled regarding their academic needs and must select one of the designated career academy pathways on which they will receive specific, career related instruction. While students are free not to pursue their chosen pathway upon graduation, during their matriculation at Oxton Academy, each will undertake rigorous career training that complements core coursework and leads to industry certification. Since many students may enter Oxton Academy with academic deficiencies not properly mitigated before they were allowed to enter high school, the School will employ a Response to Instruction and Intervention (RtI²) approach involving pre-screening with an online diagnostic assessment in reading and mathematics, high-quality instruction and intervention, progress monitoring, and the use of data to make instructional decisions. The key to a successful implementation at the secondary school level includes the use of early intervention and tiered instruction to provide the necessary support structure for struggling students.

The philosophical foundation of Oxton Academy's educational program is career preparation. The proposed school focuses on delivering the academic foundation, which is based on meeting Tennessee's Academic Standards, combined with career skills necessary to allow students a smooth and successful transition to the workforce immediately following graduation – if so desired. Through a focused recruitment effort making parents aware of this option, they will see this as an opportunity for a child to attain knowledge and proficiency necessary to prosper in their areas of interest and to be qualified for high wage, high demand employment. The school will provide rigorous competition within the District's public schools for students who are frequently labeled as hard to teach, thereby complementing traditional high school programs and stimulating continual improvement. The educational program at Oxton Academy is specifically designed to meet the needs of a diverse population of students who have a record of

low performance, may have special educational needs, and are clearly at-risk of not meeting their graduation requirements. The school will provide parents and students with another educational option that may better meet students' diverse needs and expand the capacity of the public school system.

- **How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.**

In order to engage and motivate its students, while supporting academic proficiency, Oxton Academy will create an educationally conducive learning environment for its students. Whether one chooses to use the terms “recover,” “reconnect” or “re-engage,” the substance of this action must be predicated not only on academic growth, but on social and emotional growth, as well. If a school, its teachers and administrators do not understand this concept they are limiting the potential success of a high number of their students. All individuals, and particularly this fragile group of learners, want to experience success. Success is a strong motivator, so by creating a school environment, which enables students to succeed in spite of previous social, emotional, or academic struggles, the most difficult challenge to this group has been addressed.

In order to achieve its mission, Oxton Academy has structured its educational program around what research has shown to be key components for successful high school programs for high needs students. The program will include the following:

Career Academy Focus

Oxton Academy will provide a structured educational program that combines classroom-related instruction and training in which students can acquire the practical and technical skills in the one of several high-demand and engaging career pathways. Research has shown that enrollment in a career academy significantly decreases the drop-out rate of at-risk students.

Personalized Learning Program

Oxton Academy will provide students with a personalized learning program that is designed to accelerate each student’s progress toward the accumulation of course credits, resulting in increased student achievement, grade promotion, and a high school diploma. Each student will be provided with individual attention, foundational skills development, and social, emotional, and behavioral support needed to address specific individual challenges and deficiencies to advance to or excel beyond their age-appropriate grade level. Teachers will work closely with students to provide core and remedial instruction that meets their individual academic needs.

Upon enrolling, students will participate in an orientation to clarify the focus of the school and expectations for students and parents. They will also complete a career interest inventory to determine the “best fit” from among the available career academy options. They will be introduced to the curriculum and create user accounts for the self-paced instructional software programs and learn how to use them. During orientation, students will also complete a personalized **Individualized Learning Plan** with a focus on graduation and a career. The plan will include the following essential components:

- Review of transcripts and all courses required for graduation.

- Personalized individual goal statement developed by each student.
- Assessment results of foundational reading, writing, and math skills levels.
- Plan for skills remediation and target learning gain goals
- Identification of any social/personal barriers to success and referral to appropriate service providers.
- Career interest inventory results and choice of career academy.
- Individual plan for transition into post-secondary pathway.

To support students with completing this plan, students will individually review their transcripts with the guidance counselor and their parent(s). Each student will be assigned a staff mentor who will help to identify and address barriers to success, including a review of core student services and providers available to students. Teachers will administer assessments and receive disaggregated reports that will be critical in monitoring students, particularly those who have not previously passed state assessments.

Literacy Focus Across All Content Areas

A primary focus of the School will be to increase students' literacy skills. Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. Instructional practices will be used to help students develop literacy skills for critical thinking and content area mastery. Content area teachers must be trained to use and to teach learning strategies that are effective for their subject areas. The Lead Teacher will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Extensive professional development will be offered to assist teachers in incorporating literacy standards in social studies, science, and technical subjects. The use of complex texts of varying lengths along with challenging, text-specific questions will help students better understand content area texts and textbooks.

Social and Emotional Learning

The School's program will address the "whole child" and offer an array of supports to enhance each student's chance for success. Research indicates that social and emotional learning (SEL) programs assist students not only in dealing with daily struggles, but also increase students' academic skills. There is evidence that drop-out prevention strategies at the high school need to begin early. Short, weekly lessons teach students about how nutrition, rest, social interaction, and mindset affect mood, energy and academic success. The lessons are followed by booster sessions where students report on their progress and long-term goals. The total length of the program, which includes lessons and booster sessions, is eight weeks. Throughout the program, the students learn reflection, motivation, peer counseling, anger management, time management, conflict resolution, empathy, tolerance and study skills. The small group model is for students who require additional interventions and focuses on self-improvement through mindfulness, modification of behavior, goal-setting, journaling and study skills. Selected teachers will receive appropriate training in implementing the program delivered through the Student Advisement time.

Technology-Enhanced Learning

The school will utilize technology as an interactive tool to engage students more effectively and increase student learning. The digital curriculum allows students to progress at their own pace while documenting achievement on academic standards. Engaging multimedia presentations, effective modeling and scaffolding of concepts assist students with more difficult aspects of content area skills. Classes offered in 85-minute, flexible blocks allow students additional time and opportunities to seek help from the content-certified teachers present for any question or issue a student may experience.

Additional strategies have also been provided in previous sections of this application including 1.9 (b) and (c) for those students entering with an IEP or who may be identified as having a disability.

- (f) **Describe the following related to gifted students:**
- **Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and**

Due to its student recruitment and instructional focus, Oxton Academy does not anticipate having a specific gifted program. However, as the School may accept some students who have a gifted eligibility and may qualify for higher level coursework, Oxton Academy will assist those students attaining their high school diploma with an added benefit of career planning and instruction. To this end, Oxton Academy will provide several opportunities including the *Move on When Ready* graduation option, dual enrollment courses and AP courses via Apex Learning. As required, teachers involved with the delivery of content to gifted students will have appropriate certifications or endorsements. Each can assist the capable and motivated learner to achieve at a higher level with a focus on post-secondary options and career preparation.

- **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

Parents will be advised of the School's offerings for those students who enter Oxton Academy with a gifted eligibility. An Educational Plan (EP) for gifted will be developed, appropriately maintained and monitored through meetings held in accordance with Sponsor's guidelines inclusive of a full review of the student's academic history and standardized test scores. The student is then placed in the most appropriate courses available with the guidance to help leverage their talents to complete the graduation requirements in the shortest possible time frame. The curriculum and student schedule have the flexibility to provide the necessary program enhancements to assist gifted students in obtaining the credits and assessment levels needed, while preparing them for the world of work and post-secondary training. Formative assessments will monitor the student's progress and the degree to which the individual's unique talents are being addressed.

1.10 School Culture and Discipline

In this section:

- (a) **Provide as Attachment B the Student Handbook and/or forms that will be provided to or required of students and families.**

Please see **Attachment B**

- (b) **Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the school's mission, goals, and objectives.**

Empowerment of both teachers and students is a major impetus behind creating a positive school culture at Oxton Academy. Schools are established for the benefit of all students. The educational purposes of the schools are best accomplished in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. To that end, students will be empowered to take an active role in the development of and oversight of appropriate school behavior. This process will be based upon a climate of mutual respect and open communications. As in a college setting, students are expected to be responsible not only for their behavior, but also for their learning.

To further support a culture based on individual responsibility and ownership of behaviors, Oxton Academy will create a physical environment that resembles a college and/or work place. The campus will be designed with a more informal learning environment with the feel of an office. There will lounge areas and informal meeting spaces for studying and collaboration.

Maintaining a safe and orderly campus is central to providing an effective, nurturing learning environment, regardless of the students' location within the greater school environment. The Governing Board, Administration, and staff of Oxton Academy will be dedicated to maintaining such an environment. Student Achievement is the top priority of the school, and student behavior is inseparably connected to student achievement. In order to achieve this, Oxton Academy has elected to implement a comprehensive program that engages all stakeholders: students, parents, teachers and administrators. All stakeholders will be trained in collaboratively developing and supporting a safe and civil school environment. Further, one of Oxton Academy's goals is to ready students for productive citizenship upon graduation. Therefore, individual development of self-discipline, along with the promotion of self-direction is strongly supported and encouraged. Students will be provided specific freedoms within the framework of school policies, allowing them opportunities to learn, to make choices, and to assume responsibility for their actions. Consequences for chosen behaviors will be administered when freedom is abused and rewarded with greater freedom when growth is shown.

Through the implementation of a flexible, block schedule students will realize that the structure of Oxton Academy is different from most traditional schools they may have experienced. Further, with easy access to their teachers and counselors, Oxton Academy students and parents will find engagement with a caring and interested adult can mitigate a number of underlying issues that can lead to inappropriate behaviors.

- (c) **Explain how you will create, implement, and sustain this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.**

Even before the first day of school, students and their parent(s) participate in an orientation to Oxton Academy. This is also true for students who may choose to enter at mid-year. At this time, the student's academic and behavioral records are reviewed and discussed. The student and parent are provided a copy of the Student Handbook and the School's approach to discipline is discussed as well as the Social/Emotional Learning (SEL) component of Oxton Academy's program. The school's program will address the "whole child" and offer an array of supports to enhance each student's chance for success. Research indicates that social and emotional learning programs assist students not only in dealing with daily struggles, but also increase students' academic skills. There is evidence that drop-out prevention strategies at the high school need to begin early. Short, weekly lessons teach students about how nutrition, rest, social interaction, and mindset affect mood, energy and academic success. The lessons are followed by booster sessions where students report on their progress and long-term goals. The total length of the program, which includes lessons and booster sessions, is eight weeks. Throughout the program, the students learn reflection, motivation, peer counseling, anger management, time management, conflict resolution, empathy, tolerance and study skills. The small group model is for students who require additional interventions and focuses on self-improvement through mindfulness, modification of behavior, goal-setting, journaling and study skills. Selected teachers will receive appropriate training in implementing the program delivered through the Student Advisement time. Each student will also be assigned a staff mentor who will help to identify and address barriers to success, including a review of core student services and providers available to students.

Additionally, parents have an important role to play in monitoring their child's overall progress at Oxton Academy. Just as they will participate in the orientation process, parents will receive periodic messages from the administration or staff in a chosen method (e.g. call, text or email). They will have the ability to log on to a parent portal to retrieve current academic or other student information relative to the student's overall progress.

- (d) **Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.**

The overall school culture and how it will be operationalized is especially applicable for special populations. The SEL approach, the use of teacher mentors and the more personalized teaching/learning structure create a more positive environment for those students requiring a different or more unique approach to school.

Guiding the academic performance of Students with Disabilities (SWDs) or English Language Learners (ELs) is an IEP or EP respectively. As with regular education students' ILPs, the student's educational plan looks at strengths and deficiencies to help structure an educational environment, which is most conducive for the learner, supplemented with modifications delineated in the IEP or EP. To support this process, the flexible block schedule at Oxton Academy provides additional time for students to master the most challenging areas, while a team of teachers augments lessons that allow students to use their strengths throughout the

learning process. The additional advisement, tutoring and/or mentoring time is also ideal for staff to ascertain any issues or concerns that are not being addressed through the regular class periods. Moreover, as with academic issues, Oxton Academy will use the RtI² and School Base Team approach to address specific behavioral issues that may arise during the school year that may have not been identified prior to admittance to the Academy.

- (e) **Provide the student discipline policy as Attachment C (if not already included in Attachment B of the school handbook).**

Oxton Academy will adopt the Authorizing District's Code of Student Conduct (STS-M001) and Discipline Policy (INS-A083).

- (f) **If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:**
 - **Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;**

Included in Code of Student Conduct (STS-M001)

- **A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;**

Included in Code of Student Conduct (STS-M001)

- **An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings;**

Included in Code of Student Conduct (STS-M001)

- **The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and**

The School's Principal and Assistant Principal will be those responsible for administering the Discipline Policy per the Code of Student Conduct. Their job descriptions are included in **Attachment Y**.

- **How students and parents will be informed of the school's discipline policy.**

The Student Handbook addresses this with acknowledgements from the student and a parent.

1.11 Recruitment and Enrollment

In this section:

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

Please see **Attachment D**.

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

A comprehensive advertising and promotional plan will include the use of print, broadcast, and online media to disseminate information about the School's educational program and open enrollment period. The promotional plan to be followed in publicizing Oxton Academy will be designed to reach all Montgomery County communities and all racial/ethnic groups of both genders within them. Moreover, Oxton Academy will seek to collaborate with the guidance departments of established public middle and high schools to make them aware of the opportunities available at Oxton Academy for non-typical, struggling or disenfranchised youth. These students will most likely be overage for grade and may be exhibiting high absenteeism and/or acting out behaviors brought on by the traditional structures currently in place.

Recruitment efforts for Oxton Academy grades nine through twelve will target students (approximately ages 14-21) with a desire to receive a career-oriented education within a flexible, student-centered learning environment. As a result, selected students will have a goal of readiness for both post-secondary education and the workplace. A student population reflective of current, disenfranchised students or students with whom the traditional educational community was not successful, combined with a focus on career preparation shall be promoted and encouraged through an established and open admission process.

In order to create a small, student-centered educational environment with personalized learning, the enrollment capacity of Oxton Academy will be under 300 students. Current State data shows a very positive, average graduation rate for CMCSS high schools at just below 95%. Per the same State data, that leaves approximately 500 students not graduating from District high schools. However, when expanding the data field to include chronic absenteeism and college/career readiness, the pool of potential enrollees expands dramatically. Chronic absenteeism among economically disadvantaged students is over 25% across the District and the average college/career readiness for CMCSS high schools is at 40% based on the most current data available. School leadership believes that there will be a sufficient number of applicants to meet enrollment projections.

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

By publicizing the availability of Oxtan Academy throughout the geographic area the School will serve, the School's demographic composition should generally mirror that of the local public schools. The school will provide copies of its promotional materials in various languages per demographics and announcements to local community organizations to make sure that target families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment. In particular, School leadership is in the process of meeting with representatives from local churches to share information regarding the focus of the prospective new high school.

The school will post flyers in local public facilities such as the post office, community centers, and other locations of public access – including sporting events, in order to reach parents to inform them of the educational opportunity available for their children. The community will be made aware of the school's high expectations for student achievement in school as well as after graduation due to the school's personalized learning environment and career training. This approach will promote interest among parents who may feel their child's current school has not provided the type of supports necessary for the child to achieve at a higher level. Recruitment bulk mailings will be sent to students of local middle schools within the area to be served. Oxtan Academy may also prepare a public service announcement for broadcast on local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school. The School will also seek to collaborate with Guidance Counselors at area middle schools to help identify students fitting the profile of Oxtan Academy's target population. Oxtan Academy will also use social media to attract a student element looking for a different educational option. The Sponsor and school leadership will access the faith-based community to make both formal and informal presentations to parents.

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

As described in previous sections of this application, Oxtan Academy will specifically be targeting families and students delineated in part (d). Marketing will focus on community organizations and churches that serve families in poverty along with those who provide services to students with disabilities and English learners with marketing materials in multiple languages. Advertisements in newspapers and over radio will help to target dropouts, struggling students and those who have not been successful in traditional high school programs. Oxtan Academy will also seek the cooperation of local businesses and industries to help inform employees and patrons of this unique and new educational opportunity.

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

Once the proposed School has opened, future recruitment efforts will be tailored to achieving balance and diversity among the students. As students may enter Oxton Academy at different grade levels during its initial year, it may be necessary to limit growth at certain grade levels, while seeking to recruit others to balance the School's program. Moreover, with its limited overall capacity, Oxton Academy may have to resort to a lottery system in order to restrict the total number of students who may enroll. All enrollment processes are subject to the requirements of Tennessee State Board Rule **0520-14-01-.04**.

1.12 Parent and Community Engagement and Support

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

Oxton Academy's sponsors have created a dialog with many of Montgomery County's industries and is now active in working with faith-based community, minority populations associations, and schools of higher education. **The Clarksville Chamber of Commerce** met with school leaders and has developed an ongoing process of brokering meetings with industry leaders. **The Industrial Board of Development (IDB)** co-hosted a meeting with the Chamber and permitted a school representative to make a presentation to local community business representatives. **LG Electronics**, a worldwide leader in the manufacturing of home appliances was present at the meeting and met with a school rep at its facility, leading to an agreement to continue their support for the school's growth and development. **Hankook** had a team of HR staff meet with the school rep to discuss curriculum needs, and the head of their HR department committed the company to providing advice and possibly lab equipment to feed their hiring pipeline. Meetings are currently scheduled with the faith-based community, and ongoing dialogue with Hispanic associations will lead to meetings that will engage families in the development of school curriculum and extra-curricular activities. Oxton Academy is also collaborating with **Austin-Peay State University**, **Tennessee College of Applied Technology** and **Bethel University** for the purpose of building bridges for college articulation in their industry certification programs through a dual enrollment track that may provide pathways to summer camps and on-campus learning throughout the school year during the school day. The Sponsor is also working with facility heads to explore the opportunity of leasing space on college campuses for the school site. This will provide Oxton Academy graduates with an important option for post-secondary training and degree opportunities.

The need to focus on disenfranchised youth for whom the traditional high school program has not been successful is supported by many community organizations and local church leaders. Moreover, with several major manufacturing industries located within the greater Clarksville community, the need to provide gateway training for high school graduates is critical for the general workforce. These two key components specifically supported by community input are integral to the Sponsor's application.

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

Once approved, Oxton Academy will make a concerted effort to inform the community about this new educational opportunity and its targeted group of students. This approach will include the distribution of flyers and related information at various community events, festivals, and shopping venues. Ads on local radio stations will be researched in order to reach the target population. The school will also create a social media presence with targeted Email and ads. The School will host an open house(s) and provide tours to parents in addition to using bulk mailing of information and a billboard if needed to draw attention to the School's presence.

Oxton Academy also recognizes that parental/family involvement is a factor necessary to improve student achievement. The school will create a collaborative environment in which

parents and families of students are encouraged to be involved. Parents will be asked to take an active role in their child's academic progress as well as to help out with other school activities and events. Parents will have a number of opportunities for involvement in their child's education. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school-sponsored workshops, parent nights, report card conferences, and student award ceremonies. Parents of all enrollees will be asked to attend an orientation session with their child during which time opportunities, expectations, and requirements of the program are clearly explained. This will set the stage for the school's expectations for student progress and achievement. The school will establish a mutually agreed upon method for home school communication. The school will ensure that communications with parents are provided in their native language, if necessary. Parents and the community will be notified of all Governing Board meetings conducted throughout the year.

Additionally, parents will be encouraged to serve on school committees such as the Career Academy Advisory Boards and School Advisory Committees. This allows parents, staff, and school leadership to collaborate on school improvement activities. The purposes of such advisories will be to:

- Provide a venue for feedback among all partners and give a voice to the community
- Agree upon community-related goals for the school program
- Make constructive recommendations for school improvement
- Establish relationships with members of the broader community and recognize their value
- Provide information to the community about the purpose, vision, and mission of Oxtan Academy.

Additionally, the school's Governing Board will recruit and appoint a parent of a student at Oxtan Academy to serve as a member and to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and assist the Board in resolving any disputes that may arise.

School administrators, guidance counselors, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success. The Sponsor believes in engaging and establishing viable relationships with community resources that are available to students and parents. As previously mentioned, the Sponsor will also continue to dialog and build relationships with the local Chamber of Commerce and local industries that could benefit from graduates with industry certifications ready to enter the workforce.

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

Please see **Attachment E**.

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

Parents will be offered opportunities to participate in seminars and workshops geared toward helping them understand their role in supporting their child, as well as understanding the educational system, assessments and graduation requirements. Community organizations and local institutions of higher learning will be invited to participate in these events in order to inform families of available resources and supports that could assist them and their children.

Local industries will be asked to support the career education programs through providing job shadowing, internships, equipment, speakers and other supports that can assist with Oxton Academy's career pathways. Industry representatives can also encourage students' efforts and pursuits in the various career pathways available. Especially those that align to their own unique needs.

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

Parents will have a number of opportunities for involvement in their child's education. Parents will be invited to attend a pre-admittance/orientation session with their child during which opportunities, expectations, and requirements of the program will be clearly explained. This will set the stage for expected student progress and achievement. The initial meeting will be followed by other required meetings/conferences during the school year to keep parents informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, counselors and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies. Parents may also volunteer to tutor, or provide other types of support through School administration.

Oxton Academy is a choice school that recruits students with an interest in Career Academy Programs that lead to work, higher education, and productive citizenship. Performance, behavior, and attendance are foundational qualities for success in education, employment, and life in general. Because of the ultimate importance of those qualities to the student, Oxton Academy's philosophy supports establishing positive life-long patterns of conduct as part of the high school educational process. Further, because Oxton Academy's prospective student population may have encountered various issues in the past that could serve to undermine the ultimate success of the student, a general Admissions Contract is required of all students seeking to enroll. Student and parent contracts will effectively be used by the School's administration to control and correct inappropriate student behavior, lack of attendance or other issues that could prove a detriment to the student or other students at the School. A copy of this contract is available in **Attachment B**.

The contract will be based on the Student Handbook, which will be edited with input from staff and students. In the meantime, the Authorizer's Code of Conduct will be referenced Handbook will serve as the basis for the contract. Violation of any part of the Admissions Contract initiates a parent conference. During the conference, discipline is assigned, a corrective plan is developed, and a specific contract, to be signed by parent, student, and a school administrator, is developed that clearly delineates expectations and ramifications of violating the contract. Continued violation of contractual obligations will result in progressive discipline up to the withdrawal of the offending student.

For all students, not legally emancipated, parents or guardians will be responsible for signing an Oxtan Academy contract(s) on behalf of their child(ren). Said contracts may include, but are not limited to the following acknowledgements:

- The parent(s) or guardian(s) will review and support all items set forth in the ACA Code of Student Conduct, which will initially be one and the same as that of the Sponsor.
- The parent(s) or guardian(s) acknowledges and agrees to the ACA attendance policy.
- The parent(s) or guardian(s) agrees to attend all required conferences/meetings set forth in the contract.
- The parent(s) or guardian(s) agrees to provide transportation for their child(ren).
- The parent(s) or guardian(s) will encourage their child(ren) beyond the school day with their support and guidance.

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

In order to ensure substantial parent and community involvement, the Sponsor and board members will meet with local stakeholders to explain the program and recruit representatives, including parents to serve on a School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of the school's operation. The purposes of the SAC will be to:

- Provide a venue for feedback among all partners and give a voice to the community.
- Agree upon community-related goals for the school programs.
- Make constructive recommendations for school improvement.
- Establish relationships with members of the broader community and recognize their value.
- Provide information to the community about the purpose, vision, and mission of Oxtan Academy

Parents will have a number of other opportunities for involvement in their child's education. Parents will be invited to attend a pre-admittance/orientation session with their students during which opportunities, expectations, and requirements of the program will be clearly explained. This will set the stage for expected student progress and achievement. The initial meeting will be followed by other required meetings/conferences during the school year to keep parents

informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, counselors and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies.

Community members and local business owners, who recruit employees with experience or industry certifications from any of Oxton Academy's programs will be invited to take an active role in supporting the curriculum and focus. Such representation on Academy Advisories provides current work force skills, demands and requirements necessary to appropriately prepare students to enter a particular career upon graduation.

School administrators, guidance counselors, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

- (a) Describe the composition and size of the governing board and board committees. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the proposed school will be an educational and operational success.**

Oxton Academy's governing board will begin as a small cohesive group of three, dedicated individuals with a focus on providing Oxton Academy's targeted population with a unique and personalized educational opportunity. Since the school will be exceptionally small by traditional high school standards, with a highly specialized career focus, the founding board members will assume much broader roles and responsibilities. Those who have chosen to participate in this undertaking are particularly interested in preparing disenfranchised individuals to successfully graduate and matriculate to higher education and/or become a capable employee. Moreover, these individuals bring an understanding and the expertise needed to oversee the proposed School from its inception. Each board member has been a part of an educational institution and/or private sector trainer with first-hand knowledge of recent high school graduates, their abilities and deficits. Their combined experience and understanding of the academic and financial intricacies of running a school of this type and focus is essential to its ultimate success. Once operational, the board will be expanded to include a representative from a local business/industry with a vested interest in recruiting capable graduates. Additionally, a local educator with distinctive understanding and experience with the type of student Oxton Academy plans to target will be specifically recruited to the board. The governing board is responsible to the Authorizer for the fulfillment of the terms of the charter agreement. It will meet collectively to develop, define, and refine policies of employment, finance, school operation, and other matters consistent with the responsibilities defined by charter school law. The founding board is primarily responsible for the planning, development and implementation stages of the charter school project. That would include the time period beginning with the submission of the application through approximately the first year of the school's operation. Further, the founding board members have the option to remain on the permanent governing board to ensure continuity of vision. Areas of board responsibility include, but are not limited to, the following:

- Interpreting Federal and State Statutes, IRS Tax Codes, Technical Assistance Papers, and Department of Education Rules that govern the operational and educational process. Counsel and school administration will assist in this endeavor.
- Developing and approving written policies that serve as guidelines for operations and for successful and efficient functioning of the school.
- Maintaining an accounting system that is in accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools."
- Adopting and maintaining an annual operating budget, ensuring that the school has retained the services of a certified public accountant or auditor for the annual financial audit, receiving the report from the auditor, reviewing and approving the audit report.

- Ensuring that a competent and appropriate staff is employed and maintained that meets obligations and optimizes operations.
- Assuring that accurate records are kept, but not limited to, student attendance, student academic performance, financial records (especially those that constitute the accounting system), personnel records, Governing Board minutes, and any other consideration of school operation subject to audit or public information requests.
- Conducting continual appraisal of the educational and administrative process.
- Monitoring and addressing facility issues.
- Scheduling regular Governing Board meetings that facilitate timely handling of business affairs within statutory and contractual mandates and holding at least two public meetings per school year in the school district.
- Ensuring that Governing Board operations comply with requirements of Florida's open government laws, including the Sunshine Law.
- Addressing additional events and issues that may arise as a result of doing business.
- Appointing a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes.
- Evaluating the performance of all employees who report to the Governing Board.
- Fulfilling all obligations and responsibilities of the position according to bylaws, code of ethics, conflict of interest rules, board policies, the school charter, and participating in governance training, as required by law.
- Preparing for Governing Board meetings by reviewing pending agenda items and support documents, attending meetings and following parliamentary procedures.
- Assisting in defining and fulfillment of the school mission and vision.
- Engaging in fundraising activities and other venues of support for the school and students.
- Assisting with the marketing of the school according to the school's marketing plan.
- Any additional requirements set forth in Tennessee Code Title 49. Education § 49-13-111 and State Board Policy 6.112.

It is anticipated that governing board officers shall consist of a Chairperson, Vice Chairperson and a Treasurer. The principal's secretary will serve as board secretary for the purpose of taking minutes of each meeting.

(b) Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.

Ultimately, the School's success will be based upon achievement of its goals and objectives as evidenced by the success of its students. Based on its targeted student population, Oxton Academy's goals for academic growth and improving student performance have been designed to assess progress and/or skill mastery in core academic classes. These goals may be adjusted as

needed based on the results of the baseline assessment and the academic records of incoming students. If the incoming baseline is **lower** than anticipated, the school will maintain its expectations for student achievement on the state-mandated exams as stated; however, the school will develop academic goals for annual learning gains. Student performance data will guide the board and school leaders in the development of a professional development action plan to meet the instructional needs of teachers. This will provide for adjustments to the educational program, using data, and will allow leaders to assess the school's progress towards meeting the proposed goals and objectives. The academic goals and objectives for improving student learning will be revised if baseline levels are **higher** than originally anticipated as well. In this case, the expectations for student achievement will increase to align with local and state proficiency averages, as applicable. The goals below have been established by the school and will be monitored each year.

Board members and officers are responsible for collectively developing, defining, and refining policies of employment, school operation, finance and other required matters that have a direct impact on teaching and learning. The governing board will promote enhanced academic success and financial efficiency by aligning responsibility and accountability for itself and those it employs. The governing board, in collaboration with the Sponsor, will employ a principal for the school who manages day-to-day operations under the oversight of the board. The governing board will hold the principal responsible for the administration of its policies, the execution of the governing board's decisions, the operation of internal machinery designed to serve the school program, and to keep the board informed about school operations and issues. The principal will employ competent staff, supervise staff, and evaluate all faculty, support staff, and contractual staff to ensure the school is an academic and operational success. The principal will be evaluated at a minimum of twice per year, per State Board Policy 5.201, with more frequent evaluations resulting from certain formative indicators the governing board chooses to use. The governing board will employ a Professional Growth Plan (PGP). This tool is completed by the principal in collaboration with the board or specific officers. It allows the principal to set target leadership practice goals based on previous evaluation results. The identified goals will assist the principal in making school-wide improvements in educational program and operation of the school. Additionally, the PGP allow the principal to set target goals for achieving professional growth with the assistance and support of the board. The governing board will use evaluation results from year to year to identify target goals for the principal and to recommend professional development that is aligned to results. Thus, the governing board's success is tied directly to its staff and the overall success of the students it serves.

(c) How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.

As indicated, the founding board will be small in number to facilitate initial decision-making and support the School's start-up plans. However, once Oxton Academy has been established and regular operations are underway, the governing board will actively seek to expand in number and talent by recruiting additional members whose skills and commitment will enhance the oversight of the school and its student population. Additional or replacement governing board members will be recruited from the community by the founding or current governing board. Civic-minded individuals with talents that contribute to a diverse and well-rounded leadership base and who possess a vested interest in education in general and the school in particular, will be aggressively

and continually sought. The governing board will recruit members of the community including those with local business/industry ties and legal, financial, and educational experience as available. Parent and guardians of students in the school will be encouraged to suggest nominees for appointment to the governing board. As determined by the founding board, a parent representative will be appointed to the board to serve in an advisory capacity. This individual shall be the parent or guardian of a student enrolled in the school. Recruitment consists of meeting with potential governing board members to determine their level of interest in serving on the governing board. Those who express an interest are given a tour of the school site and, if still interested after the tour, are provided a governing board application and a packet of orientation information. This information explains the duties, obligations, conflict of interest policy, code of ethics, open meeting statutes, and requirements for fingerprinting, background checks, financial disclosure, governing board training, and any other processes involved in becoming an approved governing board member. Those accepted are seated on the governing board and begin the compliance procedures mandated by statutes and charter, which include the mandated governing board training per Tenn. Code Ann. §49-13-111 (q) and State Board Policy 6.112.

(d) Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. §49-13-111 (o) requires annual board training, as certified by the Tennessee Charter Schools Center and approved by the State Board of Education; documentation of this training must be provided to the authorizer.

In addition to an in-depth tour of the school facility during operating hours, a review of academic approach and career preparation options, prospective board members receive a packet of orientation information. This information explains the requirements, duties, obligations, and processes involved in becoming an approved governing board member. Emphasis is placed on conflict-of-interest issues, ethics, and the requirements of compliance with Open Meeting Statutes (Government in the Sunshine), fingerprinting, background checks, financial disclosure, governing board training, etc. Those willing to undergo the process are welcomed to the board based on available openings. Those seated immediately begin the compliance procedures mandated by Statutes and Charter, part of which is the mandated governing board training.

Per T.C.A § 49-13-111(q) the governing body of a charter school shall conduct an annual board training. The training course(s) shall be certified by the Tennessee Charter School Center (TCSC) and approved by the State Board. State Board rule 0520-14-01-.07 contains the information required to be collected by the TCSC for use in reviewing courses for certification and subsequent recommendation for approval to the State Board. Additionally, the rule contains the required number of annual training hours for new and experienced governing body members and the timeline for completing the annual training. Governing body members may establish compliance with the required training hours through one course meeting the minimum credit hours or multiple courses meeting the minimum training hours. Completed training courses are valid for only one (1) year. The TCSC shall inform the respective charter school authorizers of each governing body's completion of the training requirements. Charter school authorizers shall be responsible for monitoring compliance for their authorized charter schools. New governing body members shall complete a minimum of two (2) credit hours of training courses from Table 1 and a minimum of four (4) credit hours of training courses from Table 2. Experienced

governing body members shall complete a minimum of four (4) credit hours of training courses from Table 2.

Table 1. Trainings Approved for New Governing Body Members

Course	Training Entity	Length of Course
Charter Board Fundamentals	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
KIPP Nashville: New Board Member Training	KIPP Nashville Board of Directors	2.0 hours
Rocketship Public Schools: New Board Member Training	Rocketship Public Schools	2.0 hours

Table 2. Trainings Approved for New Governing Body Members and Experienced Governing Body Members

Course	Training Entity	Length of Course
Strategically Recruiting Your Sustainable Governance Team	BoardOnTrack	1.0 hour
Developing and Supporting Your Board – CEO Partnership	BoardOnTrack	1.0 hour
Structuring Your Board for Success	BoardOnTrack	1.0 hour
Make Your Meetings Matter	BoardOnTrack	1.0 hour
Governing for Growth	BoardOnTrack	1.0 hour
LEAN Six Sigma Principles	The Henson Consortium	8.0 hours
KIPP Nashville: Annual Board Member Training	KIPP Foundation	6.0 hours
Rocketship Public Schools: Board Governance Training	Rocketship Public Schools	2.0 hours
Rocketship Public Schools: School Metrics Training	Rocketship Public Schools	2.0 hours

New governing board members also complete the self-paced orientation packet and complete forms signifying that they have read and understand duties, obligations, responsibilities, and ethics. The orientation materials also address various meeting responsibilities and protocols and School policies, of which each board member needs to be familiar. Additional professional development is provided through presentations to the governing board, board workshops, and an annual Governing Board Retreat. Further, any new local, State policies or addenda along with pertinent communications from the Department of Education will be shared with the governing board electronically as they are received.

(e) Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.

The governing board will make every effort to recruit a principal who is an experienced school leader with knowledge of Tennessee School Law. While Oxton Academy will labor to solve all disputes as quickly and with the upmost sensitivity as possible, we understand that some conflicts may have to be handled in the following manner:

- It is first preferred that the parent and/or student and staff member resolve all differences through a conference with staff or supervisor. Such conference will be held within five school days of the grievance. The participating staff member will relay the outcome of this conference to the principal in writing with signatures obtained from the other participants.
- If the issue persists or was never fully resolved, the principal or the assistant principal will meet with the staff member and parent to offer mediation in an attempt to reach a consensus.
- Assuming a consensus could not be reached the parent can decide to contact the school's Conflict Resolution Designee – one the Oxton Academy's counselors specifically trained in dispute resolution.
- The parent/guardian or student, after exhausting all other school remedies, may appeal the grievance to the governing board. The parent/guardian or student shall make a request in writing to the governing board secretary requesting a governing board hearing. The governing board chairperson may call the board members into an Executive Session meeting if it is determined to be appropriate in light of statutory mandates. The governing board shall render a final decision on the matter by majority vote within thirty days.
- In the case of issue/grievance brought by a staff member that cannot be resolved through administrative channels, a summary of the dispute will be forwarded to the board secretary by the staff member. The governing board chairperson may call the board members into an Executive Session meeting if it is determined to be appropriate in light of statutory mandates. The governing board shall render a final decision on the matter by majority vote within thirty days.

The purpose of the School's conflict resolution plan is to resolve every dispute with the common goal of doing what is best for the students. The School understands that without the communication and support from parents/guardians, fulfilling our goal will not be possible.

List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.

Full Name	Current Job and Employer	Area of focus/expertise
Chair: Erin McColskey	Retired VP of Government Relations for Palm Beach State College	Government/Public Relations, School Policy, Educational Law
Vice Chair: Erika Montgomery	Retired Teacher/Southwest Airlines	Classroom/Curricular Strategies, School to Career
Treasurer: Jose Perez de Corcho	Florida Atlantic University	Management/Finance

Please include the following governance documents as **Attachment F**:

- F1.** Articles of Incorporation
- F2.** Proof of non-profit and tax-exempt status
- F3.** By-laws
- F4.** Code of Conduct
- F5.** Conflict of Interest Policy
- F6.** Board member resumes or biographies
- F7.** Board policies (including frequency of meetings)

Please see **Attachment F**.

2.2 Start-Up Plan

- (a) Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook. If you are an existing ASD operator, in lieu of the foregoing, attach a copy of your School Exit Plan.

Accomplished by Date:	Activity/Action:	Person Responsible:	Compensation:
February 1, 2022	Submission of charter application	Sponsor	N/A
May 1, 2022	Anticipated charter approval		
May 15, 2022	Site research, review and acquisition	Sponsor's Consultant*	\$10,000/month
June 1, 2022	Contract negotiations with Authorizer: <ul style="list-style-type: none"> • Transportation Options • Levels of support • Access to IT 	Sponsor & Governing Board	N/A
June - July 2022	Governing Board Training: <ul style="list-style-type: none"> • New Board Members Training (T-1: 2 Hrs) • Make Your Meetings Matter (T-2: 1 Hr) • Structuring Your Board for Success (T-2: 1 Hr) • Board Governance Training (T-2: 2 Hrs.) 	Governing Board	N/A
July 1, 2022	Facilities Build/Lease Negotiations	Sponsor's Consultant	\$10,000/month
July 2022 – Jan. 2023	Zoning and permitting (as required)	Sponsor's Consultant	\$10,000/month
Commence: August 2022	Monthly Governing Board Meetings	Governing Board	N/A
Sept. 2022 - Dec. 2022	Leadership search	Sponsor, Governing Board, Consultant	\$10,000/month
January 2023	Secure insurance and benefits	Sponsor & Governing Board	N/A
January 2, 2023	Hire Principal and Administrative Assistant	Governing Board & Sponsor	N/A

Commence on: February 1, 2023	School marketing and student recruitment	Principal, Governing Board & Consultant	\$7500/Month for Principal \$10,000/month
March 1, 2023	Advertise Adm. Support and Instructional positions	Principal & Governing Board	\$7500/Month for Principal
Commence: April 2023	Hire staff/secure contracts	Principal & Governing Board	\$7500/Month for Principal
April – July 2023	Initiate fingerprinting, drug testing and background screening (continue as necessary)	Sponsor’s Consultant	\$10,000/month
Commence: Mid-April 2023	Student/Parent Interviews and enrollment	Principal, AP & Select Staff	\$7500/Month for Principal
May 1, 2023	Secure facility, complete fire/safety inspections	Sponsor’s Consultant w/Governing Board	\$10,000/month
May 15, 2023	Advertise facilities, food service, clerical positions	Principal & Governing Board	\$7500/Month for Principal
June 1, 2023	Hire facilities, clerical and food service (as needed)	Principal & Governing Board	\$7500/Month for Principal
July 1, 2023	Install furniture and equipment	Principal, AP & Lead Teacher	\$7500/Month for Principal
July 10, 2023	Staff orientation	Principal, AP & Consultant(s)	\$7500/Month for Principal \$10,000/month
July 12, 2023	Conduct Lottery for student placement (if needed)	Principal & Governing Board	\$7500/Month for Principal
July – Aug. 2023	Professional Development	Principal, AP & Consultant(s)	\$7500/Month for Principal \$10,000/month
August 17, 2023	Open School	Principal and Staff	Per Budget

*Consultant fees are not limited to responsibilities articulated on the timeline for each function noted, but rather, consultant will overlap on responsibilities in all areas of school implementation, and will provide wraparound support with research for Board decisions, contract language for hiring staff, staff interviews, oversight of facility renovations, supervision of adherence to contracts by vendors, follow-up of delivery of school FF&E, and negotiations with vendors, in conjunction with administrative staff and Sponsor.

(b) Describe what you anticipate will be the challenges of starting a new school or transitioning to a non-ASD authorizer, as applicable, and how you expect to address these challenges.

The Sponsor and governing board expect several challenges in opening a new charter school in this district. Once approved, it will be incumbent on leadership to complete its search for an adequate facility that can offer the space, access and inviting environment to house the School. Simultaneously, the board must begin its search for an appropriate school leader. These two issues are of paramount importance for the ultimate success of the school. To address these, the Sponsor and board members have already opened discussions with local realtors and developers with a particular interest in education. Potential locations will be identified and pending approval of the application, negotiations will commence on those deemed most viable.

In terms of its search for the best available school leader, the Sponsor and board will begin a State-wide search for potential candidates. While specific leadership, managerial and educational experience is critical, the School leadership also want an individual who has worked in such a capacity in Tennessee, who is familiar with State policies, procedures and rules. This will make the transition to a new situation easier while allowing this leader to focus on the School's mission and vision. Moreover, the person selected will need to believe in the Oxton Academy approach and help foster the culture the Sponsor and board wish to create.

Additional challenges include staffing and recruitment of a student population. As with the School leader, faculty and staff must share in the School's vision and approach to engaging the target group of students. To assist in attracting the right pool of applicants, the board and new principal will stress teacher and student empowerment. While the initial rules and policies have been created to open the school, the board desires these to be fluid in order to create a culture of dedication and commitment from both faculty and students that is beneficial for all. Unlike traditional teaching situations, the Oxton Academy facilitative approach will be attractive to a teacher with a broader content background and the desire to have a greater impact on the individual rather than a general class. As for the student element, the Sponsor and board understand a dedicated outreach plan that has both long and short-term recruitment goals is a necessity. Recruitment efforts must be both school and community based to attract current struggling or disenfranchised students as well as recent dropouts.

Finally, construction of a new school requires facilitative communications with community leaders, parent groups, faith-based organizations, and the industries who have already committed to the project. The sponsor intends to deliver clear messaging as to the mission of the school, methods of delivering on the promise of an excellent education, and how the school will be an asset to the community. This communication will come by way of website information, local media advertising, community meetings, and open houses for interested parents and students. The sponsor will also initiate regular meetings with the CMCSS School Board to inform the Board about its programs and any plans for future growth.

2.3 Facilities

- (a) Describe the proposed school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Identify additional school spaces and their square footage, including: science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.

The following summary is in anticipation of the projected student enrollment and program offerings:

- Number of CORE & ELECTIVE classrooms: 9
- Square footage per Core classroom: 500 square feet x 5 = 2500 square feet
- Common Areas:
- Café: 1,600 square feet
- Auditorium: 2,000 square feet

Additional school spaces: and their square footage, including:

- Art room: 600 square feet
- Tech Lab 600 sq feet
- Foreign Language 500 square feet
- Elective 500 square
- Library/media center: 600 square feet
- Main office/lobby: 450 square feet
- Work room/copy room: 300 square feet
- Supplies/storage: 400 square feet
- Teacher work room: 300 square feet
- Restrooms: 2 @ 240 square feet = 480 square feet student
- Staff restrooms: 2 @ 80 square feet = 160 square feet
- Café kitchen: 480 square feet
- Communications room: 60 square feet
- Electrical room: 60 square feet
- Clinic boys: 180 sq feet
- Clinic girls: 180 sq feet
- Conference room: 400 square feet
- Counseling room: 400 square feet
- Offices: 6 @ 150 sq feet = 900 square feet

TOTAL: Overall square footage necessary for projected opening: 13,650 square feet with 18,000-20,000 overall square feet allotted for school growth.

(b) Explain how the above-described facility needs tie to the related items in the proposed school's budget.

All of the facilities noted above are staffed in alignment with the proposed school budget, and as mandated by staffing requirements and commensurate salary expenses of CMCSS. Furniture, fixtures and equipment (FF&E) expenses are broken down in great detail in the Assumptions columns, and related expenses such as custodial supplies, classroom supplies, clinic supplies, and student technology are similarly broken down with real word estimates for costs and accounting for shrinkage over time. Increases in costs for maintenance of the facility and cost of living increases for staff are also projected with the facility and staffing in mind. The sponsor has secured funding that will provide a safe, comfortable facility that will be maintained over the five-year projections and well into the future.

(c) Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Board and the leadership team bring extensive experience in securing grant funding for school construction, managing school renovation budgets, acquiring and supervising construction and renovations on school buildings, and managing school facilities upon completion of construction projects. A member of the Sponsor's leadership team is a nationally recognized expert on federal grant funding and manages budget operations of over \$200,000,000 in her current capacity as a consultant for large charter networks and public school districts.

Another member of the project's consultant group and part of the leadership team has managed construction projects for school renovations and acquisition/building of schools for over thirty years for both charter schools and public schools. He also successfully managed schools as a site-based administrator, overseeing facilities matters and resolving issues related to day-to-day operations of school buildings.

(d) Describe the process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

Upon acceptance of the charter school application, the process for identifying and securing an appropriate facility is as follows:

- 1) The sponsor will secure the services of a consultant to narrow the search in the identified area to several potential sites
- 2) The consultant will secure the services of a local real estate agent to provide comparisons of properties for consideration.
- 3) The sponsor and Governing Board will determine if the project will be a renovation of an existing property or a new construction project, dependent upon factors such as proximity to student population, budget guidelines, terms of lease, and/or construction timelines.
- 4) Upon approval by the Board, the sponsor will make an offer, submit contracts for Board approval, and execute such contracts to initiate the purchase of property or contracts to lease and renovate existing facility.

- 5) The Board will work with consultants on assigning construction tasks to a General Contractor for buildout of a new school building or renovation on an existing facility.
 - (e) **Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.**

Per T.C.A. § 49-13-107, will comply with applicable health and safety laws and regulations of the federal government and the laws of the state inclusive of the 2010 ADA Standards for Accessible Design. The ADA's standard of accessible design incorporates seven principles: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort and size and space for approach and use into the design of a space or facility.

The ADA states that at least 5 percent of classroom tables must be wheelchair-accessible. Tables must be between 28 and 34 inches high with at least 24 inches of knee clearance to accommodate students in wheelchairs. Adjustable tables are recommended, but not required, to better accommodate students. If tablet-arm chairs are provided, 10 percent should be left-hand accessible and the tablet should be at least 130 square inches with a textured seat. Classrooms with one entrance and exit are limited to a 49-person capacity.

In many classroom settings there are computer work areas. A dedicated computer classroom requires 30 to 35 square feet per person. The workspace must be 30 inches deep and 36 inches wide per person, although between 42- and 48-inch-wide spaces are preferred. There should be sufficient workspace around the computer for students to take notes.

ADA mandates hand washing stations in classrooms be accessible to people with disabilities. Drains, hot-water pipes and sharp objects under the sinks must be covered and protected. People must be able to operate faucets with one hand, easily, with less than 5 lbs. of force. Metered faucets must remain running for at least 10 seconds. The ADA prefers faucets that are operated by a lever or paddle, because no hand gripping is required. For children, hands-free faucets and soap dispensers are a good choice. All accessories must be mounted no higher than 26 to 44 inches, depending on the age of the children at the school. Built-in, recessed trash cans are a better option than a free-standing trash can. Hand dryers cannot stick out more than 4 inches from the mounted wall.

Assembly areas such as stadiums, grandstands and bleachers must provide access to people in wheelchairs and their companions. Under the 2010 standards, the wheelchair spaces must be dispersed in all areas around the stage, court or field that have an accessible route. The spaces cannot be blocked by movable structures or platforms. If the wheelchair spaces are not needed, schools are permitted to put removable seats there.

New buildings must be accessible for people with disabilities, such as people with wheelchairs or crutches. The ADA does not require that school districts make building modifications that would create an undue financial burden on the school district or alter programs in a way that would change the fundamental nature of the program to accommodate disabilities. However, if a school district cannot make a building accessible to the disabled, they still must meet their obligation to provide program access to disabled students. School districts in this situation often opt to provide services in a location that is accessible. They may also choose to provide disabled students with

direct assistance. For example, if a library is inaccessible, a library worker may bring the books to the student.

The facility will be pre-approved and inspected by local zoning, building and fire regulators and have, for inspection, all applicable safety and ADA reports for the Authorizer's review.

- (f) **Present a timeline with reasonable assumptions for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation.**

The following represents the anticipated time line for acquisition and preparation of the school facility:

- Facility Selection: June 1- August 1, 2022
- Review and approval by planning and zoning: August 15, 2022
- Requisition: September 1, 2022
- Renovation (as needed): September 15, 2022-April 1, 2023
- Building Inspection: On-going per local requirements September 30, 2022 – April 1, 2023
- State Fire Marshall Inspections: April 2023
- Health Inspections: April 2023
- Occupancy: May 2023

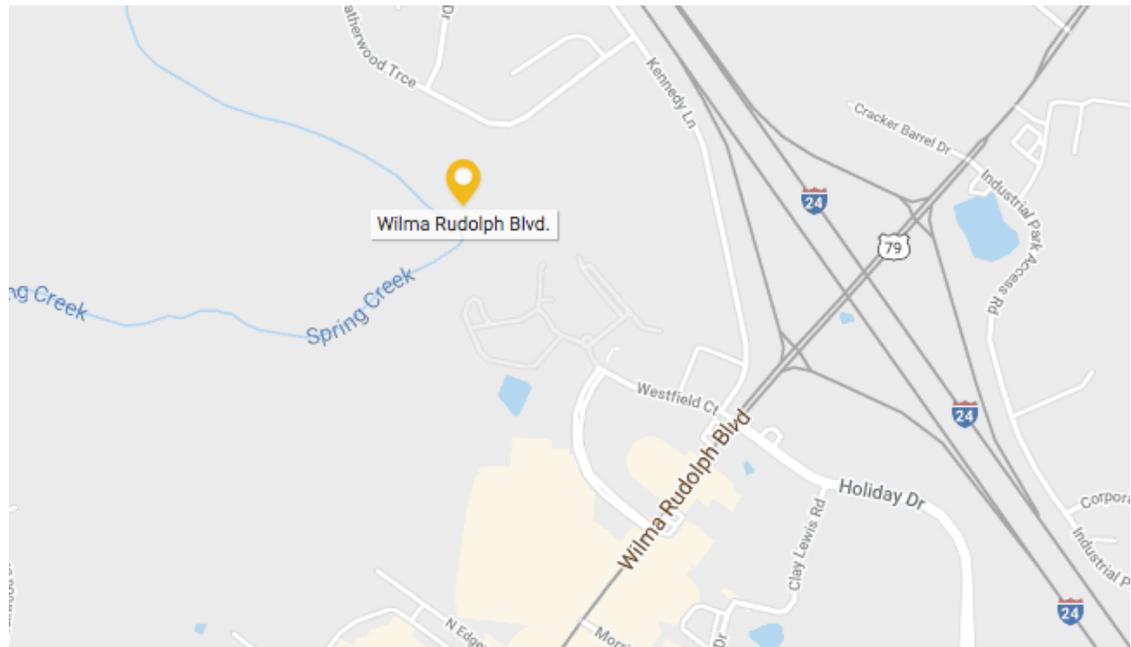
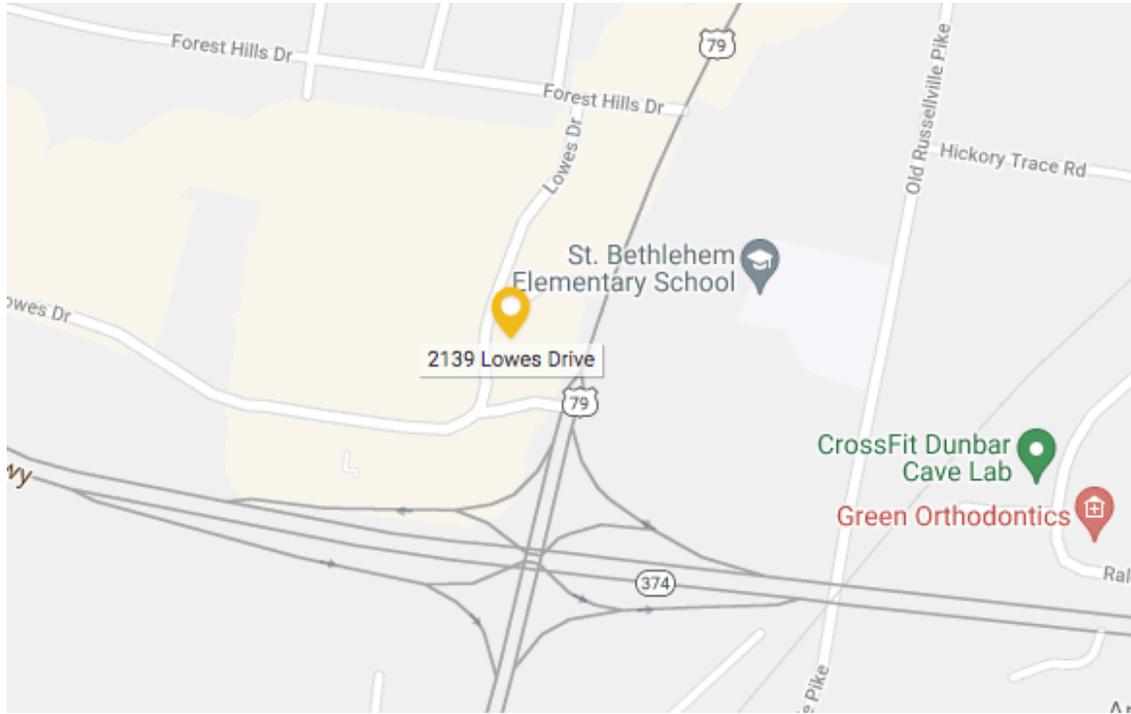
- (g) **Broadly describe a contingency plan, should your facility fall through.**

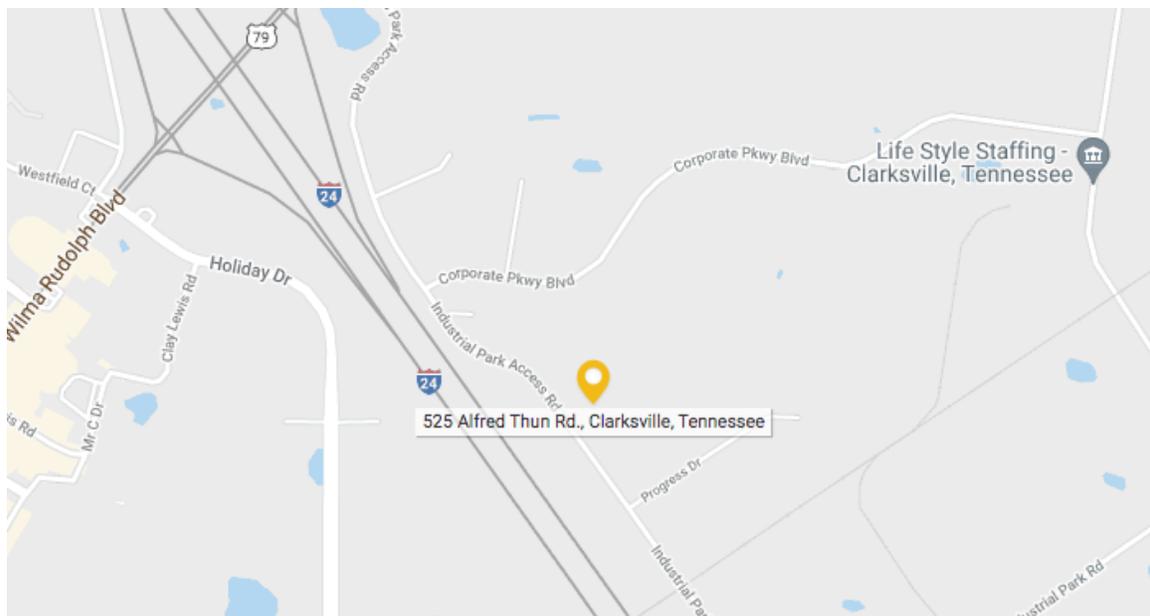
The sponsor has a contingency plan to include the following options in the event that the facility would not be available for use in August 2023:

- Short-term lease in conference/hotel facility to accommodate students until facility is ready. Buses will be provided from school site to the facility location.
- Local faith-based facilities with available space would be contacted in advance of school opening to accommodate students in the event of a delay.
- Underutilized commercial space will be established for use, if space meets local codes for student safety and health inspections.

- (h) **List any properties you may have already identified as suitable to meet the proposed school's facility needs.**

The following properties are under review as possible locations for Oxtan Academy. There are many factors that must be considered before a final decision is made. The Sponsor is also identifying sites on existing college campuses in Clarksville to take advantage of underutilized facilities on these campuses. These will be defined more explicitly once the application is approved. Additionally, the Sponsor has also entered into a dialog with local colleges to determine if space for the School might be available on one of the campuses.





2.4 Personnel/Human Capital

- (a) **Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity as Attachment G. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.**

The overarching leadership structure of Oxton Academy can be seen on **Attachment G**, the School's Organizational Chart. In Oxton Academy's management structure, the Principal is the chief administrator and supervisor of the school and is the board's representative in day-to-day operations including, but not necessarily limited to:

- Responsible for all school-based activities associated with instruction – serves as the instructional leader of the school
- Serves to support educational policy aligned to the mission of the school
- Accountable for all school-based logistical and managerial operations
- Answerable as the primary liaison between the Governing Board and the school site

Key job descriptions, including that of the Principal, are included as **Attachment Y**. Additional positions in the management hierarchy designed to support the efforts of the principal in delivering a sound educational program consistent with the mission of Oxton Academy are as follows.

Assistant Principal:

- Subordinate to the Principal and assists in the oversight of day-to-day logistical and managerial operations
- Serves as school site administrator in absence of the principal
- Assists in oversight of the educational and instructional processes
- Provides direct supervision of students
- Assists the Principal with supervision of instructional personnel
- Meets with students and parents as part of the school's dispute resolution process

Guidance Counselor:

- Serve as student advocates
- Administrates student course schedules
- Supervises national, state and district test administration
- Serves as guidance and instructional liaison between students/parents and instructional staff
- Assists the principal with aspects of the school curriculum and instruction processes
- Meets with and advises students/parents on an ongoing basis
- Assists in dispute resolution with students and/or their parents
- Responsible for initial student/parent conference and intake procedures
- Assist students in developing ILP goals and selecting a career pathway
- Develop individual student schedules
- Meet and advise students on a regular basis
- Assists in dispute resolution process between students and teachers

- Supports the student assessment and monitoring process

SWD Specialist:

- Develops SWD schedules in accordance with the Individual Education Plans (IEPs)
- Monitors compliance with federal, state and District rules and regulations concerning IDEA and Students with Disabilities Support
- Conferences with parents of SWDs
- Provides classroom support and staff development to instructional staff
- Updates and maintains SWD records in compliance with federal, state and District regulations
- Aligns SWD support services with individual student needs as delineated on the IEP
- Serves as a liaison between the school and District's SWD and Support Services Department
- Serves on the school's Child Support Team

ESOL Teacher/Coordinator:

- Responsible for initial student intake procedures (HLS) and assessments per state and district requirements
- Schedules additional assessment procedures with District for appropriate placement purposes
- Conferences with ESOL parents
- Develops ESOL student schedules in accordance with ELL classifications
- Monitors compliance with all state and District regulations
- Provides classroom support and staff development to instructional staff
- Updates and maintains ESOL student records in compliance with regulations
- Aligns ESOL student support services in accordance with each student's ELL Plan
- Serves on the school's ELL Committee
- Serves as a liaison between the school and District's ESOL Department

In order to ensure substantial parent and community involvement, the Sponsor and board members will meet with local stakeholders to explain the program and recruit representatives, including parents to serve on a School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of the school's operation. The purposes of the SAC will be to:

- Provide a venue for feedback among all partners and give a voice to the community.
- Agree upon community-related goals for the school programs.
- Make constructive recommendations for school improvement.
- Establish relationships with members of the broader community and recognize their value.
- Provide information to the community about the purpose, vision, and mission of Oxtan Academy

Parents will have a number of other opportunities for involvement in their child's education. Parents will be invited to attend a pre-admittance/orientation session with their students during which opportunities, expectations, and requirements of the program will be clearly explained.

This will set the stage for expected student progress and achievement. The initial meeting will be followed by other required meetings/conferences during the school year to keep parents informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, counselors and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies.

Community members and local business owners, who recruit employees with experience or industry certifications from any of Oxton Academy's programs will be invited to take an active role in supporting the curriculum and focus. Such representation on Academy Advisories provides current work force skills, demands and requirements necessary to appropriately prepare students to enter a particular career upon graduation.

School administrators, guidance counselors, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships is to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success.

- (b) Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications and characteristics the applicant will seek in a leader. If the leader has already been identified, attach the leader's resume. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Policy 5.201.**

The governing board's expectation is to employ a principal with previous experience in that role and the ability to relate to the type of student that Oxton Academy plans to attract. Once Oxton Academy has been approved by the Authorizer and preferably at least 12 months in advance of the School's opening, the governing board will advertise the position and seek a candidate that possesses, as a minimum, shall hold a valid Tennessee teacher license with an endorsement covering the work assignment as provided in T.C.A. Title 49, Chapter 5. In addition to certification, the individual will be otherwise qualified by possessing experience in academic and vocational education, school finance, school operations, including maintenance, contract administration, and general oversight of a similar educational institution's day-to-day operations, program planning, implementation, and evaluation. The individual must also be able to pass security and background screenings and employment history checks of the individual's previous employers. If unable to contact a previous employer, the School will document such efforts to contact the employer. The founding board will select a candidate from among those who meet qualifications by a unanimous vote. For all subsequent principal selections, a review committee of governing board appointees, which will consist of board members, faculty members, parents, and advisory committee members, will screen all applicants. Finalists will be interviewed by the board in a public meeting and the individual chosen by a majority vote of the governing board.

Responsibilities of the principal are delineated in the Oxton Academy job description for this position found in **Attachment Y**. The principal's performance in fulfilling these responsibilities is evaluated twice annually by the governing board per State Board Policy 5.201. Such an evaluation will cover the Tennessee Instructional Leadership Standards: Instructional

Leadership for Continuous Improvement; Culture for Teaching and Learning; Professional Learning and Growth and Resource Management in addition to Oxton Academy's eleven dimensions of performance: communication, decision-making, commitment to vision and mission, facilitative leadership, proactive orientation, organizational ability, management control/delegation, critical thinking skills, organizational sensitivity, achievement and developmental orientation, and professional/technical knowledge. Upon satisfactory evaluation, the duration of the principal's contract will be determined at the discretion of the board. In the case of unsatisfactory evaluation, the board shall determine whether to reappoint the principal with a corrective, remedial plan, or to terminate and seek other qualified candidates. Governing board policy will reflect that the principal's continued employment is dependent upon satisfactory job performance. The evaluation process for school administrators shall align to the Tennessee Instructional Leadership Standards Policy 5.106 including, but not limited to a review of the quality of the school administrators' implementation of teacher evaluations, and school climate and/or teaching and learning conditions surveys.

The Governing Board and Sponsor of Oxton Academy have selected the Florida Consortium of Public Charter Schools' (FCPCS) Evaluation Systems for the purpose of evaluating teachers, support staff and school administration. These evaluation systems for instructional personnel, support staff and school administrators are:

- a) Designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- b) Provides appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- c) Includes a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- d) Identifies those teaching fields for which special evaluation procedures and criteria are necessary.
- e) Differentiates among four levels of performance as follows:
 1. Highly effective.
 2. Effective.
 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
 4. Unsatisfactory.
- f) Provides for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

For administrators, the FCPCS system includes four domains and ten standards:

Domain 1: Student Achievement

1. Student Learning Results
2. Student Learning as a Priority

Domain 2: Instructional Leadership

3. Instructional Plan Implementation
4. Faculty Development
5. Learning Environment

Domain 3: Organizational Leadership

6. Decision Making
7. Leadership Development
8. School Management
9. Communication

Domain 4: Professional and Ethical Behavior

10. Professional and Ethical Leadership

This particular system also includes 50 indicators with performance rubrics for each indicator. Samples of both systems have been included as **Attachment Z**.

The governing board will employ a Professional Growth Plan (PGP). This tool is completed by the principal in collaboration with the board or specific officers. It allows the principal to set target leadership practice goals based on previous evaluation results. The identified goals will assist the principal in making school-wide improvements in educational program and operation of the school. Additionally, the PGP allow the principal to set target goals for achieving professional growth with the assistance and support of the board. The governing board will use evaluation results from year to year to identify target goals for the principal and to recommend professional development that is aligned to results. Thus, the governing board's success is tied directly to its staff and the overall success of the students it serves.

- (c) **Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Identify key selection criteria and any special considerations relevant to your school design. Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment H.**

Upon being hired, the new principal, in consultation with the governing board will formulate a time line and process for selecting key administrative and support personnel. With the exception of a confidential secretary to support the principal and governing board, these positions should be filled approximately six months prior to the School's opening. As indicated formal job descriptions for these and the remaining teaching positions are included in **Attachment Y**. The key staff hired by the principal and board including an assistant principal, lead guidance counselor and SWD coordinator/teacher will then assume the responsibility for assisting the principal in the recruitment of viable candidates to fill the identified teaching and support positions.

Searches for teachers requiring unusual or low-supply/high demand certifications, inquiries and advertisements will be communicated with colleges and universities, both in and outside the state. Oxton Academy will be salary-competitive and a reputable employer with a positive work environment, some word-of-mouth communication is expected to provide a list of interviewees for a number of vacancies to assist the search. Selection of staff will be a committee function albeit a small committee at first. The process begins with screening candidates for proper certification, desirable levels of education, experience, or other qualifications deemed to be essential for the position. This process is accomplished by an initial review by School administration which includes a pre-vetting by website searches and other available methods. Following this review, interviews with the committee will be scheduled. The committee consisting of the assistant principal and other key staff will interview candidates utilizing the Targeted Selection method. The pool of candidates is narrowed to the individual(s) deemed to be best suited for the position. Successful candidates undergo a second interview conducted by the principal and any available board members to show a sense of dedication and community among the leadership. Their choice is then offered the position.

(d) How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?

Oxton Academy will promote a school culture that is characterized by mutual respect, civility, acceptance of diversity, and high expectations for all. This culture extends to and will be reinforced by the School's leadership and staff. The governing board is highly cognizant of both the targeted student population and the community in which they live. Therefore, the Sponsors and the board will strive to recruit and hire a staff that is reflective of the student body they will serve. To this end, Oxton Academy will follow these practices to attract viable diverse candidates:

- Hiring earlier in the year. Research suggests that more in-demand candidates of color may be available for hire earlier in the year. Districts can offer incentives for teachers to announce their resignation, retirement, and transfer intentions in early spring so that they can recruit new hires earlier in the season.
- Partnering with local teacher preparation programs, including those at minority-serving institutions, to coordinate student teaching placements and vet candidates for hire before they graduate.
- Including teachers of color in the hiring process in meaningful ways, including creating diverse hiring committees or compensating teachers for attending recruitment fairs.
- Offering comprehensive induction to support teachers of color in their first years of teaching. Induction includes being matched with a veteran mentor teacher and can also include seminars, classroom assistance, time to collaborate with other teachers, coaching and feedback from experienced teachers, and reduced workloads.

(e) Indicate the state-approved evaluation model used for teachers, required by State Board Policy 5.201. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

The Governing Board and Sponsor of Oxton Academy have selected the Florida Consortium of Public Charter Schools' (FCPCS) Evaluation Systems for the purpose of evaluating teachers, support staff and school administration. These evaluation systems for instructional personnel, support staff and school administrators are:

- g) Designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
- h) Provides appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
- i) Includes a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
- j) Identifies those teaching fields for which special evaluation procedures and criteria are necessary.
- k) Differentiates among four levels of performance as follows:
 - 1. Highly effective.
 - 2. Effective.
 - 3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
 - 4. Unsatisfactory.
- l) Provides for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

This approach, which has been approved by the Florida Department of Education, also aligns with and is more rigorous than those requirements outlined in State Board Policy 5.201 as referenced in Tennessee Code Title 49. Education § 49-1-302. The teacher evaluation system includes the domains of:

- **Instructional Design and Lesson Planning**
- The Learning Environment*
- Instructional Delivery and Facilitation*
- Assessment*
- Continuous Professional Improvement
- Professional Responsibility and Ethical Conduct

Those identified with (*) are more heavily weighted to ensure a greater focus on areas that address instructional practices. Additionally, all formal and walk-through observations will be

consistent with the requirements set forth in State Board Policy 5.201. Samples of both systems have been included as **Attachment Z**.

- (f) **Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, including termination, as well as leadership/teacher changes.**

A prospective or current employee may be disqualified for, or terminated from, employment for the following causes: incompetence, inefficiency, neglect of duty, unprofessional conduct and insubordination, as defined in § 49-5-501. All prospective employees shall as a component of the application process submit an affidavit disclosing any prior arrests to School administration. All employees shall annually submit an affidavit of arrest disclosure prior to renewal of their contract. Failure to comply with this section may result in suspension or termination.

All employees will serve a seventy-five working day probationary period. During this time an employee may be terminated without cause or resign without breach of contract. All appointments will be on an annual basis. Any instructional personnel with an annual contract may be suspended or dismissed at any time during the term of the contract for just cause. Just cause includes, but is not limited to: immorality, misconduct in office, incompetency, gross insubordination, willful neglect of duty, or being convicted or found guilty of, entering a plea of guilty to, regardless of adjudication of guilt, of any crime involving moral turpitude. Employees may be terminated due to unforeseen financial difficulties of the school irrespective of employee performance.

If it is necessary for the governing board to discipline, suspend, or dismiss an employee during the annual appointment, the following procedure will be utilized:

Disciplinary Action: Any information that may be used to take action against an employee will be shared with the employee in writing as soon as possible. An employee against whom action is pending shall have the right to review and refute all information used as the basis for the proposed disciplinary action prior to such action being taken. If the employee wishes to contest the charges, he or she must, within 15 days after receipt of the written notice, submit a written request for a hearing to the governing board. If the charges are not substantiated, the employee shall be immediately reinstated and his or her back pay shall be paid. Where just cause warrants such disciplinary actions(s), an employee may be reprimanded verbally, reprimanded in writing, suspended with pay, suspended without pay or dismissed upon the recommendation of the principal to the Chair of the governing board.

Competency: Should an employee be determined to be ineffective in their job performance, the employee will be given assistance for a period of thirty calendar days. If their performance fails to improve, the principal may recommend termination to the Chair of the governing board. In the case of instructional personnel, the administrator will have a conference with the teacher to inform him/her that he/she is being provided with an Instructional Remedial Plan of Assistance due to a deficiency noted in the formal observation. The administrator will maintain conference notes with appropriate documentation showing improvement or lack of improvement.

Every effort will be made by the governing board and the School leadership to provide all employees with a positive, safe, and supportive work environment, professional growth

opportunities, a forum for offering suggestions or expressing concerns, and a competitive salary and benefits package. Despite these efforts, the school anticipates there will always be turnover due to a variety of reasons. The school will conduct exit interviews with all employees who leave in order to determine if the school needs to improve its methods for staff retention. The school will administer annual surveys to all employees to identify areas of strength and areas for improvement. In the case of leadership or staff turnover, the school will have a comprehensive system in place for the recruitment of qualified employees to fill vacancies as expeditiously as possible. The school will encourage non-certified teacher assistants to complete their education and training in order to develop a pool of prospective teachers. Additionally, the school will provide leadership opportunities and training for key staff members to develop their leadership skills in order to develop a pool of individuals that could fill vacant leadership positions.

- (g) Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school's proposed strategy for retaining high-performing teachers.**

The salary ranges for staff at Oxton Academy will reflect compensation, health, and retirement programs that are consistent with CMCSS, with a budget that has been developed to account for reasonable increases that will be tied to the cost of living as evidenced by over twenty years of data to support those increases.

Oxton Academy recognizes the importance of retaining qualified staff to ensure the continuity and effectiveness of the school's educational program. As a small, student-focused high school, the governing board believes it can attract and retain a core group of dedicated, competent professionals. With a competitive compensation and benefits package and a goal of high morale, driven by faculty empowerment through shared decision-making, staff retention is expected to be high. Teacher wages will be consistent with the community in which they live with increases commensurate with cost-of-living increases, and at the discretion of the Board, selected staff who consistently go above and beyond in reaching the lives of children in the most positive ways will be awarded with bonuses. Moreover, the School will help supplement professional growth and self-improvement leading to advanced degrees and additional licensed content areas. Further, by taking a great degree of administrative duties away from faculty members, teachers are free to focus on student learning and their own performance.

- (h) Explain whether the employees will be at-will or whether the school will use employment contracts.**

Oxton Academy will foster an excellent work environment for its employees by ensuring a clear system of communication among leaders and employees, promoting a positive and respectful work environment, and demonstrating its commitment to employees by responding effectively to employee concerns. The School will hire employees at-will and provide them with annual contracts. Employment contracts are used for instructional personnel, non-instructional personnel, and administrative personnel. The conditions, assertions, and agreements by the employee that are contained in the contracts include, but are not limited to, the following: Legal qualifications to be an employee of the school that address certification requirements, education, training, or experience; terms of employment; dates of employment; salary; agreement to abide by laws, regulations, and policies of the school; acknowledgement that employee's relationship

with the school is as an at will employee; acknowledgement that there is no expectancy of re-employment; and grounds for termination.

- (i) **Include a copy of the school’s employee manual and personnel policies as Attachment I.**

Oxton Academy plans to model their employee manual after that of the Authorizer. A sample has been included as **Attachment I**.

Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Position	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	1	1	1	1	1	1
Assistant Principal	1	1	1	1	1	1
Dean(s)	N/A	N/A	N/A	N/A	N/A	N/A
Guidance	1	1	1	1	2	2
Additional School Leadership						
Classroom Teachers	4	5	6	6	6	6
Classroom Teachers (SWD, ELL, Foreign Language, etc.)	2	2	2	2	2	2
Student Support Positions (Social Workers, Psychologist, etc.)		1(PT)	1(PT)	1(PT)	1(PT)	1(PT)
Student Support Positions	1(PT)	1(PT)	1(PT)	1(PT)	1(PT)	1(PT)
Specialized School Staff – SWD Teacher/Coordinator	1(PT)					
Specialized School Staff						
Teaching Aides or Assistants						
School Operations Support Staff	1	2	2	2	2	2

2.5 Professional Development

- (a) **Describe the expected number of days and hours for professional development throughout the school year and explain how the proposed school’s calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.**

Professional development at Oxton Academy will be ongoing and built into the school week as well as the school year. The School will ensure that teachers have access to professional opportunities that afford them support and training appropriate to their level of expertise, knowledge, and experience. Time will be designated for administrators and teachers to collaborate during Professional Learning Community (PLC) time facilitated by administrators and other school leaders, thereby creating new professional opportunities for teachers, including ownership of the learning program at the school site. The school will allocate ten professional development days for teachers and staff within the annual school calendar in line with the Authorizer’s calendar for consistency throughout the district. These dedicated professional development days will allow Oxton Academy faculty to obtain specific, content-area training for individual growth and improvement. As the faculty consists of so few teachers, there will not be individual departments. Rather, each teacher with their own content expertise will contribute to the overall efficacy of the school program under the direction of a *lead teacher*. In addition to the ten professional days each school year, the faculty will have weekly PLC time of 45 minutes, facilitated by the School’s lead teacher. These sessions will focus on student data, student support and achievement, interventions, general pedagogy, safety/classroom management and any social-emotional issues of students among other topics of general concern.

- (b) **Identify the person or position responsible for professional development.**

The Principal of Oxton Academy will be responsible for overseeing professional development activities. The Principal will be assisted in this endeavor by the lead teacher and the assistant principal.

- (c) **Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of IEPs, discipline of students with disabilities, and communication with EL families.**

A professional development (PD) system is a complex set of behaviors that support both individual growth and success on school improvement initiatives. In determining the core components of the professional development plan at Oxton Academy, the school reviewed State Board Policy 5.200 (Professional Development) and 5.502 (Educator Licensure), which includes, “Professional learning is an essential part of effective organizations. In successful schools, principals and teachers engage in continuous learning and improvement in order to enhance the learning of their students.” At Oxton Academy, the principal will develop a school-wide culture that focuses on student achievement, and will facilitate professional learning opportunities for teachers and administrators in an effort to improve the quality of education offered to students at the school. Another important component of a professional development plan is to facilitate professional learning that is designed to improve teacher effectiveness, thereby leading to increased student achievement. Moreover, teachers, support staff, and administrative personnel who have been evaluated as less than satisfactory will be required to participate in specific

professional development programs as part of the improvement prescription. Oxton Academy recognizes the importance of aligning professional development for teachers and administrators to evaluation results. Per State Board Policy 5.201, “evaluations shall be a factor in employment decisions, including, but not limited to, individual and group professional development plans.” To this end, Oxton Academy will identify priorities for professional development and allocate resources in ways that will improve instruction and enhance children’s success in school.

The core components of the professional development plan for Oxton Academy will be in alignment with both the statutory requirements and standards cited in State Board Policy 5.200 and the School’s philosophy of teacher empowerment, which also include the implicit prerequisites of:

- An educator’s commitment to students, all students, is the foundation of effective professional learning.
- Each educator involved in professional learning comes to the experience ready to learn.
- Because there are disparate experience levels, and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- Like all learners, educators learn in different ways and at different rates

With a very small faculty and a schedule that promotes time for teacher collaboration, Oxton Academy leadership will promote and support a school-wide PLC as the norm for self-improvement. This approach lends itself to the integration of important strategies proven to increase student achievement. These PD activities for instructional personnel will focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor and relevance, reading in the content areas, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

Professional learning activities for school administrative personnel will address updated skills necessary for instructional leadership and effective school management supported by external training. The School will conduct an annual professional development needs assessment of faculty and staff as another means of identifying specific training needs for the School. Each year, the Oxton Academy will develop a calendar of professional development activities and training sessions using internal and external resources to meet the needs of not only the total school community, but the needs of individuals as well. Professional development for administrators and instructional personnel will be based on need in response to school-wide problems, goals, and raising the bar of student achievement and/or closing the achievement gap. Assessment data will provide administrators and teachers with the information they need in order to plan professional development and reach all students. Effective professional development enables teachers and other educators to know more over time about their subjects, students, and practice and to make informed use of what they know.

Internal Professional Development (Uniform and Individualized)

The mission and underlying philosophy of Oxton Academy is to allow disenfranchised students to maximize their capacity to learn and be successful. This is the belief of the governing board and is paramount for school administrators and faculty. Just as students are challenged to continue to excel and master new skills, so are the adults. Moreover, all educators must embrace learning as a life-long process that continues to evolve. In order to maximize student performance, school leaders must constantly maximize their own performance. As such, specific content taken from Carol Dweck's *Growth Mindset* will be incorporated into professional learning at the school as means to promote continuous quality improvement of staff. This approach helps both professionals and students to maximize their potential and is especially important for the target population at Oxton Academy, who for any number of reasons have not been previously successful. At Oxton Academy, professional development will be delivered to all instructional and administrative personnel and will be followed up with support and guidance to ensure implementation and accomplishment of school-wide goals. On-site trainings will be a shared responsibility of School personnel with specific expertise as well as by outside resources (curriculum experts, consultants, textbook publishers, educational software companies) to ensure that necessary and required activities are provided. Further, one or more of the School's administrators will participate in any comprehensive, school-wide PD for the purpose of continuity and application.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. The principal, or his/her designee will approve all IPDPs and at such time the principal may elect to recommend additional professional development that should occur within a given timeframe. Each faculty member will create an individual portfolio documenting all professional development and citing examples of its integration within their respective classroom.

The principal or member of the administrative staff, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers/staff to implement support strategies.

External Professional Development (Uniform and Individualized)

All instructional and administrative personnel will be encouraged to access opportunities offered by the Tennessee Department of Education, Tennessee Charter School Center, the District, and/or local colleges and universities to meet their individual professional development needs. Professional development is mandated by State Board Policy for recertification. To renew a professional license, an educator must submit sixty (60) professional development points (PDPs) that have been accrued during the validity period of the license. For those opting for college or university coursework: 1 semester hour credit = 10 PDPs, or 1 semester hour audit = 5 PDPs.

Additionally, with the School's strong focus on reading across the curriculum, teachers will be encouraged to obtain a reading endorsement for which there is an additional supplement. Staff members will attend professional development workshops or training sessions related to their job descriptions that are provided by the District, as available. Administrators and staff will receive training offered by the District (as negotiated) in order to support continual growth in the knowledge and expertise required for their specific jobs. For information and content that is not subject-specific, the employee will be expected to bring the knowledge back to share with staff, through the PLC process.

(d) Provide a schedule and overview of professional development that will take place prior to the school's opening.

Professional development at Oxtan Academy will be ongoing and built into the school week as well as the school year. The School will ensure that teachers have access to professional opportunities that afford them support and training appropriate to their level of expertise, knowledge, and experience. Time will be designated for administrators and teachers to collaborate during the PLC facilitated by administrators and the teacher leader, thereby creating new professional opportunities for teachers, including ownership of the learning program at the school site. In addition to an extensive orientation to Oxtan Academy prior to being hired, the School will allocate four of its ten professional development days, prior to beginning the school year, for administrators and staff to meet and plan for its wrap-around educational program for students. Included in this process will be a review/training in:

- Student data, needs and potential issues
- Developing and using the ILP
- Instruction and intervention using the facilitative model
 - Reading in the content areas
- Formative assessments
- School technology and software including:
 - Student Information System (SIS)
 - Apex Curricula
 - Additional support curricula
- An overview of Growth Mindset/SEL

These components will be reviewed, reinforced and updated through weekly faculty and PLC meetings. Again, a small faculty allows for a more collegial and informal discussion truly focused on student need and alignment of resources. Since teachers are empowered to observe and consult with each other, support staff and School administration, providing opportunities for continual improvement will be paramount in order to address student needs and deficits.

(e) Describe the training that will be provided to all staff on the topics of anti-racism, unconscious bias and/or culturally relevant pedagogies.

Among the various training opportunities for all Oxtan Academy staff will be:

- **Growth Mindset:** Past failures of many drop-outs and potential drop-outs have undermined these students' self-confidence and motivation to succeed. This may be a definite attribute for many of Oxton Academy's targeted population. As a result, the School plans to incorporate the research of Carol Dweck. Carol Dweck and her colleagues became interested in students' attitudes about failure more than 30 years ago. They noticed that some students rebounded while other students seemed devastated by even the smallest setbacks. After studying the behavior of thousands of children, Dr. Dweck coined the terms *fixed mindset* and *growth mindset* to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. Therefore, they put in extra time and effort, and that leads to higher achievement. Subsequent studies proved that we indeed can change a person's mindset from fixed to growth, and when we do, it leads to increased motivation and achievement. Due to unconscious bias, many teachers actually help to foster a fixed mindset in their students. To this end, researchers also noticed that "teacher practice" has a big impact on student mindset, and the feedback that teachers give their students can either encourage a child to choose a challenge and increase achievement or look for an easy way out. For example, studies on different kinds of praise have shown that telling children they are smart encourages a fixed mindset, whereas praising hard work and effort cultivates a growth mindset. When students have a growth mindset, they take on challenges and learn from them, therefore increasing their abilities and achievement.
- **Reading in the Content Area:** Without a substantial change in their academic literacy, U.S. high school students face continued academic problems in high school and college because they are unable to handle the quantity and complexity of assigned reading (ACT, 2012). The WWC has substantiated the need for secondary teachers to be cognizant of their practices and attitudes toward supporting students with strategies that help develop vocabulary, fluency and comprehension. Expectations that all high school students can read and read effectively, need to be dispelled in favor of a comprehensive approach to helping students with reading issues.
- **Social and Personal Competencies:** Any student or teacher can give countless examples of how our educational system has not only ignored but exacerbated and even directly contributed to mental-health issues for ourselves or our friends, colleagues, and students. Social and Personal Competencies can not only foster improved resilience, but lay a strong foundation for acceptance of others based on race, gender or culture. In order to be successful in college, a career, or life, students must experience both academic and social-emotional growth. A wide range of behaviors both in and out of school have been shown to predict whether students dropout, or successfully graduate. One of the most important is student engagement, which includes students' active involvement in academic work (e.g., coming to class, doing homework) and the social aspects of school including feeling empowered and having a trusted relationship with an adult. Empowering teachers with listening and mentoring skills can help to break down stereotypical barriers and allow them to support and guide their students toward a positive outlook on learning and life.

(f) Describe the plan to cultivate future leadership capacity.

Even though Oxton Academy will be a small high school with limited administrative and faculty positions, teacher empowerment and development will be critical to achieving its mission and vision. An engaged and motivated faculty comprised of teacher leaders is essential to impact Oxton Academy's targeted population. Teachers will be encouraged to actively improve themselves be it through the School's PD mechanisms or more formal means. Those who are especially driven will be given leadership opportunities as trainers, mentors and other quasi-administrative roles with opportunities for advancement when openings occur.

(g) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.

In addition to overarching training that all faculty will receive, Oxton Academy will offer a differentiate approach to PD. Each staff member completes an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. The principal, or his/her designee will approve all IPDPs and at such time the principal may elect to recommend additional professional development that should occur within a given timeframe. Each faculty member will create an individual portfolio documenting all professional development and citing examples of its integration within their respective classroom.

Moreover, with a relatively small faculty and a schedule that promotes time for teacher collaboration, Oxton Academy leadership will promote and support a professional learning community (PLC) as the norm for peer-supported, self-improvement. This approach lends itself to the integration of important strategies proven to increase student achievement while empowering teachers to expand their own knowledge base. Since it is done collaboratively, teachers feel a sense of engagement and support, not always experienced in larger, mass trainings. Further, PLCs are an excellent way to help cultivate newer teachers through a collegial and supportive learning environment. For content-specific areas, faculty will have access to external means to obtain further training and support.

(h) Explain how the proposed school will provide orientation to teachers that are hired mid-year.

Any prospective teachers who are hired at Oxton Academy at the beginning of a school year or at some time during the school year, will be provided an orientation in advance of their starting date. The rather extensive orientation will be delivered by an administrator and counselor with a focus on Oxton Academy's students and the approach used by the School's staff to re-engage and support them. The orientation also includes assignment of a mentor to support this individual. The mentor will be an experienced faculty member with proven leadership qualities. As stated above, the new teacher will also complete an IPDP and become part of a PLC for ongoing support and growth.

2.6 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment J, please provide the following:

- (a) A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse.

Oxton Academy will comply with all insurance regulations pursuant to Tenn. Code Ann. §49-13-111 (n). These include:

- General Liability: \$1,000,000 Per Occurrence/\$2,000,000 Aggregate
- Professional Liability: \$1,000,000
- Sexual Abuse & Molestation: \$1,000,000
- Umbrella Liability: \$2,000,000
- Workers Compensation: \$1,000,000

- (b) A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Pursuant to Tenn. Code Ann. §49-13-107 (b) (19), Oxton Academy has included a letter of coverage as **Attachment J**, inclusive of the provision that the insurance provider will notify the department of education within ten (10) days of the cancellation of any insurance it carries on the charter school.

Note: if the proposed school intends to have school athletics, additional liability coverage will be required.

N/A

2.7 Transportation

- (a) **How will you transport the students to and from your proposed school daily, if applicable?**

Oxton Academy does not plan to offer regular bus service for its students other than in the form of Clarksville Transit System bus passes.

- (b) **How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.**

Should the need arise, the School will contract with a private company licensed to transport students.

- (c) **If applicable, outline your proposed transportation plan as follows:**

- **Describe the plan for oversight of transportation operations (e.g., whether the proposed school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight.**

Student transportation will be a designated responsibility of the School's Assistant Principal.

- **Describe how the school will transport students with special transportation needs and**
- **how that will impact your budget.**

Oxton Academy plans to contract with the Authorizing District, as applicable, for special needs students who cannot travel via public transportation. Otherwise, the School will contract with a private company licensed to transport students. The School plans to set aside funding for this purpose.

- **Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.**

Should the School contract with a private transportation service, it will ensure the said company meets all state and federal regulations relating to the transportation of students.

- **Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116**

Per Tenn. Code Ann. § 49-6-2116, Oxton Academy shall appoint its Assistant Principal as its Transportation Supervisor. That individual will participate in all required training and shall have their name submitted by August 15 preceding the new school year along with applicable proof of the required training. Additionally, governing body shall adopt a transportation policy relative to the safe transport of students. This policy shall include:

- (1) A procedure for students, parents, teachers and staff, and the community to report school bus safety complaints;
- (2) A procedure for the transportation supervisor to investigate any complaint of a safety violation or concern, such that:
 - (A) The investigation is commenced within twenty-four (24) hours of receipt;

- (B) Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the director of schools that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver; and
- (C) Within sixty (60) school days of receipt of a complaint, a final report is issued to the director of schools in writing that includes any findings of the investigation and any action taken by the transportation supervisor in response to the complaint;
- (3) A requirement that each school bus serving the district or charter school be equipped with the phone number for reporting complaints on the rear bumper;
- (4) A process to provide annual notice to students and parents regarding the process for reporting complaints; and
- (5) A policy or procedure for the collection and maintenance of the following records, regardless of whether transportation services are provided directly by the charter school or via contractual agreement as authorized under § 49-6-2101(d):
 - (A) Bus maintenance and inspections;
 - (B) Bus driver credentials, including required background checks, health records, and performance reviews;
 - (C) Driver training records; and
 - (D) Complaints received and any records related to the investigation of those complaints.
- (d) If you are not providing transportation, describe how students will get to and from your school.**

Oxton Academy plans to locate its facility within a reasonable distance from where the majority of its targeted population resides. As such, most students will be able to walk (or drive their own vehicle if applicable). Other students, beyond two miles will be given Local Transit System bus passes to use each school day, or may be transported by an adult.

2.8 Food Service

Describe the proposed school's proposed food service plan and include the following:

- (a) **A clear description of how the proposed school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations. Include any plans to meet the needs of low-income students.**

If possible, the Governing Board will contract for food services with the Authorizer, or if it determines it would be more beneficial, it will contract with an approved food service vendor. In latter case, the school will contract with an independent provider to prepare meals for the School to keep warm and serve to students. If an independent provider is required, the school will solicit bids from private vendors who will prepare, deliver food to the school in accordance with state and federal standards. Vendors will be required to submit evidence of approval as a food service vendor for the National School Lunch Program.

The school facility will include a cafeteria that meets state nutritional and sanitation standards for maintaining and serving prepared food. The school will provide basic equipment for serving meals and foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. The school and vendor will adhere to dietary guidelines under the National School Lunch Program and will transport meals in approved refrigeration coolers and holding devices (warmers) so safe and proper temperature control will be maintained during transportation of cooked meals. The private vendor will be required to maintain and supply the school with daily lunch records of all lunches served and current copies of inspection and insurance certificates.

Oxton Academy will have satisfactory health inspections, conducted as required by the State Department of Health, County Department and to maintain a Permit for Food Service. Oxton Academy's cafeteria employee will post in a visible location and on the charter school website the charter school's semiannual sanitation certificate and a copy of its most recent sanitation inspection report. The School will provide free and reduced priced meals for eligible children (children from households with incomes of less than or equal to the income criteria may be eligible for either free or reduced priced meals).

If the board chooses to contract with a state-approved food vendor, Oxton Academy will become an approved Sponsor of the National School Lunch Program and the school will participate in the free/reduced priced meal program. To apply for the National School Lunch Program (NSLP) and the School Breakfast Program (SBP), there are four steps that must be followed, as delineated in the Florida Department of Agriculture and Consumer Services (Division of Food, Nutrition, and Wellness) website:

- (1) Meet the requirements listed for charter school applicants;
- (2) Complete the Prospective Sponsor form;
- (3) Register and attend an NSLP in-person training, as well as an NSLP Web training; and
- (4) Complete the required forms and submit on online application for the NSLP.

This will be in accordance with the State Department of Education Rule 0520-01-06 that stipulates which schools are eligible to participate in the national school lunch, school breakfast, and other food service programs based upon an application submitted by the governing board.

(b) How the proposed school intends to collect free and reduced-price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).

Oxton Academy's procedures for identifying eligible students will mirror the Authorizer's procedures as follows:

- 1) The School will distribute an Application for Free and Reduced Priced Meals and the Letter to Households during the first week of each new school year.
- 2) Instructions on how to apply and Letter to Households are distributed by the schools to every student as required by USDA regulations. Applications are made available online and paper applications are made available at each school and the Child Nutrition Department.
- 3) Any family desiring a student to participate in the Free and Reduced Price Meals program submits an application to the school unless they have been notified of approval through "direct certification". All children in one household who attend Oxton Academy must be identified on one application except as instructed in the Letter to Households.
- 4) The School will submit applications to the Authorizer's Central Office Child Nutrition Department for processing (if working through the District). Otherwise, the School will handle that aspect.
 - a. Applications are checked for completeness and processed within ten business days of receipt.
 - b. Completed applications are dated stamped and information is entered into the School's SIS.
 - c. The School will determine the eligibility status based upon Federal criteria and creates notification letters.
 - d. Incomplete applications are returned to the students with a letter outlining required information.
- 5) Central Office Child Nutrition Department or Oxton Academy will send notification letters to the School or students noting approval or denial to the Free and Reduced Program. Current year approval or denial immediately overrides the eligibility status on grace period.
- 6) Applicants who wish to question the decision of status contact the Hearing Official as stated in the notification letter. The Hearing Official listens to the concerns, reviews any additional information submitted and advises the applicant of a decision.
- 7) Students receive benefits within 3 days of processing date as identified in the notification letter.

(c) Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.

If an independent provider is required, the School will solicit bids from private vendors who will prepare and deliver the food to be served by the school in accordance with state and federal standards. Vendors will be required to submit evidence approval as a food service vendor for the National School Lunch Program. The board will identify a committee to review bids and vendors will be

ranked according to experience, price, etc. The winning bidder will be notified and asked to execute a Food Service Agreement with the board. The school facility will include a serving cafeteria that meets state nutritional and sanitation standards. The school will provide basic equipment for maintaining and serving prepared meals. Foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. The School and vendor will adhere to dietary guidelines under the National School Lunch Program and will transport meals in approved refrigeration coolers and holding devices (warmers) so safe and proper temperature control will be maintained during transportation of cooked meals. The private vendor will be required to maintain and supply the school with daily lunch records of all lunches served and current copies of inspection and insurance certificates.

2.9 Additional Operations

Describe the proposed school's plan for supporting the following operational needs:

- (a) **Technology:**
- **List the technology that will be required to meet the academic and operational needs of the proposed school. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.**

Oxton Academy plans to utilize technology extensively in every classroom. Every student will have access to a computer during the school day for lessons, remediation, interventions and assessments. Additional technology aligned with the various career pathways will also be provided in select learning locations. The school believes that significant gains in achievement and engagement can occur for high needs students in an environment characterized by computer use that engages students in interactive learning that offers multiple representations of ideas and real-time digital feedback, as well as opportunities to apply learning to virtual situations. Moreover, the need to differentiate and individualize instruction to meet the needs of Oxton Academy's diverse population supports the extensive use of technology to meet both academic and operational needs of the School.

Laptops and protective cases will be issued, on loan, to each enrolled student for the duration of the school year in which he or she is enrolled. At the end of the year, or at the time a student withdraws from the school, the laptop is collected, cleaned, checked for software and hardware stability, and reissued. Additionally, each classroom will have one or two desktop computers that will be permanently placed in the room for group projects, or in the event that a student forgets to bring his or her laptop to school on any given day. A media center will also be established with a minimum of 15 desktop computers for student use in testing scenarios. All computers will be monitored through Google Classroom for specific software use, with blocking software for inappropriate sites, and teachers will use the View software to remotely monitor all work being done in classroom setting.

- **Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.**

As indicated above, Oxton Academy will have at a minimum a one-to-one computer/student ratio. Each student will have access to the appropriate technology for all State-required assessments.

- (b) **Student information management:**
- **Describe how the proposed school will ensure compliance with the Family Education Rights and Privacy Act (FERPA) and state regulations regarding student privacy and disclosure of student data and records.**

Oxton Academy will protect the privacy of all individual student records in compliance with the federal Family Educational Rights and Privacy Act of 1974 (FERPA), a federal law that protects the privacy of student records. Any educational institution that receives federal funds under any program administered by the Secretary of Education must comply with FERPA. FERPA affords

parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights include:

- The right to inspect and review the student's education records
- The right to exercise the right of waiver of access to confidential letters or statements
- The right to request the amendment of the student's education records that the parents or eligible student believes are inaccurate misleading or otherwise in violation of the student's privacy rights under FERPA
- The right to a hearing if the school decides not to amend the records as requested by the parent of eligible student
- The right of privacy of personally identifiable information and the right to provide written consent before the school discloses personally identifiable information

The School will ensure that only parents and eligible students have access to a student's school records. After the student turns eighteen or starts attending a post-secondary educational institution, that right will transfer to the student only. The school will adhere to those exceptions to the written consent requirement, including releasing information to the Department of Juvenile Justice and other government agencies to perform official duties, as necessary. To ensure the security of student records, the school will implement the following procedures:

- Secure files and student records in fire proof file cabinets and restrict access to authorized personnel
- Restrict access to electronic student records information to those staff members who are required to use information to perform essential job functions
- Lock offices and spaces where records and student information are used and stored
- Limit access to offices and work stations to authorized personnel
- Require all pertinent personnel to sign confidentiality agreements
- Require students, and others as authorized, to present a photo ID for identification purposes before releasing information
- Utilize screen protectors on computer monitors to keep unauthorized personnel from viewing student information
- Utilize password-protected workstations to keep unauthorized personnel from logging on to staff computers after hours.

(c) **School health and nursing services:**

- **Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.**

Oxton Academy's health education curriculum and program will address the physical, mental, emotional, and social dimensions of health. The activities of the curriculum and program will be integrated into the daily life of students and designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The curriculum and program include a variety of topics such as personal health, family health, community health, consumer health, environmental health, family

living, mental and emotional health, injury prevention and safety, CPR, nutrition, prevention and control of disease, and substance use and abuse. When provided by qualified, trained teachers, health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

Health services at Oxton Academy will be provided different staff according to their expertise and supervised by a part-time school nurse in order to appraise, protect, and promote the health of students. The nurse will be available to observe a certified health instructor and also meet and assess individual students with health issues either self or teacher-reported. These services include health assessments, planning, coordination of services, and direct care for all children, including those with special health care needs. Health services will be designed and coordinated with community health care professionals to ensure early intervention, access, and referral to primary health care services; to foster appropriate use of primary health care services; to prevent and control communicable disease and other health problems; to provide emergency care for student and staff illness or injury; to provide periodic services for children with special health care needs; to plan for the management of chronic health conditions (such as asthma or diabetes); to promote and provide optimum sanitary conditions for a safe school facility and school environment; and to provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

Oxton Academy will also contract with a part-time mental health counselor for additional services that support the overall well-being of its students. All students will receive supportive social/emotional services, including developmental classroom activities and preventative educational programs, in an effort to enhance and promote academic, personal, and social growth. Students who may have special needs are served through the administration and interpretation of psychometric and psychoeducational tests, observational assessments, individual and group counseling sessions, crisis intervention for emergency mental health needs, family/home consultation, and/or referrals to outside community-based agencies when appropriate.

- **Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.**

The administration of Oxton Academy under the supervision of the governing board will supervise the part-time nurse and other employees responsible for compliance with all health regulations. The School's guidance counselor's role will also include networking with community health agencies and local resources to assist students and their families as the need arises.

- (d) **Safety and security:**
- **Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.**

The governing board and Oxton Academy's administration will ensure that all provisions of Tenn. Code Ann. § 49-6-4201-4219 are adhered to at the school in ensuring the safety of all faculty, staff and students on the property. The School will implement a Security Action Plan articulated in its Staff Handbook that prepares all staff for unanticipated events including but not

limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the District to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate District-approved emergency efforts in order to maintain a safe school environment. Accordingly, the School will, at a minimum, adopt the emergency plans for fire, tornado, and child safety currently in effect within the District. At this time, the Governing Board is planning to implement inspections of all bags upon entry into the school, as well as a stand-alone metal detector for students to pass through, much like one sees in airports.

- **What will be the process and timeline for creating a school crisis plan?**

A school crisis plan will be in place prior to the school opening. All staff members will be trained in procedures for emergency situations and natural disasters. Staff will be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

Teacher Responsibilities:

In an emergency, teachers will be responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to established Universal Emergency Procedures (to assembly area, Severe Weather Safe Area, etc.)
- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting.
- Take roll when the class relocates in Assembly area
- Report missing students and staff to Principal (using color cards)
- Assist as directed by the Principal, or representative of the Emergency Management Team.

Universal Emergency Procedures

Universal Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The Principal as School leader, or designee, will activate appropriate emergency procedures, based on the situation. There are five basic procedures, which can be utilized in responding to various emergencies. These will be outlined in the Staff Handbook and include:

- Evacuation – In case of fire or other emergency that warrants an evacuation of the facility
- Shelter – External conditions warrant any staff or students outside of the facility take immediate shelter within the facility
- Severe Weather – Take shelter in designated safe areas within the facility
- Lockdown – Securing the facility to protect occupants from potential dangers

- Drop and Cover – Immediate threat to building or surroundings that does not allow for movement; occupants take cover under any available structure, away from windows

(e) School maintenance:

- **Discuss the plan for school maintenance, including maintenance staff or plans to contract for maintenance services.**

It is the intent of the Sponsor and Governing Board to contract for school maintenance. With a smaller facility and a manageable-sized student body, this would appear to be the best use of funds. Students and staff will also take on a business-like decorum, which should translate into both groups taking care of their work/school environment, which will also reduce the need for an extensive maintenance program.

(f) Describe any additional operations, as applicable.

N/A

(g) For a sponsor of an existing school in the ASD only, describe any operational matters that will be handled differently following the transition to your home LEA (and that have not already been addressed in another section), the rationale for the differences, and any new resources they would require. If there will be no additional changes to operations, please respond with N/A to this section.

N/A

2.11 Waivers

Pursuant to T.C.A. § 49-13-111, a sponsor of a proposed charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement.

Waivers may not be granted for requirements related to:

- Federal and state civil rights;
- Federal, state, and local health and safety;
- Federal and state public records;
- Immunizations;
- Possession of weapons on school grounds;
- Background checks and fingerprinting of personnel;
- Federal and state special education services;
- Student due process;
- Parental rights;
- Federal and state student assessment and accountability;
- Open meetings; or
- At least the same equivalent time of instruction as required in regular public schools.

Please list all requested waivers below:

Oxton Academy does not anticipate requesting any waivers at this time.

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet (Attachment N)

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department’s website, as

Attachment N. The budget must include:

- (a) All anticipated revenues and expenditures
- (b) A back-office budget
- (c) Financial implications of facilities’ plans
- (d) Explicitly detail major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources¹, including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases
 - Other government resources
 - Private fundraising
 - eRate
 - Student fees
 - Compensation, including:
 - Salary table and number of staff by position
 - Yearly pay increases
 - Pension contribution and other benefits
 - Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies
 - School equipment and furniture
 - Technology for student and teacher use
 - Professional development
 - Student assessments
 - Student information system
 - Special education services
 - Student activities
 - Authorizer fee
 - Contracted services at school (audit, I/T, etc.)
 - Rent, utilities and other facility expenses
 - Office supplies and equipment
 - Technology for administrative use
 - Fundraising materials and resources (non-staff)
 - Marketing costs
 - Management fees and any other management compensation to the CMO or network (if applicable)
 - Capital, contingency, and insurance reserve funds

Please see **Attachment N**

¹Both the budget forms and narrative should specify the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable.

3.2 Budget Narrative (Attachment O)

As **Attachment O**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:

- (a) How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;
- (b) An explanation of student enrollment and BEP projections;
- (c) An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (d) An explanation of all anticipated expenditures including those identified in Section 3.1(d);
- (e) The systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;
- (f) How the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;
- (g) The different roles and responsibilities of the proposed school's administration and governing board for school finances;
- (h) If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;
- (i) The level of financial expertise of the proposed school's internal and external team members;
- (j) The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;
- (k) The Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening; and
- (c) How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Please See **Attachment O**. Also included in this attachment is a letter from the Sponsor's lending institution as support for the revenue projections.

Attachments

- ATTACHMENT A: Annual Academic Calendar
- ATTACHMENT B: Student Handbook/School Forms
- ATTACHMENT C: Student Discipline Policy
- ATTACHMENT D: Enrollment Policy
- ATTACHMENT E: Letters of Support/MOUs/Contracts from the Community
- ATTACHMENT F: Governance Documents
 - F1. Articles of Incorporation
 - F2. Proof of non-profit and tax-exempt status
 - F3. By-laws
 - F4. Code of Conduct
 - F5. Conflict of Interest Policy
 - F6. Board member resumes or biographies
 - F7. Board policies
- ATTACHMENT G: School Organizational Chart
- ATTACHMENT I: Employee Manual/Personnel Policies
- ATTACHMENT J: Insurance Coverage
- ATTACHMENT N: Planning and Budget Worksheet
- ATTACHMENT O: Budget Narrative / Bank Letter
- ATTACHMENT X: Apex Coursework
- ATTACHMENT Y: Job Descriptions
- ATTACHMENT Z: Evaluation Systems

Attachment A (School Calendar)

2021-2022 School Calendar

Board Approved
December 8, 2020



CLARKSVILLE
COMMUNITY SCHOOLS

Clarksville Community School Corporation

200 Ettel Lane
Clarksville, IN 47129
(812) 282-7753
(812) 282-7754 Fax
www.clarksvilleschools.org

Aug. 3-4: Teacher Only Days

Aug. 5: First Student Day

Sept. 6: Labor Day

Oct. 11-15: Fall Break

Nov. 2: Teacher Only Day
Parent Teacher Conference (CES)
Prof. Development (CMS/CHS/RA)

Nov. 24-26: Thanksgiving Break

Dec. 20-31: Holiday Break

Jan. 17: MLK Jr. Day

Feb. 18: Make-Up Day if needed
*To be determined by Feb. 11

Feb. 21: Presidents' Day

March 28-April 1: Spring Break

May 5: Make-Up Day if needed
*To be determined by April 28

May 6: Oaks Day

May 25: Last Student Day

May 26: Last Teacher Day

May 30: Memorial Day

May 31-June 3: Make-Up Days if needed

GRADING PERIOD ENDS

October 8 (46 days)
December 17 (41 days)
March 11 (47 days)
May 25 (46 days)

Teacher Only Days

No School for Students
or Teachers

First & Last Student Days

Make-Up Days if needed

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

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

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

Attachment B (Student Handbook/Form)



Student Handbook

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Attachment B (Student Handbook/Form)

Code of Conduct

Oxton Academy will adopt the Clarksville Montgomery Central School System (CMCSS) Code of Conduct and Student Discipline Policies which are found in their entirety at:

<https://portal.cmcss.net/iso.aspx?doc=STS-M001.pdf>

<https://portal.cmcss.net/iso.aspx?doc=INS-A083.pdf>

The Student Code of Conduct is intended to inform students of some of the Oxton Academy's policies and procedures that pertain directly to students. While the information contained in this document is intended to be thorough, it should not be considered an exhaustive list of all applicable student policies. Although policies may be updated throughout the school year, the Code of Conduct for the current school year shall take precedence during said school year. If state or federal laws conflict with the current Code of Conduct, said laws always take precedence. By way of this document, Oxton Academy is communicating district expectations regarding conduct and due process procedures regarding administrative decisions or to express grievances. While the state of Tennessee allows for the use of corporal punishment, Oxton Academy will follow CMCSS policy (INS-A083) prohibiting it. All teachers are trained on Adverse Childhood Experiences and Trauma-informed strategies. The Code is based upon trauma-informed principles.

Student Expectations

- Students will respect their fellow students, teachers, rules, and regulations as they respect themselves.
- Students will communicate with others to help unite their school.
- Students will help eliminate the use of violence as an answer to problems and become a good citizen of the school.
- Students will demonstrate respect for their school campus.
- Students will support their school's activities and organizations.
- Students will display good sportsmanship and school spirit at all times.
- Students will have reverence for their own beliefs and respect those of others.
- Students will work to improve their school.

Attendance

The Compulsory School Attendance Law in Tennessee (T.C.A. §49-6-3001) requires children (ages 6-17 inclusive) to attend school each day. Students who accumulate five (5) days of unexcused absences will be required to participate in a conference with their parent/legal guardian and may be referred to Juvenile Court according to the adopted CMCSS Progressive Truancy Intervention Plan (STS-P010). The following are official or adequate excuses that should be turned in to the Attendance Secretary in the school office:

- Medical note (doctor, dentist, hospital, etc.) for which the student was a patient
- Court note for which the student was required to be in court
- Funeral notice (obituary/funeral program of a family member)

Attachment B (Student Handbook/Form)

- Military deployment paperwork-for military dependents, TN Law (T.C.A. §49-6-3019) allows the following for out of country deployments:
 - 1 excused absence when the parent leaves for deployment
 - 1 excused absence when the parent returns at the end of deployment
 - Up to ten (10) days excused absences when the parent is home from the deployment for Rest and Recuperation
 - In addition, local policy allows up to five (5) consecutive days of excused absences (either before or after the deployment) when the parent deployment is less than twelve (12) months
 - Military paperwork/documentation MUST be provided to the school for these to be excused.
- Parents or legal guardians may submit notes for students to be excused up to five (5) days per school year, for any reason. To be excused, notes must be provided by the parent or legal guardian, and received by the school within five (5) school days of the absence.

For high school and middle school classes, an absence per class is defined as missing ten (10) or more minutes of the class period.

Make-up work (Including suspension and remandment): Upon the first day of returning to school, it is the student's responsibility to make contact with the teacher(s) regarding make-up work. During the school year, make-up work must be completed within a number of days equal to the number of consecutive days of the absences. A grade of "0" shall be entered into the teacher's grade book for any missing work until the assignments have been completed and turned in.

Out-of-school suspensions shall be deemed unexcused absences.

Oxton will also implement the CMCSS Progressive Truancy Plan, which may be found at: <https://employees.cmcss.net/misc/ViewISO?filename=STS-P010.pdf>

Dress Code

Since Oxton Academy is focused on career preparation, the culture of school will include professional appearance with proper attire at all times. The School administration realizes that appropriate dress can vary greatly from occupation to occupation and many industries allow employees to dress in a casual fashion. Likewise, Oxton requires student attire to be in line with accepted industry expectations. We encourage our students to dress comfortably in casual attire. Just as employees, Oxton asks students to use their best judgment to dress with professionalism and not wear anything that would make other employees uncomfortable. Clothing should not include profanity or appear distracting or revealing. Our goal is to promote an inclusive environment for all.

Attachment B (Student Handbook/Form)

Grading

Oxton Academy has adopted the State’s Uniform Grading Policy as follows:

Uniform Grading System – Weighting for Advanced Coursework					
Grade	Percentage Range		Honors Courses	Local and Statewide Dual Credit Courses, Industry Certification- Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses
A	93	100	Shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Shall include the addition of 5 percentage points to the grades used to calculate the semester average.
B	85	92			
C	75	84			
D	70	74			
F	0	69			

End of Year Assessments

For students in grades 3-8, the end of year assessments in Language Arts, Math, Science and Social Studies will be calculated as 15% of the yearly grade.

High School Courses without an end of course exam

Average is calculated with each 9-weeks 40% and the semester exam 20%. When a student is exempt from 2nd semester exam, the average is calculated with each 9-week grade 50%. Students will exempt if they earned an A in a course.

High School Courses with an end of course exam

First semester average is calculated with each 9-weeks 40% and the semester exam 20% •
 Second semester average is calculated with each 9-week grade 35%, end of course exam 15%, the semester exam 15%. When student is exempt from 2nd semester exam, count each 9-weeks 42.5% and the end of course exam is 15%. Students enrolled in high school courses with End of Course examinations may not withdraw from such courses for the remainder of the course after being enrolled in the course for at least twenty-five percent (25%) of the instructional days in the course.

Advanced Placement (AP)

Students must complete the AP assessment to receive additional 5 points on grades used to calculate the semester average.

Attachment B (Student Handbook/Form)

Semester Examinations

Semester examinations will be administered each semester for all students taking high school courses. Semester Examination exemptions: A student will be exempt from a second semester course examination provided the student has a 93% or higher for each 9 week grading period during the second semester and the course is a full year class.

Incoming Transfer Records

- Students transferring from an accredited school
 - Students entering a district high school during a semester, who have been previously enrolled in an accredited school, shall be graded on the basis of their transfer in-progress grade and their performance at Oxton for the remainder of the semester.
 - Students that were not previously enrolled in school shall declare at the time of enrollment if they will participate in the class on an audit or credit basis. If choosing a credit basis, students will be responsible for completing semester work provided by teacher. Grades will be assigned based upon the declared intention at the time of enrollment.
 - Oxton Academy will make every effort to accommodate those student transferring from a different school structure. Students transferring from one schedule structure to another (block, non-block, trimesters, etc.) will be allowed to complete benchmarks or teacher assessments to determine placement and credit.
 - Students transferring with completed credits from an accredited school will have all credits transferred to the School.

- Students transferring from a non-accredited school
 - Students entering a district high school from a non-accredited school will complete a district benchmark or teacher assessment to determine credits that will be added to the Oxton transcript. State law requires the completion of certain courses at an accredited school.

- Students transferring from a foreign country
 - Transcripts from foreign countries will be evaluated by a district committee for placement. Foreign students who have a diploma from their own country shall not be a candidate for a diploma from Oxton.

Grade Conversion

It is the intent of the School to attain the numerical grade from a sending school or post-secondary institution. When the numerical grade is not provided, the following scale will be used to convert the letter grade that is provided:

A+ = 98	B+ = 91	C+ = 83	D+ = 74
A = 95	B = 88	C = 80	D = 72
A- = 93	B- = 85	C- = 76	D- = 70
F = 65			

Attachment B (Student Handbook/Form)

Classification of Students

The following earned credits are required for classification: 5 credits to be in the 10th grade; 10 credits to be in the 11th grade; 15 credits to be in the 12th grade. For successful completion of a semester course and to receive credit, a student must obtain a final course average of at least 70%. All courses are taught on a semester basis. Students may repeat semester courses in which the grade earned is below 70. A student may recover a credit using the School's tutorial system that allows students to remediate and receive credit for courses that have been taken and failed. All credit recovery courses will be scheduled through the School Guidance Counselor.

Counseling Services

Counseling services, including personal and educational counseling, information on careers, jobs, vocational schools, testing, etc., are coordinated by the school counselor. Students who want to see the counselor should come by the Counseling Office before school, after school, between class periods or during lunch period with permission.

Laptops and Technology

Laptops and protective cases will be issued, on loan, to each enrolled student for the duration of the school year in which he or she is enrolled. At the end of the year, or at the time a student withdraws from the school, the laptop is collected, cleaned, checked for software and hardware stability, and reissued. Classrooms will also have specific types of computers and technology aligned to the School's various career pathways. Because of its unique and specialized nature, students are expected to use this equipment with care. The media center will also have desktop computers for student use and in testing scenarios. All computers will be monitored through Google Classroom for specific software use, with blocking software for inappropriate sites, and teachers will use the View software to remotely monitor all work being done in classroom setting.

Progress Reports & Report Cards

Student progress is formally reported to parents twice every nine weeks of the year. The reports are provided to students in hard copy and electronically through the Schools Student Information System. These reports contain attendance information in addition to the academic progress of each class. The exact dates for distribution of progress reports and report cards are listed on the School calendar. Informal student progress may be provided throughout the semester by individual teachers, the School Guidance Counselor, or by student/parental request.

Fire Drills

Students must leave the building promptly by the prescribed route when the signal is given. Fire drills are serious and students are expected to evacuate in an orderly manner. Students are to move away from the building as directed by the teacher or other school employee and remain outside with their teacher in a line.

Attachment B (Student Handbook/Form)

Tornado Drills

During the tornado season, state law requires regular tornado drills. When the signal is given, students are to move quietly to the assigned area in the building and assume the proper position. They are to quietly remain in this position until a signal is given that the drill is completed.

Safety and Security

Oxton Academy takes the safety of its students and staff most seriously. To this end, the school will employ a single point of entry and exit to and from the school facility (other than in emergency situations). All students will be screened upon entry, which will include walking through a screening device and a check of their bags and/or backpacks. All visitors must report to the main office. Visitors will be limited. Parents who desire to attend a class with a student must provide a written request to the principal 24 hours in advance.

Acknowledgement

Having read this handbook and the related references provided, I understand the expectations of Oxton Academy and agree to follow what has been established here and in other School Policies.

Student signature

(date)

Parent signature

(date)

Attachment B (Student Handbook/Form)



Student Academic, Conduct & Attendance Contract

Student Last Name, First (Print or Type):

Last: _____ **First** _____

Student ID _____

Grade (Circle One): 9 10 11 12 **Today's Date** _____

As a student at Oxton Academy (OA), I am required to comply with the academic, attendance, and behavioral standards that are expressed in the Student Code of Conduct Handbook. This includes acceptable conduct, attendance, behavior and a 2.0 GPA or above in all core classes and the elective classes. I shall demonstrate high standards of academics and ethics and promote the development of good character and other life skills while enrolled at Oxton Academy High School. A model student should exhibit a high degree of decorum demonstrating respect for self, family, and all people regardless of ethnicity, race, religion, gender or physical condition and social networks.

As a representative of this school, I commit to adhering to the following values and school rules:

***CITIZENSHIP *COOPERATION * HONESTY * RESPONSIBILITY *INTEGRITY *EXCELLENCE**

The Student Handbook attests to the rules and consequences that are deemed as basic conditions that must be met by any student who wishes to remain at Oxton Academy and/or represent his or her school through athletic/interscholastic competition, performances or activities.

I have reviewed, read and understand the Academic, Conduct and Attendance Contracts that I have received herein stating the student requirements of the Oxton Academy High School. I acknowledge that attending the school is a privilege and not a right. I recognize that as a student, I am expected to perform per these contracts and as directed by school personnel and as indicated in my Student Handbook. I am fully aware that there may be sanctions or consequences, which may include suspension, probations and or dismissal from the school, if acceptable levels of academic performance, attendance and conduct are not met while enrolled this school year and through my senior year graduation.

() I have read and understand the conditions pertaining to this offer of acceptance and do hereby accept the invitation to attend the Oxton Academy beginning with the 2023-2024 school year.

Student's Signature _____ Date _____

Parent/Guardian Name (Print) _____ Relationship _____



2021-2022 School Year

Clarksville, Tennessee

Student Conduct

Rights, Responsibilities, Rules, Due Process Procedures

Our mission is to educate and empower our students to reach their potential.

Our vision is all students will be college and career ready.



Discipline is everyone's responsibility.

Attachment C (Code of Conduct & Discipline Policy)



Department: INS
Policy Number: INS-A083
Effective Date: 4/23/2018

ADMINISTRATIVE POLICY

The online version of this policy is official.
Therefore, all printed versions of this
document are unofficial copies.

STUDENT DISCIPLINE POLICY

Clarksville-Montgomery County School System (CMCSS) students, parents, administrators, faculty, and staff have the right to a safe and suitable learning and work environment and the responsibility of maintaining that environment. Administrators have the responsibility to ensure the quality of the education program and the security of the school. CMCSS students are expected to behave in a way that does not interrupt the education of other students, or endanger other students or themselves. Students are held accountable for any disorderly conduct on school grounds; at bus stops, en route to and from school, including, but not limited to, school buses; off school grounds at a school activity, function, event or school-related circumstances as determined by the principal and/or the Director of Student Services even if the alleged violation did not occur on a school day; and/or off school grounds if the behavior is potentially or actually disruptive to the school environment and its educational purpose or constitutes a threat to the health, safety, or welfare of a student or students and/or school personnel. Teachers, principals, and administrators have the authority to discipline the student in accordance with district policy and local, state, and federal laws.

The Student Code of Conduct is the controlling authority with respect to student discipline and details offenses for which disciplinary action may be taken. It is designed to create a safe and secure environment on school campuses, school buses, and at school functions. The Student Code of Conduct is produced annually and distributed to students and their parents/guardians.

Corporal Punishment

The term "corporal punishment" refers to the use of physical force, inflicting temporary pain as a means of discipline.

CMCSS expects all students to be treated with dignity and respect. While the State of Tennessee allows for the use of corporal punishment, CMCSS prohibits it.

Implementing Procedures: None

Associated Documents: T.C.A. § 49-6-4102
T.C.A. § 49-6-4103
T.C.A. § 49-6-3401
CMCSS Student Code of Conduct ([STS-M001](#))

Revision History:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
4/23/18		Initial Release

*** End of Policy ***

Attachment D

Oxton Academy Enrollment Policy

Oxton Academy will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience. The School will be open to any student in grades 9 through grade 12 in Montgomery County who completes an application and meets admission criteria, unless the number of applications exceeds the capacity of a program, class, grade level, or building, on a first-come, first served basis using the time stamp on the accepted application as proof of when the application was accepted. Oxton Academy will have a random lottery for qualified applicants if the number of applications exceeds the capacity of a program, class, grade level, or building. The charter school shall comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232g), with respect to the publication of any list of students' names before, during or after the enrollment and lottery process. Students that attended the charter school during the previous school year shall be given first enrollment preference and excluded from entering into a lottery. Students that attended the charter school during the previous school year shall not be required to re-apply.

For those applications received after capacity has been filled, students will be assigned a waiting list number and will be admitted through a lottery system when student seats become available or capacity increases. This will ensure that all applicants will have an equal opportunity for selection.

TN Code § 49-13-106 and § 49-13-113 (2016) allows a charter school to limit enrollment to students considered at risk of dropping out of school or academic failure in the following categories:

1. Students who are assigned to, or were previously enrolled in, a school identified as a priority school, as defined by the state's accountability system;
2. Students who, in the previous school year, failed to test proficient in the subjects of reading/language arts or mathematics in grades three through eight (3-8) on the Tennessee comprehensive assessment program examinations;
3. Students who, in the previous school year, failed to test proficient in the subjects of reading/language arts or mathematics on the end of course assessments in grades nine through twelve (9-12); or
4. Students who are eligible for free or reduced-price lunch.

If an application with the focus of serving students from a group or groups set forth in the previously listed subdivision is approved, then the school shall give preference in enrollment to students from such group or groups. Such school shall include in the annual report under [§ 49-13-120](#) the number of students from such group or groups who are attending the school; and preference for applications with the focus of serving students from a group or groups set forth in this subdivision shall not reduce the score of applications that demonstrate other strengths or focuses.

Attachment D

Such students shall include exceptional education students. Oxton Academy will seek to specifically enroll this category of students, identified as a dropout or at risk for dropping out. Researchers have identified ninth grade as a decisive year in a student's academic career, with attendance and course performance being most predictive of whether a student is at risk of dropping out (Allensworth & Easton, 2005, 2007; Balfanz & Herzog, 2005; Neild & Balfanz, 2006). If a student meets certain benchmarks for these "high-yield" indicators, as they are known, he or she is considered off track for graduation. For example, a student's absenteeism rate—specifically, the number of days absent during the first 20 days, each quarter, and the first year of high school—provides information about whether he or she is likely to stay in school. A student who misses more than 10% of instructional time during the first year of high school is considered off track. The following are among the specific behaviors and characteristics that a school must consider as indicators, predictors, and barriers in identifying students at risk of dropping out:

1. Being overage for their grade level due to retention attributable to risk factors such as high absence and truancy rates.
2. Showing a lack of effort or interest in their academic work
3. Working an excessive number of hours per day or week
4. Having a history of discipline problems leading to suspension, expulsion, and/or probation
5. Showing or expressing feelings of being disconnected from the school environment
6. Showing evidence of physical and/or emotional abuse
7. Coming from and/or living in a disadvantaged socioeconomic environment
8. Living in a home situation that does not include at least one parent
9. Being a single parent
10. Having limited proficiency in the English language

The focus of Oxton Academy will be to provide a student at risk of dropping out of school, or one who has already dropped out, temporary or ongoing interventions in order to achieve in school and to graduate with meaningful options for his or her future. In order to address the needs of each student through a student-centered, individualized approach, students must understand and commit to being a responsible individual. Students and parents sign an agreement that delineates the benefits and responsibilities of becoming a student at Oxton.

Recruitment and enrollment are a year-round effort and students will be accepted at any time during the school year that does not present an obstacle to student performance or success. No student is enrolled for the next school year prior to March first of the preceding year. That is considered the cut-off date for enrollment subject to lottery selection. Programs attracting more eligible applicants than the program can accommodate will use the lottery process to determine which applicants are accepted into the program. If the quota of students is not filled by March first, eligible students will be enrolled and new applicants accepted on a first-come, first-served

Attachment D

basis in the order in which applications are received until the quota is met. All students will be notified of their acceptance status periodically throughout the year in which they apply.

The enrollment process begins with the completion and submission of an Oxton Academy application to the School. Applications are valid only if signed by the parent or guardian (unless a student is considered emancipated), and only students meeting eligibility requirements are considered for enrollment. Postcards will be mailed to inform applicants that the application has been received. After applications are received, the screening process will be conducted according to governing policies and procedures to determine eligibility status. Students with disabilities, 504, or ESOL designation will be reviewed by the SWD coordinator or language facilitator to assure that the student's needs can be accommodated by services available at Oxton. This review often entails requesting a copy of the applicant's Individual Education Plan (IEP) or English Learner (EL) Plan from the previous school of attendance. Transcripts will be requested for students who are out of district or home schooled, and those applications placed on hold until transcripts are received.

After an initial screening, applicants will be invited in with their parent(s)/guardian(s) for a pre-admittance interview with a school counselor and/or other designated staff member. At this meeting, prospective students and their parents/guardians will be informed of all applicable requirements and expectations. Staff will also address any and all questions posed on behalf of the student in order to clarify any issue or concern up front. Once the review process is complete, the student may be offered acceptance to Oxton, acceptance with a contingency, or acceptance pending – should any required information not be readily available. In those circumstances where Oxton cannot accommodate a student for a specific reason(s), the student and parent/guardian will be informed in writing.

After the March first deadline, letters of acceptance, contingency, pending or denial will be sent to all applicants. A lottery will be held for those career programs in which applicants have exceeded enrollment quotas, should that be necessary.

Attachment E

Community Support

The strategic plan for building the career-focused, Oxton Academy Charter High School in Clarksville, TN is centered on establishing relationships with industry leaders and institutions of higher education. These pillars of the community will promote the need for students to find success in careers through the foundational support of a high school diploma and higher ed engagement. Once those foundations of support are in place and the charter application has been accepted by the Authorizer, the next step for school representatives is establishing a parent pipeline of support for student curriculum that will focus on high paying jobs in the community of industries that are growing each year, with a focus on continuing education on the college level. Oxton Academy's sponsors have created a dialogue of support with Montgomery County's industry leaders and schools of higher education. **Please note the following sectors that have committed to supporting a career-focused high school in Clarksville:**

The Clarksville Chamber of Commerce (Melinda Shepard, VP Chamber of Commerce) members met with school leaders and developed an ongoing process of brokering meetings with industry leaders. Ms. Shepard believes in the purpose and mission of Oxton Academy and was instrumental in providing contact information for Chamber members who were engaged with meetings for their input and support.

The Industrial Board of Development (IDB) (JC Matthews, Director of Economic Development) co-hosted a Manufacturer's Association meeting with the Chamber and asked a school representative to make a presentation to local community business representatives.

LG Electronics (Annessa Holbrook, Sr. Recruiter), a worldwide leader in the manufacturing of home appliances was present at the meeting and met with a school rep at a later date at its North American facility, leading to an agreement to continue their support for the school's growth and development (letter attached).

Hankook (Tsutae Sowell, Human Resources Team Manager) had a team of HR staff meet with the school rep to discuss curriculum needs, and the head of their HR department committed the company to providing advice and possibly lab equipment to feed their hiring pipeline. She has recommended that the hiring of students in the future would fit into the company plan to expand their facility and production output by 200% in the next three years (letter attached).

Bethel University (Terry Morris, Recruiter) has engaged Oxton school representatives in building a series of meetings with students for college articulation.

Austin-Peay State University (Chad Brooks, Ph.D. Associate Provost for Research, Dean, College of Graduate Studies) is assisting in the development of dual-enrollment classes for Oxton Academy HS students, mentoring students who require financial aid, and providing career aptitude workshops at the high school.

Tennessee College for Applied Technology (Arrita W. Summers, Ed.D., President) is meeting with an Oxton Academy Representative to offer assistance in structuring programs of interest for high school students and working together to establish a pattern of articulation for high school graduates.

Attachment E



October 12, 2021

Dear Mr. Alessi,

LG Electronics U.S.A., Inc. is looking forward to a partnership with Oxton Academy High School and the workforce training program you will provide to all students who attend this school. LG Electronics employs many members of the Clarksville community, and by serving these students with our support, we will be serving the community in a most effective way.

We are committed to future conversations and tangible support of this project, and we will be available for future discussions about curriculum and programs that will lead students into careers with us and other industries in the Clarksville region.

Very truly yours,

Annessa Holbrook, Sr. Recruiter

LG Electronics, U.S.A., Inc.

Attachment E



Hankook Tire Manufacturing
Tennessee, LP.

2950 International Blvd, Clarksville, TN 37040
TEL: 931-472-2699
hankooktire.com/us

September 28, 2021

Dr. Vince Alessi

I am writing this letter to commit the support of Hankook Tire Manufacturing Tennessee, LP. to the new high school, Oxtan Academy, that is being proposed in Montgomery County, Tennessee.

Hankook Tire is a global technology-based tire manufacture. Hankook North America Headquarter is located in Nashville, Tennessee and the Manufacturing site is located in Clarksville, Tennessee. Due to our future expansion plan in Clarksville Tennessee, Hankook Tire will significantly increase employment for production operators, quality technicians, skilled technicians and engineers who have safety mind set, quality focused and advanced manufacturing knowledge.

In my 15 plus years of automotive manufacturing experience, I have seen very few high schools with the workplace training programs. Hankook Tire and many other manufactures in Montgomery County will greatly benefit from Oxtan's workplace training for prospective employees.

Hankook Tire will be pleased to partner with Oxtan Academy and better prepare high school students to be career-ready and college-ready.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Tsutae Sowell'.

Tsutae Sowell
Human Resources Team Manager / Director
Hankook Tire Manufacturing Tennessee, LP.

Attachment F1



**FLORIDA DEPARTMENT OF STATE
Division of Corporations**

March 20, 2013

MARK MANGRUM
ONE ON ONE CHILDREN'S SERVICES, CORP.
8900 SW 117 AVE C-103
MIAMI, FL 33186

Re: Document Number N10000003235

The Articles of Amendment to the Articles of Incorporation for ONE ON ONE CHILDREN'S SERVICES, CORP., a Florida corporation, were filed on March 14, 2013.

The certification requested is enclosed.

Should you have any question regarding this matter, please telephone (850) 245-6050, the Amendment Filing Section.

Darlene Connell
Regulatory Specialist II
Division of Corporations

Letter Number: 313A00006563

www.sunbiz.org

Division of Corporations - P.O. BOX 6327 -Tallahassee, Florida 32314



Department of State

I certify from the records of this office that ONE ON ONE CHILDREN'S SERVICES, CORP. is a corporation organized under the laws of the State of Florida, filed on March 30, 2010, effective April 1, 2010.

The document number of this corporation is N10000003235.

I further certify that said corporation has paid all fees due this office through December 31, 2012, that its most recent annual report/uniform business report was filed on April 25, 2012, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Twentieth day of March, 2013



CR2EO22 (1-11)

Ken Detzner

Ken Detzner
Secretary of State

State of Florida



Department of State

I certify the attached is a true and correct copy of the Articles of Amendment, filed on March 14, 2013, to Articles of Incorporation for ONE ON ONE CHILDREN'S SERVICES, CORP., a Florida corporation, as shown by the records of this office.

The document number of this corporation is N10000003235.



CR2EO22 (1-11)

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Twentieth day of March, 2013

Ken Detzner

Ken Detzner
Secretary of State

Attachment F1

Articles of Amendment
to
Articles of Incorporation
of

ONE ON ONE CHILDREN'S SERVICES CORP.

(Name of Corporation as currently filed with the Florida Dept. of State)

N10000003235

(Document Number of Corporation (if known))

FILED
13 MAR 14 PM 4:28

Pursuant to the provisions of section 617.1006, Florida Statutes, this *Florida Not For Profit Corporation* adopts the following amendment(s) to its Articles of Incorporation:

A. If amending name, enter the new name of the corporation:

_____ *The new name must be distinguishable and contain the word "corporation" or "incorporated" or the abbreviation "Corp." or "Inc." "Company" or "Co." may not be used in the name.*

B. Enter new principal office address, if applicable:

(Principal office address MUST BE A STREET ADDRESS) _____

C. Enter new mailing address, if applicable:

(Mailing address MAY BE A POST OFFICE BOX) _____

D. If amending the registered agent and/or registered office address in Florida, enter the name of the new registered agent and/or the new registered office address:

Name of New Registered Agent: _____

(Florida street address)

New Registered Office Address:

_____, Florida _____
(City) (Zip Code)

New Registered Agent's Signature, if changing Registered Agent:

I hereby accept the appointment as registered agent. I am familiar with and accept the obligations of the position.

Signature of New Registered Agent, if changing

Attachment F1

If amending the Officers and/or Directors, enter the title and name of each officer/director being removed and title, name, and address of each Officer and/or Director being added:

(Attach additional sheets, if necessary)

Please note the officer/director title by the first letter of the office title:

P = President; V= Vice President; T= Treasurer; S= Secretary; D= Director; TR= Trustee; C = Chairman or Clerk; CEO = Chief Executive Officer; CFO = Chief Financial Officer. If an officer/director holds more than one title, list the first letter of each office held. President, Treasurer, Director would be PTD.

Changes should be noted in the following manner. Currently John Doe is listed as the PST and Mike Jones is listed as the V. There is a change, Mike Jones leaves the corporation, Sally Smith is named the V and S. These should be noted as John Doe, PT as a Change, Mike Jones, V as Remove, and Sally Smith, SV as an Add.

Example:

<input checked="" type="checkbox"/> Change	<u>PT</u>	<u>John Doe</u>
<input type="checkbox"/> Remove	<u>V</u>	<u>Mike Jones</u>
<input checked="" type="checkbox"/> Add	<u>SV</u>	<u>Sally Smith</u>

<u>Type of Action</u> (Check One)	<u>Title</u>	<u>Name</u>	<u>Address</u>
1) <input type="checkbox"/> Change	_____	_____	_____
<input type="checkbox"/> Add			_____
<input type="checkbox"/> Remove			_____
2) <input type="checkbox"/> Change	_____	_____	_____
<input type="checkbox"/> Add			_____
<input type="checkbox"/> Remove			_____
3) <input type="checkbox"/> Change	_____	_____	_____
<input type="checkbox"/> Add			_____
<input type="checkbox"/> Remove			_____
4) <input type="checkbox"/> Change	_____	_____	_____
<input type="checkbox"/> Add			_____
<input type="checkbox"/> Remove			_____
5) <input type="checkbox"/> Change	_____	_____	_____
<input type="checkbox"/> Add			_____
<input type="checkbox"/> Remove			_____
6) <input type="checkbox"/> Change	_____	_____	_____
<input type="checkbox"/> Add			_____
<input type="checkbox"/> Remove			_____

Attachment F1

E. If amending or adding additional Articles, enter change(s) here:
(attach additional sheets, if necessary). (Be specific)

A. One on One Children's Services shall be operated exclusively for charitable, religious, educational, and /or scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

B. 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 the corresponding section of any future federal tax code, or shall be distributed to the federal government

or to the state or local government, for a public purpose.

Attachment F1

The date of each amendment(s) adoption: MARCH 1, 2013

Effective date if applicable: MARCH 1, 2013
(no more than 90 days after amendment file date)

Adoption of Amendment(s) (CHECK ONE)

- The amendment(s) was/were adopted by the members and the number of votes cast for the amendment(s) was/were sufficient for approval.
- There are no members or members entitled to vote on the amendment(s). The amendment(s) was/were adopted by the board of directors.

Dated FEBRUARY 26, 2013

Signature *Lucy Henry*
(By the chairman or vice chairman of the board, president or other officer-if directors have not been selected, by an incorporator – if in the hands of a receiver, trustee, or other court appointed fiduciary by that fiduciary)

LUCY HENRY
(Typed or printed name of person signing)

President
(Title of person signing)

Attachment F2

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 19 2013**

ONE ON ONE CHILDRENS SERVICES CORP
C/O JAVIER F LOPEZ
8400 NW 36TH ST STE 130
DORAL, FL 33166

Employer Identification Number:
80-0710884
DLN:
17053249351012
Contact Person:
JASON T SAMMONS ID# 31616
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
November 15, 2012
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

Attachment F3

BYLAWS OF
OXTON ACADEMY CHARTER HIGH SCHOOL
A Florida Nonprofit Corporation

ARTICLE I
PROVISIONS

Section 1.1. Authority to Adopt. These Bylaws have been adopted pursuant to authority evidenced by the Articles of Incorporation issued by the State of Florida.

Section 1.2. Name. The name of this Corporation is One on One Children’s Services, Inc. DBA Oxtion Academy Charter High School (the “Corporation”).

Section 1.3. Offices. The corporation’s principal office shall be fixed and located at such place within the boundaries of the County of Miami-Dade as the Board of Directors (“Board”) shall determine. The Board is granted full power and authority to change the principal office from one location to another.

Section 1.4. Purpose. This Corporation is organized and to be operated exclusively for educational and charitable purposes. It is not organized for profit nor shall any of its net earnings inure in whole or in part to the benefit of private stockholders, members, or individuals. Specifically, this Corporation is organized to establish and operate a career-focused high school in Montgomery County, Tennessee (the “School”).

Section 1.5. Prohibited. No substantial part of the activities of this Corporation shall attempt to influence legislation by propaganda or otherwise, nor participate in any political campaign on behalf of any candidates for public office.

ARTICLE II
ORGANIZATION

Section 2.1. Statement of Purposes. The purpose of this Corporation, as expressed in its Articles of Incorporation, shall be to operate the School, and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to other educational organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the “Code”), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution In the event of the dissolution of the Corporation, the Board shall, after paying or making provision for the payment of all of the liabilities of the Corporation, and after disposing of all remaining assets according to applicable Florida law, shall dispose of all remaining assets of the Corporation, exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the country where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
MEMBERSHIP

Section 3.1. Members. This corporation is a non-profit, non-stock corporation, and shall have a membership consisting of the Board of this corporation serving from time to time. Any action, which would otherwise; by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

ARTICLE IV
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under

Attachment F3

the Board's direction. The Board shall comply with and carry out the duties of the governing board as set forth in Tenn. Code Ann. §49-13-111 (q) and State Board Policy 6.112. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.2. Initial Members of the Board. The initial members of the Board who will each serve as officers and directors of the founding board are:

Director, Erin McCloskey, shall be Chairperson and President of the Board of the Corporation serving a one-year term;

Director, Erika Montgomery, shall be Vice-Chairperson of the Board of the Corporation serving a two-year term; and

Director, Jose Perez de Corcho, shall be Treasurer of the Board of the Corporation serving a three-year term.

Section 4.3. Number of Directors. The Board shall consist of no less than three and no more than seven Directors. Directors shall be elected by a majority vote of the Board.

Section 4.4. Nomination of Directors. Not less than one month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two Directors. The nomination committee will compile and submit to the Board a slate of candidates for the directorships to be filled at the upcoming meeting. These submissions shall be deemed to be nominations of each person named.

Section 4.5. Election of Directors. Directors shall be elected by a majority vote of the Board at any regular or special meeting where a quorum is present.

Section 4.6. Limits of Term. Directors shall be eligible to serve an unlimited number of three-year terms. Directors shall hold staggered terms of office with elections three years from the time of their election and thereafter until their respective successors are chosen and qualified; provided however that one third of the initial Directors were elected initially for a one-year term; one-third of the Directors were elected initially for a two-year term, and; one-third of the Directors were elected initially for a full three-year term. There will be no term limits imposed upon a Director, but each will stand for re-election within no more than a three-year period.

Section 4.7. Vacancies. Vacancies occurring during the term of an elected directorship, however caused, shall be filled as soon as practicable by election in accordance with Section 4.5 above. A Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.8. Resignation of Removal of Directors. A Director of the Corporation may resign at any time by tendering his or her resignation in writing to the Chairperson of the Board or to the President of the Sponsoring Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any Director may be removed from office with or without cause by an affirmative vote of at least two-thirds of the Board then in office. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors.

Section 4.9. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be constructed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.10. Annual Meetings of the Board. The Board shall meet annually at the principal office of the School, or at such place within Montgomery County, Tennessee, and at such time as the Board shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specific day, the Board may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. The Board shall set the date of the annual meeting approximately ninety days after the end of each fiscal year so that financial statements of the immediately prior fiscal year may be available for review at the annual meeting. All meetings of the Board of Directors and its committees are subject to the "Sunshine Law." All

Attachment F3

meetings will be advertised as public meetings in a local paper and will be posted on the School's website and at the School's main office.

Section 4.11. Special Meetings. Special meetings of the Board may be called at any time by the Chairperson of the Corporation. Further, special meetings of the Board must be called by the Chairperson within fourteen days of receipt of a written request of any two or more Directors. Written notice of special meetings shall be given to each Director not less than two days prior to such meetings. The notice shall set forth the time, place, and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.12. Regular Meetings. The Board shall meet at least four times each year with such meetings to be held on the first Thursday of each quarter unless it is a legal holiday unless the meeting date is changed by the Chairperson.

Section 4.13. Quorum and Action of the Board. A majority of Directors equal to two persons in the case of a three member Board or three persons in the case of a five member Board must be present in person at a meeting to constitute a quorum for the transaction of business at such meetings. Except as specifically set forth to the contrary herein, the Board may not take any action except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum is present.

Section 4.14. Duties of the Board of Directors.
The following list of Board Member duties is not intended to be all inclusive and will be expanded to include others as necessary:

- a. Establish and approve all policies which implement the objectives for the Corporation,
- b. Keep and maintain a membership book containing the names and addresses of each Director. Termination of each Director must be recorded in this book,
- c. Keep and maintain a Corporate Minute Book and Books of Accounts including any and all records of account including the minutes of the proceedings of its Directors and committees having any of the authority of the Board of Directors,
- d. Submission of the annual report to the Department of State,
- e. Elect the Officers of the Corporation as provided as provided in these bylaws,
- f. Review and approve all fund-raising plans and budgets,
- g. Approve the selection of all institutions with which Corporation funds may be entrusted, including any policies for the investment funds,
- h. Approve the selection of a certified public accountant to perform an independent annual audit of the funds of the Corporation,
- i. Insure that the Corporation carried out the fiduciary responsibility of a not-for-profit tax exempt recipient of funds in order to accomplish the objectives of the Corporation provided in these bylaws,
- j. Consider and act on any matter presented by a Director, and
- k. Carry out any other duties set forth in Tenn. Code Ann. §49-13-111 (q) and State Board Policy 6.112.

ARTICLE V **OFFICERS**

Section 5.1. Number. The Corporation may have a Chairperson, Vice Chairperson, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers may be deemed necessary may be elected or appointed by the Board. Any two or more offices may be held by the same person. The failure to elect an officer shall not affect the existence of the Corporation. The Chairperson/Director, if appointed, shall serve as the Chief Executive Officer.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.5 hereinabove at the Annual Meeting of the Board. A duly

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elected officer shall hold office for a term of one year, commencing August 1st, and until their earlier death, resignation or removal. All officers shall hold office until others are chosen and qualified in their stead. The offices of Chairperson and Vice Chairperson will be subject to term limits except as otherwise provided by law, the Chairperson and Vice Chairperson shall hold office until the next Annual Meeting of the Board or the Special Meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in electing or appointing them. The Chairperson and Vice-Chairperson may not serve in such capacity for more than three consecutive one-year terms; provided, however, that the Chairperson and Vice-Chairperson may serve additional, non-consecutive terms.

Section 5.3. Vacancies. A vacancy is any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 4.7 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairperson or the Secretary. Resignations shall become effective upon the date specified therein or, if not date is specified, upon receipt by the Corporation. The Directors may remove any officer, with or without cause, by a vote of two-thirds of the Directors then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board.

Section 5.5. Chairperson. The Chairperson shall establish the agenda for all meetings of the Board in consultation with the other officers and as appropriate in the discretion of the Chairperson, with other members of the Board. The Chairperson shall preside over all meetings of the Board and shall have other powers, as the Board shall determine, such as determining the need for and appointing members to various committees and attending such committee meetings as deemed necessary or appropriate, serving as signatory on financial accounts and all official school business, and acting as spokesperson for the Board, all of these responsibilities fall under the Chairperson's duties of office.

Section 5.6. Vice-Chairperson. In the absence of the Chairperson, or in the event of his/her inability, or refusal to act, the Vice Chairperson shall perform the duties of the Chairperson and when so acting shall have all the powers of and subject to all restrictions upon the Chairperson. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson shall be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. From time to time, the Vice Chairperson shall perform such other duties as may be assigned to him/her by the Chairperson or by the Board.

Section 5.7. Secretary. The Secretary shall maintain records of all action items at all meetings of the Board in a book or series of books kept for that purpose. The Secretary, or designee, shall give such notices of Board meetings as are required by the Charter, these By-Laws, or state law. No longer than five days before any meeting of the Board, the Secretary, or designee, shall distribute to the members of the Board copies of any minutes of the prior meetings of the Board that have not been approved by the Board. The Secretary shall have such other powers and duties as are usually included as part of that office and as may be vested in that office by these By-Laws or by the Board. In the absence of the Board Member Secretary position, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary at any meeting. The Secretary shall oversee the person designated by the Board to record the minutes of all action items taken by the Board at any meeting. The Secretary is empowered to act as Chairperson in the absence of the Chairperson and Vice Chairperson.

Section 5.8. Treasurer. The Treasurer shall chair a finance committee composed of Directors appointed by the Chairperson, and appropriate school staff and consultants, and serve as signatory on financial accounts. The committee shall meet at least monthly to review and assess the financial condition of the school. The Treasurer shall present a report on the financial condition and affairs of the Academy, along with any recommendations for Board action at each meeting of the Board. The Treasurer shall review all financial filings required by the Authorizer, State of Tennessee, the Internal Revenue Service and any other government agency. The Treasurer shall have such other powers and duties as are usually incidental to that office and may be vested in that office by these By-Laws or by the Board.

Attachment F3

5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

5.11. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity unless otherwise prohibited by law or Agreement with the Sponsor.

ARTICLE VI **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairperson shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairperson shall be made at the annual meeting of the Board. In addition, the Chairperson may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by the Board.

Section 6.2. Standing Committees. Standing committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees may be created by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the Chairperson of such committee or upon the written request of one-third of the committee members. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairperson of the Board. The Board, by a majority vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three consecutive meetings of the committee.

ARTICLE VII **INDEMNIFICATION OF DIRECTORS AND OFFICERS**

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a Director or officer, against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he or she is or is threatened to be made a party because he or she is or was a Director, officer, employee or agent of this Corporation. He or she shall have no right to reimbursement, however,

Attachment F3

in relation to matters as to which he or she has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his or her duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a Director, officer, employee or agent against any liability asserted against him or her and incurred by him or her in any such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him/her against such liability under the provisions of this Article VII.

ARTICLE VIII **CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS**

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

ARTICLE IX **FISCAL YEAR**

Section 9.1. Fiscal Year. The fiscal year of the Corporation shall begin July 1 and end on June 30 each year.

ARTICLE X **NOTICE**

Section 10.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or by depositing the same in a post office box in a postpaid envelope or by electronic transmission, in either case addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three days after the same shall be so mailed or delivered to the Director or officer shall be deemed to be the time of the giving of such notice.

Section 10.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE XI

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AMENDMENTS

Section 11.1. Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting by an election of two-thirds of the current membership of the entire Board.

ARTICLE XII
CONFLICT OF INTEREST

Section 12.1. Conflict of Interest Policies. The Board has adopted the following policies specifically for avoidance of conflict of interest:

- a. The School shall not enter into any contract or transact any business in which any part of the assets or net earnings, if any, of the School shall inure to the benefit of, or be distributable to, any Director or officer of the Corporation, except that the School may pay reasonable compensation for services rendered or goods provided, and may make payments and distributions in furtherance of its purpose as set forth in the Charter;
- b. The Board shall follow all applicable laws pertaining to conflicts of interest. The Chairperson of the Board may appoint a committee to review and establish a separate conflict of interest policy, which will manage matters of conflict of interest coming before the Board; and
- c. A conflict of interest is defined as an actual or perceived interest by a Director and/or officer in any action, which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or perceived appearance of a bias in the decision making process is based upon the dual role a Director and/or officer, who in addition to serving on the Board, may be affiliated with other organizations, either as an employee (or), a member, or in some other capacity.
- d. The Board will adopt a comprehensive policy on Conflicts of Interest, which is consistent with Tennessee Statutes, Rules and/or Policies. In the event a Director and/or officer has a voting conflict, the Director or officer will be required to complete the requisite disclosures in compliance with Tennessee Statutes.

CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of _____, Inc., a Florida nonprofit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation as adopted by the Board of Directors.

Signature of Chairperson

Date

Printed name of Chairperson

Attachment F4



Board Member Code of Ethics and Service Commitment

Directions: As a Board member, you need to be aware that more is expected of those in leadership roles. Review the following statements. Signing this Code of Ethics solidifies your commitment to honest Board service.

As a member of the Oxton Academy Governing Board, I will:

- Represent the interests of all people served by Oxton Academy, and not favor special interests inside or outside of this nonprofit institution.
- Keep confidential information confidential.
- Respect and support the majority decisions of the Board.
- Approach all Board issues with an open mind, prepared to make the best decision for everyone involved.
- Do nothing to violate the trust of those who elected or appointed me to the Board, or those we serve.
- Focus my efforts on the mission of the School and not on my personal goals.
- Never exercise authority as a Board member except when acting in a meeting of the full Board, or as delegated by the Board.
- Consider myself a trustee of this School and do my best to ensure it is well maintained, financially secure, growing, and always operating in the best interests of those we serve.
- Never solicit or accept anything of value (including payment, gift, loan, reward, promise of future employment, and favor) based upon any understanding that my votes, official actions or judgment would be influenced thereby.
- Never corruptly use or attempt to use my official positions to secure a special privilege, benefit or exemption for myself or someone else.
- At all times exercise a duty of loyalty to Oxton Academy - I pledge to:
 1. Establish my attendance at all meetings of the Governing Board as a high priority.
 2. Come prepared to discuss the issues and business to be addressed at scheduled meetings, having read the agenda, and all the background material relevant to the topics at hand.
 3. Observe the parliamentary procedures and display courteous conduct in all Governing Board and committee meetings.
 4. Participate in all required Board Training sessions.

Areas of board responsibility include, but are not limited to, the following:

- Interpreting Federal and State Statutes, IRS Tax Codes, Technical Assistance Papers, and Department of Education Rules that govern the operational and educational process. Counsel and school administration will assist in this endeavor.
- Developing and approving written policies that serve as guidelines for operations and for successful and efficient functioning of the school.
- Maintaining an accounting system that is in accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools."

Attachment F4

- Adopting and maintaining an annual operating budget, ensuring that the school has retained the services of a certified public accountant or auditor for the annual financial audit, receiving the report from the auditor, reviewing and approving the audit report.
- Ensuring that a competent and appropriate staff is employed and maintained that meets obligations and optimizes operations.
- Assuring that accurate records are kept, but not limited to, student attendance, student academic performance, financial records (especially those that constitute the accounting system), personnel records, Governing Board minutes, and any other consideration of school operation subject to audit or public information requests.
- Conducting continual appraisal of the educational and administrative process.
- Monitoring and addressing facility issues.
- Scheduling regular Governing Board meetings that facilitate timely handling of business affairs within statutory and contractual mandates and holding at least two public meetings per school year in the school district.
- Ensuring that Governing Board operations comply with requirements of Florida's open government laws, including the Sunshine Law.
- Addressing additional events and issues that may arise as a result of doing business.
- Appointing a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes.
- Evaluating the performance of all employees who report to the Governing Board.
- Fulfilling all obligations and responsibilities of the position according to bylaws, code of ethics, conflict of interest rules, board policies, the school charter, and participating in governance training, as required by law.
- Preparing for Governing Board meetings by reviewing pending agenda items and support documents, attending meetings and following parliamentary procedures.
- Assisting in defining and fulfillment of the school mission and vision.
- Engaging in fundraising activities and other venues of support for the school and students.
- Assisting with the marketing of the school according to the school's marketing plan.
- Any additional requirements set forth in Tennessee Code Title 49. Education § 49-13-111 and State Board Policy 6.112.

Board Member Signature

Date

Attachment F5



Conflict of Interest Governing Board Policy

Gifts, Gratuities

Board members are not to accept gifts, gratuities, free trips personal property or any other item of value from an outside person or organization as an inducement to do business or provide services.

Outside Business

The Sponsor recognizes that board members have outside business or personal interests. Board members, however, may not profit in any way in their outside employment or business interests from their association with the nonprofit. During board meetings, members must disclose any conflict of interest involving an issue before the board, and abstain from discussion and voting on the issue.

Personal Beliefs

The Sponsor recognizes that board members may hold a wide range of personal beliefs, values and commitments. These beliefs, values and commitments are in conflict of interest if they prevent board members from carrying out their job responsibilities, if board members attempt to use the nonprofit's time and facilities for furthering them, or if board members attempt to convince other board members, the administration or staff of their personal beliefs after those individuals have asked them to stop.

Disclosure of Any Interest:

Board Member Signature

Date

Jose M. Perez de Corcho

EDUCATION

Bachelor in Business Administration 1993
Florida International University
Miami, FL

PROFESSIONAL EXPERIENCE

Mako Equipment Finance 2019-Present
Miami, FL
Co-founder

- Developed risk management policies for equipment portfolio
- Participates in weekly underwriting and funding reviews

American Auto Bankers, Inc. 2015-Present
Miami, FL
Co-founder

- Established operational procedures and compliance policy
- Guided operations, including servicing software selection, market research and product design

OSC, a Breckenridge Group Company 2009-Present
Atlanta, GA
EVP & Chief Underwriting Officer

- Lender insurance product development
- Financial institution insurance risk management consultant
- Client advisory council chair

Financial Insurance Brokers, Inc. 1998–2009
Coral Gables, FL
President & CEO

- Founded a full-service insurance tracking and lender-placed insurance provider focused on community banks
- Merged company with Overby-Seawell Company (OSC) in 2009

Smartrack Financial Services, Inc. 1995–1998
Coral Gables, FL
Vice President

- Managed and serviced commercial accounts with insured assets exceeding \$5 Billion

Associated Insurance Brokers, Inc. 1990–1995
Miami, FL

Banking Services Manager/Field Representative

- Created a division specializing in automobile and real estate insurance tracking and lender-placed insurance

Attachment F6

ASSOCIATIONS

- American Association of Commercial Finance Brokers
- American Bankers Association
- Consumer Credit Insurance Association
- Florida International University Presidents Council
- International Factoring Association
- National Automotive Finance Association
- National Trailer Dealer Association
- Secured Finance Network
- South Florida Hispanic Chamber of Commerce Board of Directors
- Turnaround Management Association

Erika Montgomery - Bio

Erika Montgomery is a retired mathematics teacher who worked in a large urban school district with the same demographics being projected for Oxton Academy. She designed curriculum, maintained a leadership position as grade level supervisor, and was a collaborator on school projects related to the Mathematics Department.

Her post-teaching career included working as a flight attendant for Southwest Airlines. She shifted into a management role as flight attendant trainer and supervisor for Southwest Airlines where she was worked to promote operations knowledge, safety priorities, government regulation compliance, and customer service efficiency for trainees in the program.

She currently serves in an advisory capacity for a national education consulting company regarding client growth and acquisitions and she is also active in developing curriculum and activities for parents who have chosen to keep their students at home during the pandemic.

Erin McColskey – Bio

Erin McColskey is a college advancement leader who spent 20 years in the legislature and authored much of the Florida College System legislation on 2+2 articulation and common course frameworks. She has served as the Vice President of Advance and Government Relations for the 3rd largest college in Florida.

Prior to that she served as the legislative director for two Florida House Representatives and chaired the Florida College System Council of Presidents. She has a Masters of Public Policy from Florida State University and currently serves on the board for three not-for-profit organizations and a charitable trust foundation.

Attachment F7



Governing Board Policy

The Governing Board shall manage the affairs of the School and may exercise all its powers with respect to the school, except as otherwise provided by the charter or the bylaws. The Governing Board develops, approves, and provides management practices for all areas of school operation. Its duties are the provision of management practices and the continual oversight of the implementation and execution of those practices by school staff under the supervision of the President. The Governing Board will have control and jurisdiction over the affairs and property of the school and will operate as a public employer, in accordance with Tenn. Code Ann. §49-13-124 and State Board Policy 6.112. The Governing Board will meet collectively to develop, define, and refine policies of employment, finance, school operation, and other matters concomitant with the responsibilities defined by charter school law. Areas of Board responsibility include, but are not limited to, the following:

- Interpreting Federal and State Statutes, IRS Tax Codes, Technical Assistance Papers, and Department of Education Rules that govern the operational and educational process. Counsel and school administration will assist in this endeavor.
- Developing and approving written policies that serve as guidelines for operations and for successful and efficient functioning of the school.
- Maintaining an accounting system that is in accordance with the accounts and codes prescribed in the most recent issuance of the publication titled "Financial and Program Cost Accounting and Reporting for Florida Schools."
- Adopting and maintaining an annual operating budget, ensuring that the school has retained the services of a certified public accountant or auditor for the annual financial audit, receiving the report from the auditor, reviewing and approving the audit report
- Ensuring that a competent and appropriate staff is employed and maintained that meets obligations and optimizes operations.
- Assuring that accurate records are kept, but not limited to, student attendance, student academic performance, financial records (especially those that constitute the accounting system), personnel records, Governing Board minutes, and any other consideration of school operation subject to audit or public information requests.
- Conducting continual appraisal of the educational and administrative process.
- Monitoring and addressing facility issues.
- Scheduling regular Governing Board meetings that facilitate timely handling of business affairs within statutory and contractual mandates and holding at least two public meetings per school year in the school district.
- Ensuring that Governing Board operations comply with requirements of Florida's open government laws, including the Sunshine Law.

Attachment F7

- Addressing additional events and issues that may arise as a result of doing business.
- Appointing a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns and resolve disputes.
- Evaluating the performance of all employees who report to the Governing Board.
- Fulfilling all obligations and responsibilities of the position according to bylaws, code of ethics, conflict of interest rules, board policies, the school charter, and participating in governance training, as required by law.
- Preparing for Governing Board meetings by reviewing pending agenda items and support documents, attending meetings and following parliamentary procedures
- Assisting in defining and fulfillment of the school mission and vision
- Engaging in fundraising activities and other venues of support for the school and students
- Assisting with the marketing of the school according to the school's marketing plan.

The founding Governing Board officers shall consist of a Chairperson, Vice Chairperson, and Treasurer. The bylaws will be open-ended on officers and state "Other officers shall have such duties and powers as may be designated from time to time by the Directors." The duties of the Governing Board officers are specified in the bylaws. The duties of Governing Board Secretary shall be filled by the School's confidential secretary until such time as the Board chooses to add that role as an officer.

The Governing Board's meeting schedule will be published on the school's Annual Calendar which will be developed after the Authorizer's board-approved calendar is published. Regular scheduled meetings of the Governing Board shall be held no less than monthly at such places and times as the Governing Board shall designate. Meetings will be coordinated to accommodate the Authorizer's submission requirements for various documents requiring Governing Board action or affirmation. Regular Governing Board meetings are expected to be held on the first Thursday of each month unless that day is a holiday or the school is closed for other reasons, in which case the meeting will be conducted on the second Thursday of the month. The Governing Board shall hold an annual meeting at the School, or at such place within the County of Montgomery in the State of Tennessee, and at such time as the Governing Board shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specific day, the Governing Board may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. The Governing Board shall set the date of the annual meeting approximately 90 days after the end of each fiscal year so that financial statements of the immediately prior fiscal year may be available for review at the annual meeting.

In accordance with the Government in the Sunshine, all Governing Board meetings shall be open to the public and will duly advertised as public meetings in a local paper and posted at the school's main office and on the school's website. According to Board bylaws, "notice of meetings will be provided at least five days prior to such meeting unless due to an emergency situation a reasonable shorter notice period is appropriate under the circumstances." The bylaws will allow for special meetings and define the conditions that shall apply to such meetings. The Governing Board will comply with the public records laws of the State of Tennessee. It is the policy of this state that all state, county, and municipal records are open for personal inspection and copying by any person. Providing access to public records is a duty of each agency. Each agency must provide reasonable public access to records electronically maintained and must ensure that exempt or confidential records are not disclosed except as otherwise permitted by law.

The Governing Board will be structured to consist of no less three and no more than seven members representing various stakeholder groups including, but limited to, parents or guardians of students,

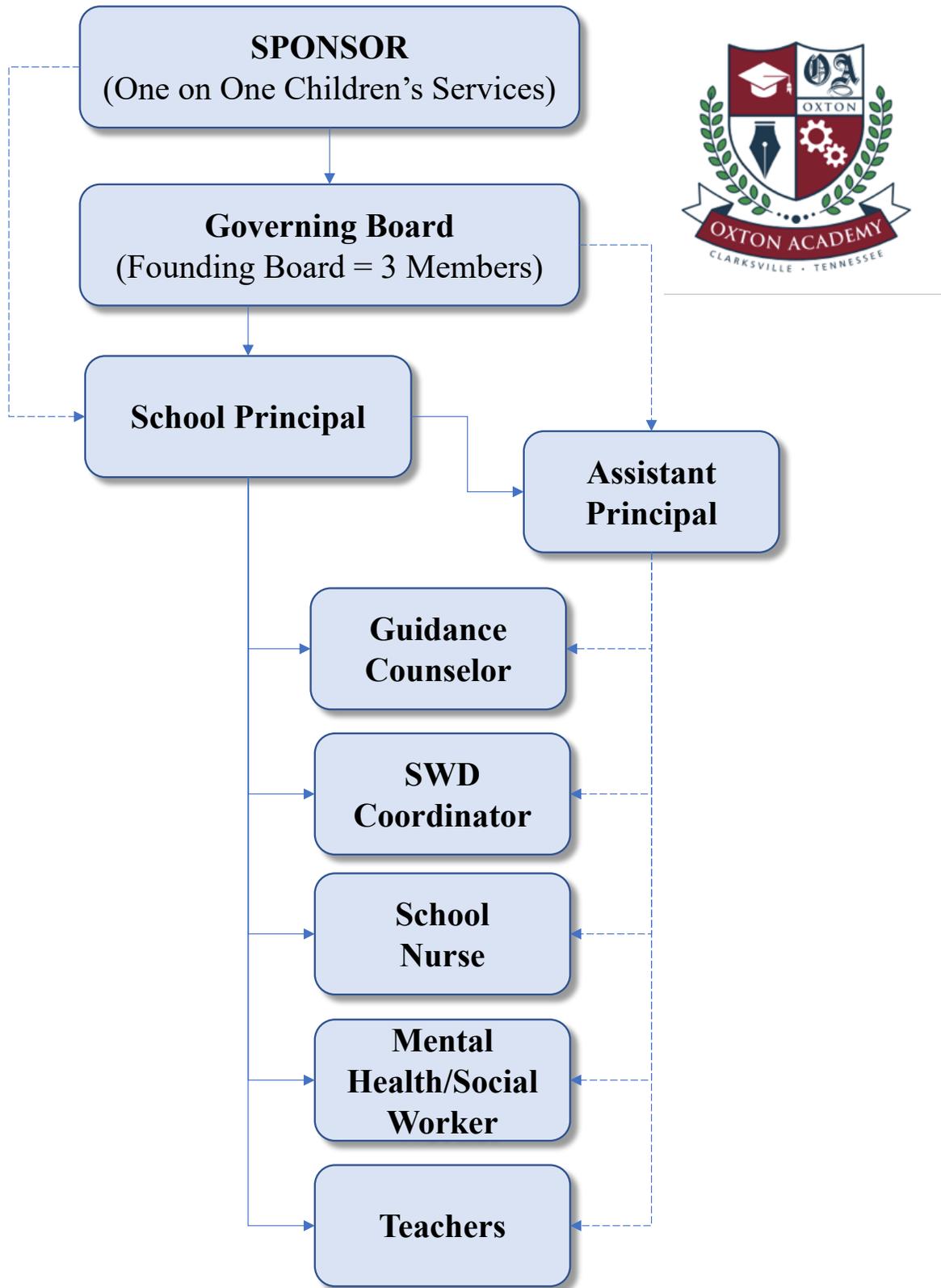
Attachment F7

educators, members of the community with business, legal, and financial skills. The founding Governing Board consists of three members comprised of individuals who possess skills and expertise which are very valuable to the Board. Governing Board member selection will be dictated by the bylaws. The founding Governing Board, at its initial meeting, shall determine the number of Board members, which shall be no less than three and no more than seven and shall elect the number of so determined. The Governing Board may, at any special or regular meeting by an affirmative vote of a majority of Governing Board members, then in office, increase the number of members and elect new members to complete the number so fixed, or they may, by a similar vote, decrease the number of members, but only to eliminate vacancies existing by reason of death, resignation, removal or disqualification of one or more members. The Governing Board may, by an affirmative vote of a majority of Governing Board members then in office, fill any vacancy or vacancies on the Governing Board and may exercise all its powers notwithstanding any vacancy or vacancies in their number.

All Governing Board members shall hold staggered terms of office with elections three years from the time of its election and thereafter until their respective successors are chosen and qualified, provided that one third of the initial members be elected initially for a one-year term; one-third of the members be elected initially for a two-year term; and one-third of the members be elected initially for a full three-year term. The Governing Board member shall hold such office until said member shall retire, resign, or be removed as a Governing Board member by the Governing Board. There will be no term limits imposed upon a Governing Board member, but each will stand for re-election within no more than a three-year period. The offices of Chairperson and Vice Chairperson will be subject to term limits except as otherwise provided by law. The Chairperson and Vice Chairperson shall hold office until the next annual meeting of the Governing Board or the special meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in electing or appointing them. The Chairperson and Vice Chairperson may not serve in such capacity for more than three consecutive one-year terms, provided that the Chairperson and Vice Chairperson may serve additional, non-consecutive terms.

Any Governing Board member may resign by delivering a written letter of resignation to the Sponsor or to the school at its main office. Any officer may resign by delivering a written resignation to the Chairperson or designated Secretary. Any resignation by a Board member or officer shall be effective upon receipt unless it is specified to be effective at some time later. Any Governing Board member or officer may be removed from office with or without cause by an affirmative vote of at least two-thirds of the Governing Board members then in office. A Governing Board member or officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Board.

Attachment G





Employee Handbook



**Adapted from the Clarksville-Montgomery County School System
Employee Handbook**

Attachment I

PURPOSE OF THIS HANDBOOK

This handbook is designed to acquaint employees with Oxton Academy and provide information about working conditions, employee benefits, policies and procedures, and practices affecting employment with the School. It describes many employee responsibilities and School practices and outlines programs developed for the benefit of employees.

This handbook is not intended as an employment contract (express or implied) and accordingly should not be considered as such. Nothing in this handbook should be relied upon as a guarantee for certain privileges, working conditions, or continued employment.

Employees should address questions pertaining to personnel policies and procedures to their immediate supervisor.

Effective Date

This handbook takes effect upon Oxton Academy's approval by the Oxton Academy School Board.

Employee Responsibilities

Employees are expected to read, understand, and comply with the guidelines set forth in this handbook.

Contents and Revisions

No employee handbook can anticipate every circumstance or question. Accordingly, Oxton Academy may need to change the practices and guidelines described in this handbook. Revisions may include changing, rescinding, or adding to any procedures, benefits, or practices described in this handbook.

Attachment I

EQUAL EMPLOYMENT OPPORTUNITY

Non-Discrimination Statement

It is the policy of the Clarksville-Montgomery County School System not to discriminate against any student, employee, or applicant on the basis of sex, marital status, race, color, creed, national origin, religion, age, genetic information, sexual orientation, disability condition, or veteran status. The School will ensure that no student will be excluded based on unlawful discrimination from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities, or other school resources. Oxton Academy will take all necessary steps to ensure that each employee's work environment is free of unlawful discrimination. No officer, administrator or employee of Oxton Academy, including any persons representing Oxton Academy, shall intimidate, threaten, harass, coerce, discriminate against, or commit or seek reprisal against anyone who participates in any aspect of the discrimination complaint process associated with this policy.

Equal Opportunity Employer

Oxton Academy is an Equal Opportunity Employer (EOE). Accordingly, the School provides equal opportunity in all areas of employment, i.e. hiring, training, compensation, development, transfer, and promotion. Employment practices are without regard to race, color, religion, creed, sex, age, disability condition, national origin, and veteran status, and all other categories protected by federal, state, and local anti-discrimination laws.

Additionally, pursuant to the Americans with Disabilities Act, the School will make appropriate accommodations for employees with qualified disabilities or religious needs whenever possible as long as the accommodations are reasonable and do not cause Oxton Academy or other employees' undue hardship.

Attachment I

EMPLOYMENT CLASSIFICATIONS

Positions are classified as either exempt or non-exempt according to criteria set forth in the Federal Fair Labor Standards Act and applicable state laws. A position's status is determined in conformance with these laws based on job duties and responsibilities.

Non-Exempt (hourly)

Generally, non-exempt employees are employees whose work is routine with set standards and rules. Examples may include, but are not limited to, administrative assistants, custodians, bus drivers, and educational assistants. Non-exempt employees are paid on an hourly basis, including overtime/compensation over forty hours a week at time and one-half. Although "non-exempt" is the legal classification, these employees are also referred to as "hourly" or "classified".

Exempt (salaried)

These are positions with primary duties of an executive, professional or technical nature, which have been specifically identified and placed on an annual salary according to the contractual pay schedule as opposed to an hourly basis.

Full-time Employees

Full-time employees are those employees who work a regular schedule of at least 30 hours. These employees are eligible for all benefits offered by the School.

Part-time Employees

Part-time employees are those employees who work a regular schedule of at least 15 hours but less than 30 hours per week.

Temporary Employees

Temporary employees are those employees hired to perform a specific job for a limited period of time. These employees are not eligible for benefits (insurance, paid vacation, sick leave, or holidays). Temporary employees hired from an employment agency or leasing firm are employees of the agency/leasing firm. They are not employees of the school system.

Variable Hours Employees

Variable hour employees are those employees whose work schedules and total hours will change from week to week (ex: Substitute teachers*). These employees are not eligible for benefits and do not accrue paid time off.

Substitute Teachers

Please refer to the Substitute Program Team and the Substitute Teacher Handbook for further position specific information and guidance.

Attachment I

NEW EMPLOYEE INFORMATION

Review Period for Classified Personnel

The first six (6) months of employment are considered to be an employee’s review period. The review period will be used to allow the immediate supervisor time to closely observe and evaluate an employee’s performance and to encourage effective adjustment to the job. Only employees who meet acceptable standards of work during the review period will be retained. Review employees must work all days of their calendar during the review period. Time spent on a leave of absence during the review period will not count toward the review period. Employment restrictions during the review period (effective with employee’s most recent date of regular hire) are: 1) employees may not transfer to a new position, 2) during the review period, classified employees will be accruing vacation, sick, and personal leave time; however, they are not eligible to use this time without their Supervisor’s permission. New employees and employees who have been rehired following a break in service greater than one year are required to complete this review period.

Performance Evaluation during Review Period

The review period is designed to allow employees an opportunity to evaluate the School as an employer and gives the School the opportunity to evaluate the employee’s fitness for the School. Supervisors will periodically provide feedback to employees on their performance. Supervisor feedback can range from casual, informal verbal conversations to a formal written performance evaluation. Such feedback is given at the supervisor's discretion. Employees will receive a written performance evaluation at or near the end of the review period.

Status after Completion of the Review Period

Upon successful completion of the review period, employees will be referred to as a "regular" employee. Successful completion generally means that the employee has performed satisfactorily during the review period and received an evaluation with all items marked satisfactory or above.

New Employee Pay Period

All new classified employees who began working seven (7) working days prior to the end of the current pay period will be included in that pay period. Otherwise, the employee’s pay will be included for that period on the next payday.

Eligibility for Benefits

Employees are eligible for benefits according to the following schedule:

TBD

BENEFIT	ELIGIBILITY DATE

Attachment I

Classified employees will accrue personal leave, vacation, and sick leave from their first day of employment. These benefits may not be used during the review period without special request and approval from their immediate supervisor.

Background Investigations

All new employees and returning employees must have a background investigation conducted, which includes being fingerprinted. The cost of the investigation will be borne by the applicant and deducted in equal amounts from the employee's first two paychecks. Failure to complete within HR designated timeframe could result in disciplinary actions.

Health Certification

Each employee of Oxton Academy, prior to entering service, must verify with the completion of the Employee Health Certification, that they do not have a contagious or communicable disease in such form as might endanger the health of schoolchildren. Employees are required to submit to a physical examination by a physician, if required.

ID Badge

Employees are issued an ID Badge, which must be worn at all times while on the job or on any school grounds. Employees must return the badge upon resigning their position or upon termination of employment with the school system. Lost badges are replaced at the expense of the employee.

Attachment I

GENERAL EMPLOYMENT

Voluntary Resignation

School personnel will submit voluntary resignation form to their immediate supervisor in advance of the effective date of the resignation. The immediate supervisor will forward a copy of the resignation to the Governing Board the day the form is received. In the event that an employee voluntarily leaves Oxton Academy employment and fails to submit this form upon departure, the immediate supervisor may terminate the employee on the basis of failure to report to the workstation.

Terminated Employees must return all system property including, but not limited to: keys, uniforms, equipment, software, ID badge, etc., to School administration prior to the last day of employment. Failure to return or properly account for unreturned items may result in a deduction from employee's final paycheck for the value of unreturned items.

Certified Voluntary Resignation

Certified teachers working for Oxton Academy are subject to the resignation requirements dictated by the State of Tennessee in T.C.A. 49-5-411b. "A teacher shall give the Principal written notice of resignation at least thirty (30) days in advance of the effective date of the resignation." A teacher who breaks a contract with a local board of education without justifiable reason can be subject to the penalties listed within the state statute.

Termination

If the immediate supervisor is of the opinion that an employee should be suspended or dismissed, a recommendation will be made to the Governing Board.

Attachment I

EMPLOYEE RECORDS

Personnel File

The School maintains a personnel file for each employee. Personnel files contain basic personal information (*e.g.*, name, address, phone number) and employment-related information such as copies of performance appraisals, etc. The employee's personnel file is the official record of employment with Oxton Academy.

An employee who wishes to review his or her personnel file must contact a Human Resources Associate to arrange a time to review the file during normal work hours. Employees may request a single copy of any document from the personnel file at no cost. Employees will be charged for additional copies of personnel file documents. Personnel files are the property of the School and, therefore, cannot be removed from the Principal's office.

Personnel files for school system employees are public records under the law, and as such, may be reviewed by anyone. By law, the employee's social security number, cell phone number, home phone number, home address, and birthdate will be redacted prior to viewing by someone outside the School other than the employee or a supervisor. In the event access to an active employee's file is requested, the Human Resources Department will attempt to contact the employee prior to access being granted. If this is not possible, the employee will be notified after the file has been accessed.

Changes in Personal Information

To ensure records are accurate and up-to-date, employees should notify both their Supervisor in writing when changes in personal information occur. Employees should make appropriate notification as indicated below:

- Name (Note: New Social Security Card Required Before Name Change Will Take Effect)
- Address
- Telephone number
- Marital status or number of dependents (for tax withholding and insurance coverage) or beneficiary for life insurance
- Changes in Emergency Contact
- Completion of Education/Training

*Please note, a copy of the new Social Security Card must be on file in Human Resources before name change will take effect.

Attachment I

EMPLOYEE CONDUCT

Engaging in unethical conduct may result in disciplinary action "Unethical conduct" includes but is not limited to:

- Immorality.
- Conviction of a felony or a crime involving moral turpitude.
- Dishonesty, unreliability, continued willful failure or refusal to pay one's just and honest debts (three garnishments against an employee's wages relating to more than a single indebtedness shall result in consideration for dismissal).
- Disregard of the Tennessee Teacher Code of Ethics by certified employees.
- Theft.
- Falsification of time records.
- Possession and/or consumption of alcohol or drugs or being under the influence thereof while on school system premises. Detection of any amount is in violation and may be subject to termination.
- Possession of dangerous weapons on school premises.
- Unauthorized possession, willful destruction or defacement of school system property or property of any individual in schools, offices, or premises of the school system.
- Use of abusive, threatening, or obscene language.
- Disorderly conduct of any kind in schools, offices, or school system premises.
- Violation of safety, security and/or fire prevention rules.
- Gambling or promoting lotteries, etc., on school system premises.
- Performing personal business during work hours.
- Habitual tardiness, chronic absenteeism, or time away from workstation.
- Insubordination or refusal to follow instructions, policies or to perform designated work.
- Neglecting one's own job, duties, and responsibilities.
- Falsely stating or making claims of injury.

Reporting Arrests

It is the policy of Oxton Academy that all employees must report any arrest or criminal citation to their principal, building administrator, or department head. Failure to report any arrest, criminal citation, or change in the status of the case may result in disciplinary action up to and including termination.

Disability Accommodation

Oxton Academy is committed to complying with all federal and state laws concerning the hiring and employment of persons with disabilities. Employees who require accommodation for a medical condition or disability should contact their supervisor and the Human Resources Department so that Oxton Academy can determine whether a reasonable accommodation can be made. Employees requesting an accommodation for a disability must provide the Human Resources Department with the completed ADA Accommodation Medical Certification. Requests for such accommodation will be handled in as timely and confidential manner as possible.

Attachment I

Confidentiality

An employee's work assignments may involve work of a confidential nature and/or involve contact with confidential student or employee information. Employees may not disclose to outsiders any information that is not in the public domain as referred to in FERPA and HIPAA.

Employment Verifications and References

From time-to-time, employees may need the School to verify employment for loans or to prospective employers. All employment verification/reference requests must be directed to the Human Resources Department. For employment verifications/loans, the School will only release dates of employment, job title, and compensation data, unless the employee provides written authorization for the release of additional information. For employment references, the School complies with the provisions of TCA 50-1-105 – Providing Employee Information to Prospective Employers – Good Faith when releasing such information.

Outside Employment

Employees must notify their supervisor when engaged in employment outside of the School. Failure to report outside employment may result in disciplinary action. The School reserves the right to prohibit outside employment that creates real or potential conflict of interest to the School or its students. If outside employment prohibits effective performance of an employee's School duties or creates an actual or potential conflict of interest, the School may ask the employee to either resign their outside employment or their position with the School. Oxton Academy assumes no responsibility for any outside employment. On-the-Job Injury and other benefits for injuries arising from outside employment will not be provided by Oxton Academy.

Media Relations

Because an employee's work may involve confidential/sensitive information, contacts by media representatives will be referred to the employee's supervisor. If contacted by the press about work-related matters, employees must refer the media representative to the School Principal.

Social Media and Online Communications

Oxton Academy respects each employee's right to free speech. With that right comes the responsibility of understanding accountability. The following guidelines for Oxton employees are intended to help them better understand and comply with their use of social media.

The guidelines outlined in this document are designed for the purpose of:

1. Protecting the students, staff, and the Oxton
2. Raising awareness of acceptable ways to use electronic communication tools when communicating with students and parents
3. Raising awareness of the positive and negative outcomes that may result in using these tools with students and parents

The following is a set of expectations that all members of the Oxton professional community will adhere to when communicating with staff, stakeholders, parents and students. Does the

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communication pass the **TAP** Test? Electronic communication with students and parents should always be Transparent, Accessible and Professional as defined below.

1. **The communication is transparent.** – ALL electronic communication between staff, students, and parents should be transparent. As a public school, Oxton is expected to maintain openness, visibility, and accountability with regard to all communications.
2. **The communication is accessible.** - ALL electronic communication between staff, students and parents are a matter of public record and/or may be accessible by others.
3. **The communication is professional.** – ALL electronic communication between staff and from staff to student or parent should be written as a professional representing Oxton. This includes word choices, tone, grammar and subject matter that model the standards and integrity of a Oxton professional. Always choose words that are courteous, conscientious, and generally businesslike in manner.

If communication meets all three of the criteria above, then it is very likely that the chosen methods of communicating with students and parents are very appropriate; moreover, encouraged.

Acceptable Communication Methods

Oxton Email and Phone - Use of Oxton email and phone is a very appropriate way to communicate directly with students and parents. Oxton email provides the staff member with a record of the communication. For this reason, Oxton-provided email addresses and Oxton-provided phone numbers and extensions should be used.

Social Media for Instructional Purposes – Any content staff members publish, pictures they post, or dialogue they maintain, within any social media, a blog, a discussion thread or other website should never compromise the professionalism, integrity and ethics in their role as a Oxton professional. A good question that staff members should ask themselves before posting or emailing a message is, “Would I mind if that information appeared on the front page of the local newspaper?” If the answer is “yes,” then do not post it. Email and social networking sites are very public places.

Less Acceptable Communications Methods

Text Messaging - Nearly every student has a cell phone today and use of text messaging is rising sharply. This form of communication is typically between individuals and highly personal. Because texting is such a quick and convenient way of communication, a simple message may lead to an extended texting conversation that can get “off topic.” Therefore, staff members should be aware that text messaging between a staff member and an individual student could easily be misinterpreted. If a staff member plans to use texting for immediate and urgent contact with students/team members, they must be transparent about such use. He/she must make parents aware at the beginning of the Oxton year or season that he/she may use texting. A variety of instructional tools are available which take advantage of texting capabilities. Staff should always communicate with parents ahead of time regarding the use of such tools.

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Unacceptable Communications Methods

Non-Oxton Email – Oxton employees should never use personal email accounts to communicate with students or parents about Oxton matters.

Important Reminders: Social Media Sites for Personal Purposes

Staff members presently using social media sites to communicate with friends, family and their personal networks should ensure that their privacy settings are set to “Only Friends.” If the “Friends of Friends” or “Networks and Friends” settings are used, staff members open their content to a much larger group of people, including students and parents. Employees should not use their Oxton email address or phone number for communications on social media networks for personal accounts.

Engaging in Social Media:

If you participate in social media, please follow these guiding principles:

- Stick to your area of expertise and provide respectful comments.
- Always pause and think before posting. That said, reply to comments in a timely manner, when a response is appropriate.
- Respect proprietary information and content, and confidentiality.
- When disagreeing with others' opinions, keep it appropriate and polite.

Rules of Engagement:

Be transparent. Honesty—or dishonesty—will be noticed quickly in the social media environment. Use your real name, identify that you are an employee of Oxton, and be clear about your role. If you have a vested interest in something you are discussing, be the first to point it out. Transparency is about your identity and your relationship to Oxton. You still need to keep confidentiality around proprietary information and content.

Be judicious. Make sure your efforts to be transparent don't violate the Expectations for Communicating Electronically. All statements must be true and not misleading and all claims must be substantiated. Also be smart about protecting yourself and your privacy. What you publish is widely accessible and will be around for a long time, so consider the content carefully.

Write what you know. Make sure you write and post about your areas of expertise. If you are discussing a topic that Oxton is involved with but you are not familiar with specific information or policies, you should make this clear to your readers and direct them to someone who can more accurately inform them. Write in the first person. Remember, you may be personally responsible for your content.

Perception is reality. In online social networks, the lines between public and private, personal and professional are blurred. Just by identifying yourself as a Oxton employee, you are creating perceptions about you and Oxton. Be sure that all content associated with you is consistent with your work and with the values and professional standards of Oxton.

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It's a conversation. Communicate with parents/students in a professional manner. Consider content that's open-ended and invites response. Encourage comments. You also can broaden the conversation by citing others who are discussing the same topic and allowing your content to be shared or syndicated.

Are you adding value? There are millions of words out there. The best way to get yours read is to write things that people will value. Social communication from Oxton should help students, parents, and other employees. It should be thought provoking and build a sense of community. If it helps people improve knowledge or skills, solve problems, or understand Oxton better—then it's adding value.

Your Responsibility: What you write is ultimately your responsibility. Participation in social computing on behalf of Oxton is not a right but an opportunity, so please treat it seriously and with respect.

Create some excitement. As employees of Oxton, we are always creating new and exciting techniques for teaching students. Let's share with the world the exciting things we're learning and doing—and open up the channels to learn from others.

Be a Leader. There can be a fine line between healthy debate and incendiary reaction. Do not denigrate Oxton or other employees of Oxton. Nor do you need to respond to every criticism or barb. Try to frame what you write to invite differing points of view without inflaming others. Some topics—like politics or religion—slide more easily into sensitive territory, so be careful and considerate. Once the words are out there, you can't really get them back. And once an inflammatory discussion gets going, it's hard to stop.

Did you make a mistake? If you did, admit it. Be upfront and be quick with your correction. If you're posting to a blog, you may choose to modify an earlier post—just make it clear that you have done so.

If it gives you pause, pause. If you're about to publish something that makes you even the slightest bit uncomfortable, don't shrug it off and hit 'send.' Take a minute to review these guidelines and try to figure out what's bothering you, then fix it. If you're still unsure, you might want to discuss it with your supervisor. Ultimately, what you publish is yours—as is the responsibility. So be sure.

Moderation Guidelines:

Moderation is the act of reviewing and approving content before it is published (This applies to social media content written on behalf of Oxton). Oxton does not endorse nor take responsibility for content posted by third parties, referred to as user generated content (UGC). This includes text input and uploaded files (video, images, audio, documents).

Balanced online dialogue. Take the Good, the Bad, but not the Ugly. If the content is positive or negative and in context to the conversation, then we approve the content, regardless of whether

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it's favorable or unfavorable to Oxton. But if the content is ugly, offensive, denigrating and completely out of context, then we reject the content.

Web Site Posting Guidelines:

- I. Student Information, Work, and Pictures:
 - a. Web pages hosted from Oxton's web server may contain a reference to a student. This includes references to students in photographs, video, and/or text.
 - b. The following student information is acceptable to include in conjunction with text or photograph, unless parent(s) request that no information on their child be posted on the Oxton's web page. For complete understanding of student privacy rights, please refer to Student Code of Conduct - Family Educational Right to Privacy Act.
 - i. A student's photograph or exemplary classroom projects may be posted, but the Oxton system is careful not to associate a student's full name in such a way that it can be identified with a photograph of a student.
- II. On Copyright Unauthorized use of copyrighted material is prohibited. All copyrighted material must be properly cited using standard citation information. Giving credit (web address or active link) to a company or individual (celebrity, for instance) that has created text, a graphic, etc. for a Oxton page may be allowed, assuming the site is not blocked by the web filtering hardware and software.
- III. Prohibited Content/Items
 - a. Personal communications information about staff and parent volunteers: non-Oxton email addresses, non-Oxton mailing address, and non-Oxton phone numbers except as approved by the building principal and the parent volunteer whose information is to be released. Example: PTSO/PTA/Booster Organization officer/contact requests to have their personal email address listed in the appropriate area on the Oxton's page(s) and principal approves the request.
 - b. Student personal contact information of any kind.
- IV. Compliance with Oxton Acceptable Use
- V. Student Safety Issues
 - a. Any online communication should always be at the direction and with the supervision of a teacher.
 - b. Never provide last name, address, telephone number, or Oxton name online.
 - c. Never respond to, and always report to the teacher or parent, any messages that make you feel uncomfortable or that are from an unknown origin.
 - d. Never send a photo of yourself or anyone else.
 - e. Never arrange a face-to-face meeting with someone you met online.
 - f. Never open attachments or files from unknown senders.

Solicitation

Oxton Academy does not allow the solicitation of employees or students for any purpose during working time. Distribution of literature and notices during work time or on School premises is not allowed. Any exception to this policy must be approved by the Principal.

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Working time includes all time during which an employee is paid to perform duties for the School excluding breaks and meal periods.

Persons who are not employees of the School are not permitted to come upon or remain on the premises for the purpose of selling products or services, making solicitations, posting or distributing cards, literature, notices or other paper.

If an employee must meet with a vendor for personal business, this should be done outside of the School and on the employee's own time (e.g., before work, after work, or during lunch break).

For privacy, legal and/or security reasons, employees are not allowed to give out other employees' addresses, phone numbers and/or other information about employees or former employees. Requests for such information should be directed to the Human Resources Department.

COMPENSATION

Pay Periods

TBD

Direct Deposit

Direct deposit is mandatory for all employees. Employees must provide a form/card from the bank with the necessary banking information or voided check along with the School's required form for direct deposit. The employee's firstcheck will be a paper check.

Review Your Payroll Statement

The Payroll Department makes every effort to ensure Oxtan Academy employees are paid correctly and in compliance with all applicable state and federal laws. To help ensure you are paid properly for all time worked and that no improper deductions are made, you are expected to carefully review your payroll information promptly each payroll cycle. If you identify a suspected error you are required to report this to the Payroll Department immediately. The Payroll Department will pay underpayments resulting from an administrative error either by manual check or adding the difference to the employee's next paycheck.

The School reserves the right to make appropriate payroll deductions for repayment of overages in the event it is discovered that an employee has been overpaid. If an employee leaves the School's employ before such overpayment is recouped, the balance due will be deducted from the employee's final paycheck.

If there are not sufficient funds on the employee's final paycheck to recoup overpayments and amounts due to Oxtan Academy then Oxtan Academy will notify the employee via letter and then invoice the employee for the amount due.

Payroll Deductions and W-2s

The School is required by law to make certain deductions from employee paychecks each pay period. These deductions include Federal Income Tax (FIT), Federal Social Security (FICA), and Medicare Tax. The amount of these deductions is summarized on a W-2 Form and provided to all employees no later than January 31st of each year. Employees should report changes of name or address to the Human Resource Department to ensure/maintain accuracy of their W-2 Form.

Garnishment of Wages

The School complies with court orders received to garnish an employee's wages. Garnishment refers to court ordered wage assignments or slow pays, State or County taxes, educational loans, bankruptcy notices, child support orders, and IRS Tax Levies. The employee is sent a garnishment memorandum and a copy of the garnishment along with the start date, if garnishment is a court ordered wage assignment. For an educational loan garnishment, the employee is sent a copy of the order and the start date. Employees receive bankruptcy notices,

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child support orders and slow pay orders with start dates prior to payroll receiving them. If an IRS Tax Levy is received, the employee is contacted to come to the Payroll Office to complete paperwork. If paperwork is not completed, the highest amount allowed by the IRS will be deducted from the employee's wages (Ref. IRS Table Publication 1494). Employees should address questions about such paycheck deductions with the Payroll Department.

Timesheets and Absence Reporting

TBD

Pay Increases

TBD

Compensation for Unscheduled Hours

At certain times, employees may be required to work more than the scheduled hours for their workweek. When this occurs, hourly employees will be compensated for the unscheduled hours worked. Salaried workers are not compensated for overtime.

Overtime Pay

- The immediate supervisor must approve hours worked over the scheduled hours and move that time to either overtime or compensatory time on the timecard.
- Whenever possible, compensatory time off should be used in preference to overtime pay.
- Payment for overtime is processed through the payroll office and will be included in the following pay period's check.
- Hours worked over 40 hours in a one-week period will be paid at the overtime rate of time and one-half to include the benefits of Social Security tax, Medicare tax, and matching retirement (if applicable).
- Overtime pay will be calculated at one and one half times an employee's regular hourly rate. An employee's regular hourly rate, if not based on a rate per hour, will be determined by dividing the annual salary by the days employed that school year and then by the regular scheduled hours per day.

Compensatory Time

Compensatory time off will be granted for hours worked which are over an employee's normally scheduled hours at a rate of one and one-half times for actual hours worked in excess of 40 hours per week.

Call Back Time

Call back time is time worked not as an extension of the normal workday but as a return to work at an unscheduled hour or on an unscheduled day. For hours worked as call back time, compensatory time off will be granted at a rate of one and one-half times the additional hours worked in excess of 40 hours per week.

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Performance Appraisals for Classified Employees Purpose

To provide employees feedback about their performance, and to facilitate two-way communication, supervisors will provide classified employees with an annual evaluation of their performance. This is done through a formal written performance appraisal.

During the first year of employment, each employee will be evaluated not sooner than 30 days prior to the end of their review period (6 months). If the employee is deemed to “need improvement”, the supervisor may recommend continued employment but withhold the step increase pending re-evaluation in six months. If rated as “unsatisfactory”, the employee is recommended for dismissal to the Governing Board. A “satisfactory” evaluation is the basis for continuing employment.

Regular employees are evaluated at least one time a year (birth month) or more often at the supervisor’s discretion. A “satisfactory” evaluation is the basis for continuing employment with a step increase on July 1 after 12 months of employment.

Evaluations will be used to inform employees of their performance as an aid in improving performance and as a basis for continuing employment. To accomplish these objectives, evaluation reports will be discussed with the evaluated employee. Each employee will be given a copy of the evaluation and will sign the supervisor’s copy as evidence it has been discussed. Each employee is permitted to write comments on the evaluation prior to its being filed in the employee’s personnel folder.

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DISCLOSURE OF MEDICAL INFORMATION

Notice of Privacy Practices – This notice describes how employee medical information may be used and disclosed and how employees can access this information.

Legal Obligations

Oxton Academy will maintain the privacy of all medical information within its organization, provide this notice of privacy to all members, inform members of the School's legal obligations, and advise members of additional rights concerning employee medical information.

Oxton Academy reserves the right to change privacy practices and the terms of this notice at any time, provided applicable laws permits the changes. Any changes made in these privacy practices will be effective for all medical information that is maintained including medical information created or received before the changes were made. All members will be notified of any changes by receiving a new notice of privacy practices.

Use and Disclosure of Medical Information

At the employee's request, the Oxton administration may assist with a claim issue. Through this process, the employee may be required to provide medical information that is located on the explanation of benefits (EOB). An employee's medical information will only be shared with an insurance representative so that a claim may be processed in the correct manner.

The School's confidential secretary will maintain copies of EOBs submitted by employees for one year; at this point, all EOBs will be destroyed in a manner that will ensure privacy for the individual listed on the EOB.

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EMPLOYEE BENEFITS

Oxton Academy provides the following benefits to its employees:

- Competitive salary
- Annual stipend for health insurance
- Retirement contribution
- Compensation for advanced studies leading to additional degrees or certifications

Social Security (FICA)

Employees are eligible for benefits under Social Security (FICA). To provide these benefits, the School matches employee contributions dollar-for-dollar. Some benefits under Social Security include retirement income, Medicare benefits at age sixty-five, benefits for permanent disability, and dependent survivor benefits.

COBRA

Employees or enrolled dependents no longer eligible for regular coverage under the School's health and dental insurance plans may be eligible for continued coverage by paying the full monthly premium for the coverage plus a 2% administration fee. This is guaranteed under the Consolidated Omnibus Budget Reconciliation Act (COBRA) if:

- The employee was covered under the group plan at the time of a qualifying event (see below for a list of qualifying events);
- The employee is not eligible for Medicare;
- The employee is not eligible for coverage under another employer's group plan; and,
- The employee has not applied to convert their group coverage to an individual health insurance policy.

COBRA Qualifying Events

Employees have the right to choose continuation coverage (COBRA) if they lose group health insurance because of a reduction of hours in employment or termination of employment. A covered spouse or dependent child has the right to choose continuation coverage (COBRA) if coverage is lost for any of the following reasons:

- Employee's death;
- Termination of employee's employment or reduction in hours of employment;
- Divorce or legal separation;
- Employee becomes eligible for Medicare; or
- Employee's child is no longer considered a "dependent child" under the terms of the School's insurance policy.

Employee Responsibilities under COBRA

Under the law, an employee or the employee's family member has the responsibility of informing the School's Office within 60 days of a divorce, legal separation, or Social Security disability determination that a qualified beneficiary was disabled at the time of the employee's

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termination from employment, reduction in hours, or the employee's child(ren) loses eligibility for dependent status.

Continuation of Benefits under COBRA

Upon electing COBRA, the employee will receive identical coverage provided under the plan to similarly situated employees or family members. The employee's right to continue coverage under COBRA will continue for at least 18 months, and in some situations up to 36 months. The employee will be advised as to the maximum length of time of continued COBRA coverage at the time of COBRA election.

Once COBRA rights have expired, employees are entitled to convert coverage to an individual plan as provided under the insurance policy in effect at the time.

Under COBRA, an employee's continuation of coverage may be cut short for any of the following reasons:

- The School no longer provides group health insurance coverage to its employees;
- The employee does not pay the monthly premium on time;
- The employee or the employee's dependent(s) become covered under another group health plan that does not include a pre-existing conditions clause that applies to the employee or to a covered dependent; or,
- The employee becomes covered under Medicare.

Payment of Premiums under COBRA

Employees electing to participate in COBRA will make all payments directly to BCBS.

Sick Leave

The sick leave policy is designed to provide "paid time off" for personal illness or injury, or the illness/injury of an immediate family member, or the death of a member of the immediate family of an employee. This benefit is intended to help employees maintain a stable base pay during short periods of non-occupational illness or injury. It is not an entitlement for extra days off, but rather a benefit to be used only in time of need. Classified employees will accrue sick leave from their first day of employment, but sick leave may not be used during the review period.

Under the sick leave policy, "immediate family" means the employee's:

- Spouse
- Children
- Parents
- Brothers
- Sisters
- Grandparents
- Grandchildren
- In-laws (Father, Mother, Brother, Sister, Son, Daughter)

Physician's Certificate - The immediate supervisor may require a physician's certificate for any sick leave absence. Frequent use and misuse of sick leave by an individual are sufficient grounds

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for requesting physician's certificate stating the reason for absence.

Sick leave may only be used for the employee's own or an immediate family member's illness or medical/dental/vision appointments. Previously accrued sick leave must be used during the period of physical disability.

For maternity leave, an employee must use any or all of her accumulated sick leave only during the period of physical disability, as determined by a physician's statement confirming the employee's inability to work. The employee must provide doctor's verification of physical disability if sick leave is requested beyond six-weeks for regular delivery or eight-weeks for a Cesarean Section.

FULL-TIME EMPLOYEES earn sick leave at the rate of one (1) day's regular pay for each month employed. A regular day's pay is defined as the pay an individual earns for his normal day's work. **Temporary employees are not eligible for paid sick leave.**

If an employee has no accrued sick leave, personal leave, or comp time, accrued vacation will be used for absences due to illness or injury. In the event the employee has none of the above, the absence will be without pay.

Under no circumstances can sick leave be exchanged for cash or cashed out at the termination of employment. Any employee of the School who has unused accumulated sick leave on their date of retirement may receive one month of retirement credit for each 20 days of unused leave. Sick leave is not recognized for retirement purposes until the member has retired and the Oxtan Academy has certified the sick leave.

Sick leave does not accrue while an employee is on unpaid FMLA or other unpaid leave of absence. Sick leave accrual resumes the first full pay period following return to active employment following such leave.

Using sick leave for reasons other than those outlined under these guidelines can result in disciplinary action. If after receiving sick leave pay, it is found that the absence did not qualify for coverage by sick leave, the School will deduct the erroneously paid sick leave from the next paycheck.

Restitution of Sick Leave Upon Reinstatement of Employment

Employees who are rehired by the school system may be granted restitution of any sick leave that was terminated at the termination of employment, provided official records reflect such sick leave was terminated.

Vacation

Vacations are intended to provide employees with a reasonable period of time each year to be free of job responsibilities. Requests for vacation are made to the immediate supervisor or building principal.

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Vacation Accumulation for 12 Month Employees.

<u>Years of Employment with Oxtan Academy</u>	<u>Days earned</u>	<u>Maximum Accumulated Days** with Oxtan Academy</u>
0-10 years	TBD	TBD
10-15 years	TBD	TBD
15 or more years***	TBD	TBD

Regular full-time personnel who are employed for 12 months (260 days) on a regular basis for more than 30 hours per week and regular part-time personnel who are employed for 12 months on a regular basis for at least 15 hours but not more than 30 hours per week can accumulate vacation days according to the following schedule:

*Once an employee has completed their 10th or 15th year based on the anniversary of their hire date, the following month the employee will start accumulating at the new amount.

**Days accumulated represents the maximum accumulation that may be carried forward to a new fiscal year. Should the accrual go above the limit during a school year and not be taken prior to the last payroll reporting period of June, the days will roll over to sick leave. A special request can be submitted to use accrual above the maximum accumulations limit between the last payroll reporting period of June through June 30th.

***The Principal may award up to 1.5 days per month based on employment experience outside the system to new employees as a recruiting incentive.

Classified personnel who are employed for less than 12 months on a regular basis for at least 15 hours per week will have their earned vacation days scheduled according to the school calendar.

Temporary employees are not eligible for paid vacation.

Generally, an employee may not take vacation unless it is accrued. On occasion, a special circumstance (e.g., marriage, spouse's vacation time, etc.) may warrant a request to take vacation prior to the accrual of vacation time. Such requests require supervisor's approval. Time off awarded under these circumstances will be without pay. All changes in vacation eligibility, accrual, etc., take place the first full pay period following a change in employment status (e.g., from part-time to full-time status, increased accrual due to achieving certain years of service, etc.).

An employee may elect to use accrued vacation for illnesses and for approved leaves of absence. The employee must submit such request to their supervisor in writing. Vacation is not accrued during disability and other unpaid leaves of absence.

Vacation requests should be submitted as far in advance as possible, preferably not less than 5 days prior to the beginning of the requested vacation period. Because of work requirements (e.g.,

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school commitments), from time to time, it may be necessary to withhold approval of a requested vacation. The School retains the right to decline vacation requests at its sole discretion. However, whenever possible, the School will try to accommodate vacation requests.

When more than one person within a department wants to take vacation at the same time, the employee with the longest continuous employment with the School will have first choice in scheduling vacation. However, after vacation is scheduled, if the senior employee changes vacation plans, such changes cannot disrupt the already approved plans of another employee (*i.e.*, he or she does not take precedence over another employee who has already scheduled vacation for that period).

The Principal or immediate supervisor will approve or disapprove the request. In the event the request is disapproved, the supervisor will schedule a conference immediately with the employee to advise the employee of the disapproval of requested vacation.

Holidays

Holidays are indicated on the employee work calendars provided at the beginning of each school calendar year. Employees who are employed less than 15 hours per week and temporary employees are not eligible for paid holidays.

To receive holiday pay, the employee must be at work or on a paid absence the scheduled workday immediately before **and** after the holiday. Employees on unpaid FMLA or other unpaid leave of absence are not eligible for holiday pay.

Time for holidays should be charged to "Holiday" on the timesheet.

Part-time employees will only be paid for holidays that fall on days that they are normally scheduled to work.

Personal Leave

All regular full-time and part-time employees are granted three personal leave days per fiscal year. Classified employees accrue personal leave from the first day of employment; however, personal leave may not be used during the review period without special request and approval from their immediate supervisor.

Personal leave does not accumulate from year to year. Unused days will convert to sick leave. In any fiscal year an employee does not use any personal leave, the employee may opt to convert all three days to sick leave or be paid for one day and convert the remaining two days to sick leave. If an employee uses one or two personal leave days, the remaining day(s) will be rolled into sick leave at the end of the fiscal year. Personal leave may not be used on staff development days.

Ordinarily, personal leave can be taken at the discretion of the employee with there being no requirement for employees to give reasons for their use of personal leave. However, principals and supervisors may recommend disapproval to the Governing Board of requests for personal leave in which more than ten percent (10%) of their staff requests personal leave for the same day or if the request is during a previously established student examination period.

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Ordinarily, except in cases of emergency, all employees should give their immediate supervisor or building principal at least one (1) day's advance notice of intent to take personal leave by submitting the appropriate request. In cases where a classified employee requests personal leave that is not of an emergency nature and a replacement or substitute cannot be provided, principals and supervisors may recommend disapproval of the request to the Governing Board. Personal leave taken without prior approval could result in loss of pay, or other employment actions, for time missed.

Retirement

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LEAVES OF ABSENCE

Leaves of absence allow an employee to take time off from work, with or without pay, and are intended to help employees balance work and family responsibilities by allowing time off for reasonable unpaid leave for certain family, education, and medical reasons. A leave of absence must be pre-approved by the employee's Supervisor and the Governing Board.

Positions vacated for up to twelve (12) months by employees on leave are filled with an interim employee for such time as the employee is on leave. Employees returning within the twelve (12) months will retain their original position, which will be relinquished by the interim employee. If the leave exceeds twelve (12) months, the employee is placed in the same or a comparable position upon return from leave. Twelve (12) month extensions may be granted for one (1) time only. Although, exceptions may be made in limited situations under the Americans with Disability Act (ADA).

A leave of absence does not affect the employee's hire/seniority date but will affect their retirement credit if leave is without pay.

Available Leaves of Absence:

- [Family and Medical Leave \(FMLA\)](#)
- [Maternity/Paternity/Adoption](#)
- [Advanced Educational Study](#)
- [Military Training or Service Leave](#)
- [Other Leaves of Absence](#)
- [Legally Required Leave of Absence](#)
- [Absences Due to Inclement Weather and Other Emergencies](#)

Family and Medical Leave Act (FMLA)

The School complies with the provisions of the federal Family and Medical Leave Act (FMLA) and where applicable, state family and medical leave laws. The following summarizes eligible employee's rights under the FMLA. Under the FMLA, employees may take up to 12 weeks within a 12-month period of unpaid leave of absence for qualified reasons.

Types of Absences Covered Under FMLA -

- The birth of an employee's child,
- Care for an employee's newborn child (birth - 12 months of age),
- Placement of a child with the employee for adoption or foster care,
- Serious health condition of employee's parent, child, or spouse which requires care provided by the employee,
- Employee's serious health condition causing employee to be unable to perform their job,
- Military Qualifying Exigencies, or
- Medical care for service member.

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Eligibility for FMLA

To be eligible for FMLA leave, an employee must have worked for Oxton Academy for at least one year and must have worked at least 1,250 hours in the year preceding the request for FMLA leave.

Length of FMLA Leave

Under the FMLA, employees are entitled to leave as long as a physician (or other legally qualified healthcare provider) certifies that the employee's condition (or the condition of the employee's family member) necessitates the employee's absence up to a maximum total of 12 weeks within a 12-month period. These 12 weeks run concurrently with sick leave, vacation and other paid time off (*e.g.*, short-term disability or OJI) taken while on FMLA. For example, if an employee has 10 days accrued sick leave and 10 days accrued vacation at the time the FMLA leave begins, the first four (4) weeks of the FMLA will be with pay and eight (8) weeks will be without pay for a total FMLA leave of 12 weeks.

FMLA includes a special leave entitlement that permits eligible employees to take up to six months of leave to care for a covered service member or veteran during a single 12-month period on a per-covered service member, per-injury basis, to provide medical care due to a serious injury or illness incurred in the line of duty within five years of serving in the military for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list that may render the service member medically unfit to perform his/her duties.

Calculating FMLA

FMLA Leave is calculated using the 12-month forward measurement.

Intermittent FMLA Leave

If an employee or an employee's family member's condition requires only periodic treatment (*e.g.*, chemotherapy or dialysis), FMLA leave may be requested on an intermittent basis. Intermittent leave can be taken in hourly increments and counts toward the 12-week allotment in the increments taken (12 weeks = 480 hours, or a prorated portion for part-time employees).

12-Week FMLA Period Defined

The 12-week FMLA leave may be taken during a twelve-month period. It may be taken on an intermittent or reduced leave (part-time) basis. If FMLA leave is taken on an intermittent or reduced leave basis, the School may temporarily transfer the employee to an available alternative position that better accommodates recurring periods of leave. If FMLA leave is taken for the birth of a child or placement of a child for adoption or foster care, it must be taken at one time, and it must be concluded within one year of the birth or placement.

Spouses employed by Oxton Academy are jointly entitled to a combined 12 weeks of family leave for the birth and care of the newborn child, for placement of a child for adoption or foster care, and to care for a parent who has a serious health condition.

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Sick Leave and Vacation While on FMLA Leave

Time off under FMLA is unpaid. If at the time an FMLA leave begins, the employee has accrued vacation, personal leave, sick leave or work compensation time, the employee will be required to use that time while on FMLA leave until earned time/accrued leave is fully exhausted. Accordingly, the paid leave and the FMLA leave will run concurrently. Any remaining FMLA leave after the applicable concurrent leaves have been exhausted will be unpaid. Employees using FMLA for maternity leave purposes may substitute accumulated sick leave during the period of the mother's physical disability during the FMLA absence only as determined by a physician. Sick leave and vacation do not accrue while on FMLA leave. Sick leave and vacation accrual will resume the first full pay period after the employee returns from FMLA Leave.

Benefits Continuation while on FMLA Leave

While on FMLA leave, an employee's health care benefits continue as if the employee is actively employed. The Board of Education will continue to pay the matched premium of the employee's benefits coverage up to a maximum of 12 weeks.

Payment of insurance premiums must be made by the 10th of each calendar month. Payments not received by the 30th of the month will be considered delinquent. An employee's failure to pay insurance premiums or if the employee's check for payment of insurance premiums is returned for insufficient funds could result in loss of coverage. If an employee does not return to work at the end of the 12-week FMLA period, the employee may continue health care coverage and will be required to cover the full cost of premiums. If an employee fails to return to work for at least 30 days after an FMLA leave, the employee will be billed for health care premiums paid by the system while he or she was on leave.

FMLA Leave Request

When circumstances warranting FMLA leave are foreseeable, (*e.g.*, for childbirth or elective surgery), employees are required to give at least 30 days written advance notice prior to taking a leave. Unforeseeable circumstances do not require 30 days advance notice. In such cases, the employee must give notice as soon as practicable. Failure to give timely notice may affect the employee being able to take FMLA leave as requested.

Employees must submit completed leave request forms as well as the Physician's Certification form to the immediate supervisor for approval. FMLA leave (and 12-week allotment) commences from the first date of absence for the covered situation, regardless of when the employee formally requests FMLA leave.

Return to Work

Employees are expected to return to work when they or their family member is released by the health care provider. If the FMLA is for the employee's own serious health condition, the employee must provide health care provider certification of his/her fitness to return to work.

If an employee fails to return to work when they or their family member is released by the health care provider, the employee will be considered to have voluntarily resigned from employment. If an employee returns to work within 12 weeks, the employee will be returned to the same or a

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substantially similar position. Substantially similar position is defined as a job of similar job duties, job classification, work hours, location or comparable commute, and salary as that which the employee held at the time they went on leave. If the employee is not released to work within 12 weeks, Oxtan Academy has the option to grant an extension upon request based on the needs of the School.

Maternity Leave Of Absence

Maternity leave for employees is granted upon request to eligible personnel. The following conditions must be met for this leave to be approved.

1. The employee must file a written request with the Principal at least thirty (30) days prior to the beginning date of the leave. The thirty (30) day notice may be waived or reduced by the Principal or designee upon the employee presenting a certified statement of a physician.
2. The written request will include the type of leave requested, the dates for beginning and ending the leave and a statement of intent to return to the employment of Oxtan Academy.
3. Positions vacated for up to twelve (12) months by employees on leave will be filled with an interim employee for such time as the employee is on leave. Employees returning within twelve (12) months will retain their original position, which will be relinquished by the interim employee. If the leave exceeds twelve (12) months, the employee will be placed in the same or a comparable position upon return from leave. Twelve (12) month extensions are granted for one (1) time only.
4. The employee is required to use any or all of her accumulated sick leave only during the period of her physical disability, as determined by a physician's statement confirming the employee's inability to work. The beginning and ending dates of the leave and the period of the employee's physical disability may or may not coincide.
5. The Principal under the direction of the Governing Board acts upon each request for leave. An applicant is notified in writing of the action and the beginning and ending dates of the leave that is granted.
6. Using the same procedure, the Principal considers requests for leave extensions on a case-by-case basis in light of School educational program needs.
7. Time spent on leave is not counted for retirement purposes or as years of service in placing the employee on the salary schedule.
8. At any time during the pregnancy, an employee may be required by the Principal to submit a statement from a physician certifying to her physical ability to work.
9. Adoption of a child constitutes a valid reason for requesting a leave under the procedures of the Maternity Leave Policy. If FMLA leave is taken for the birth of a child or placement of a child for adoption or foster care, it must be taken at one time and it must be concluded within one year of the birth or placement.
10. The Tennessee Maternity Leave Act also entitles employees who have been employed by the same employer for at least twelve (12) consecutive months as full-time employees, as determined by the employer at the job site or location, may be absent from such employment for a period not to exceed four (4) months for adoption, pregnancy, childbirth and nursing the infant where applicable (such to be hereinafter referred to as "leave"). Regarding adoption, the four-month period begins at the time an employee receives custody of the child. To be eligible for this leave, an employee must have given

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her/his immediate supervisor at least three months advance notice of his/her anticipated date of departure, the length of the maternity leave, and his/her intention to return to full-time employment after the maternity leave has ended. Employees who are prevented from giving three months advanced notice because of a medical emergency, or notice of adoption was received less than three months in advance, do not forfeit their rights under the Tennessee Maternity Leave Act.

Military Training or Service Leave

Employees who are called for duty in the uniformed services (state or federal branch of service) are entitled to twenty (20) days paid leave of absence per calendar year, with copy of official orders, if active duty occurs during the employee's normally scheduled work period. Employees voluntarily joining the uniformed services also may be entitled to leave under applicable federal or state laws. Upon return to school system employment, they are assigned to positions with full privileges and without loss of professional or financial status.

Other Leaves of Absence

If an employee encounters circumstances that are not covered by leaves of absences within the School or if the employee has exhausted all other leaves of absence and needs more time, the employee should contact their immediate supervisor to explore the possibility of a leave of absence. Leaves of Absence are only available to employees who have worked the school system for at least one year and are in good standing at the time the leave is requested. For the purposes of leave administration, "good standing" means that the employee has not been formally counseled about performance problems or placed on a performance improvement program for the 12 months prior to the requested leave.

The terms and conditions of Leave of Absence will be determined on a case-by-case basis, and established at the time that the leave is granted. The terms and conditions of a leave of absence will be documented prior to the beginning of the leave. The employee may continue health care coverage but must cover the full cost of premiums while on leave of absence. The School reserves the right to grant or deny a leave of absence at its sole discretion.

Positions vacated for less than twelve (12) months by employees on leave will be filled with an interim employee for such time as the employee is on leave. Upon return of said employee within the twelve (12) months, the interim employee will relinquish the position and the employee can return thereto. If the leave exceeds twelve (12) months, the employee is placed in the same or a comparable position upon return from leave.

The following would be considered *invalid* reasons for a leave of absence:

- Leave used for monetary gain or working for an outside source for a fee;
- Recreational, social, and shopping activities;
- Religious activities, other than religious holidays*;
- Inspections, purchase, or sale of personal property;
- Interviewing or applying for other employment.

*Oxton Academy allows time off to observe religious holidays that are not otherwise noted paid holidays. Employees must notify their supervisors of the intent to take time off to observe a

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religious holiday. If vacation time or personal leave is available, it will be used for the observance of such holidays; otherwise, time off without pay.

Under School policy, the following would be considered *valid* reasons for a leave of absence:

- Transaction of legal business when it cannot be done at another time outside of the school day;
- Funerals, other than those provided for under sick leave provisions;
- Absence due to damage or serious and immediate threat of damage to the employee's residence resulting from fire, flood, storm or other uncontrollable conditions;
- Unforeseen or inadvertent circumstances beyond the control of the employee, such as weather, traffic delays, or accident, which cause the loss of a workday – provided the employee has taken reasonable action to get to work and to notify the immediate supervisor of emergency conditions; or
- Other reasons considered on a case by case basis and approved by the Principal.

Legally Required Leave of Absence

Employees will be granted a leave of absence as required by law for the purpose of fulfilling any legal (*e.g.*, jury duty, appearance as a witness in a legal proceeding, etc.). Employees shall, on the next day they work after receiving a summons to report for jury duty, provide the summons to their immediate supervisor. Oxtan Academy will excuse from work each day any employee whose juror service exceeds three (3) hours. Employees serving jury duty three (3) hours or less a day are expected to return to work. Employees performing School work while serving as a witness will receive regular pay. If court witness is not work-related, the employee must use either personal or annual leave or the leave will be without pay.

Absences Due to Inclement Weather and Other Emergencies

Unless the Principal announces the School is closed, individuals employed on a twelve (12) month basis traveling to and from work in snow, other inclement weather, or other emergencies must make a personal decision as to the safety and feasibility in regard to travel.

Employee's absence resulting from the above will be handled in the following manner:

- Absence is charged against the employee's annual vacation time or personal leave, accrued comp time or as leave without pay.

WORKPLACE ENVIRONMENT

Discrimination

The School does not discriminate against any student, employee, or applicant on the basis of sex, marital status, race, color, creed, national origin, religion, age, genetic information, sexual orientation, disability condition, or veteran status. Oxton Academy will ensure that no student will be excluded from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities, or other school resources based on unlawful discrimination. Oxton Academy will take all necessary steps to ensure that each employee's work environment is free of unlawful discrimination. No office, administrator, or employee of Oxton Academy including all persons representing Oxton Academy, shall intimidate, threaten, harass, coerce, discriminate against, or commit or seek reprisal against anyone who participates in any aspect of the discrimination complaint process associated with this policy.

The School has an established process for filing allegations of discrimination on the basis of sex, marital status, race, color, creed, national origin, religion, age, genetic information, sexual orientation, disability condition, or veteran status. This procedure provides a systematic, local protocol for the resolution of complaints and does not supersede the complainant's right to file charges directly with the United States Office of Civil Rights.

Employees who believe they are a victim of discrimination must **immediately** report their concern to the Principal or to their immediate supervisor, even if they have discussed the issue directly with the individual(s) involved. Employees should provide the following information when reporting discrimination.

- 1) Date(s), time(s), and location(s) of the incident(s) that took place;
- 2) Description of each incident: *e.g.*, was any physical contact made? what was said and/or done?, etc.;
- 3) Name(s) of anyone present during each incident; and,
- 4) Anyone with whom the employee has discussed the incident(s).

All complaints of discrimination will be investigated, and the results of the investigation will be reported to the complaining party. Retaliation and/or discrimination against an employee who complains of or alleges discrimination is strictly prohibited and will not be tolerated.

Harassment of or by Employees, Students, Contractors, and Vendors

The law does not permit, nor does the School tolerate harassment of employees by other employees, or by School students, contractors or vendors. Likewise, the School will not tolerate harassment of a student, contractor or vendor by any Oxton Academy employee. Such conduct by an employee may result in corrective action. Harassment includes unwelcome or offensive behavior that may or may not be of a sexual nature.

Employees should be aware that they might be held **personally liable** for monetary damages if they are found guilty of harassment.

The School encourages employees to address harassment directly when they see it occur.

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Employees who feel they are a victim of harassment or who observe the harassment of another employee, student, contractor or vendor, should immediately tell the person displaying the offensive behavior to stop the behavior. He or she may not be aware that the conduct is unwelcome or offensive. In addition, employees should **immediately** report any incident of harassment they witness to any supervisor even if the employee has already discussed the incident directly with the individual(s) involved.

All complaints of harassment will be investigated, and the results of the investigation will be reported to the complaining party. Retaliation and/or discrimination against an employee who complains of or alleges harassment are strictly prohibited and will not be tolerated.

Alcohol and Illegal Drugs

State law prohibits the sale, purchase, transfer, or possession of any illegal or non-prescribed controlled drug during work hours or on School property at any time. In addition, the School strictly prohibits any employee from being under the influence of alcohol and/or any illegal drug while on duty or performing work activities. Taking legally prescribed medications or over-the-counter medications is permitted to the extent that use of such medications does not adversely affect job performance or safety.

Smoking, Tobacco Products, and/or Electronic Cigarettes

By law, all School buildings are smoke-free. Effective August 6, 2007, the School became a "smoke free" organization with smoking prohibited in or on any School-owned properties to include all school campuses, administrative offices, athletic facilities, operations/service complexes, as well as all School vehicles. Further, in the interest of staff and student health and wellbeing, the School does not permit the use of tobacco products (including smokeless) and/or electronic cigarettes (vapor or e- cigarettes) in or on any School owned properties as listed above.

Use of Prescription Medications while Working

Taking legally prescribed medications or over-the-counter medications is permitted to the extent that use of such medications does not adversely affect job performance or safety. However, employees using prescription or over-the-counter medications who discover that such medication impairs or adversely impacts their ability to work must immediately stop working and report the condition to their immediate supervisor. Working while affected by prescription or over-the-counter medications is dangerous. Employees should consult their personal physician in the event they find themselves impaired or affected by prescription or over-the-counter medications.

Compliance with the Drug-Free Workplace Act

Any employee convicted of violating a criminal drug statute must notify the Principal of the conviction within five days of the conviction. Failure to report the conviction may result in disciplinary action.

Alcohol or Drug Testing

The School conducts the following drug and alcohol tests:

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- Pre-employment – conducted before CDL applicants are hired or after an employment offer has been tendered and before actually performing any safety sensitive functions.
- Post-accident – conducted after all commercial vehicle accidents in which the occurrence may be definable as a preventable accident. In non-vehicular employee injury cases (all employee groups); post injury drug and/or alcohol screens may be conducted per the treating physician's determination of reasonable suspicion.
- Reasonable suspicion – conducted on any employee reported to have shown any behavior or appearance that is characteristic of alcohol or drug misuse while on the job and/or on the premises.
- Random – conducted on an unannounced basis on all CDL holders and individuals who drives school system owned vehicles.

Any detectable level of illegal drugs, illegally-used legal drugs, and/or alcohol is considered a positive test. Any refusal to submit to testing is considered a positive test. Any school system employee who tests positive while on the job and/or on the premises, will be subject to appropriate disciplinary action up to and including termination from employment with Oxton Academy.

Violence or Other Inappropriate Behavior

Threatening employees, students, visitors, contractors, or vendors, or engaging in threatening or violent behavior in our workplace is a serious matter. Employees engaging in such activities will be subject to appropriate disciplinary action up to and including termination of employment with Oxton Academy and perhaps legal action from the victim(s) of their conduct.

Emergency Evacuation

The Worksite Classroom Emergency Procedures Guide is posted in each classroom. Employees must take time to become familiar with this guide.

Personal On-site Visits

Employees' family members and/or friends are not allowed to regularly visit the employee while he or she is on the job. Subject to the approval of an employee's direct supervisor, family members and/or visiting friends may volunteer to assist Oxton Academy employees with work-related activities with the same rights and responsibilities as other School volunteers.

District Tools and Equipment

When using School tools and equipment, employees are expected to use these items with caution so as not to injure themselves or others. Employees are also expected to operate such items in accordance with the manufacturer's specifications so that the tools and equipment will not be damaged. Employees in doubt as to how properly operate a particular tool or piece of equipment should refer to the manufacturer's User's Manual or ask their supervisor for assistance. Employees should immediately inform their supervisor of any tool or equipment malfunctions.

In some cases, employees may be assigned certain tools or equipment necessary for proper job performance. In such cases, the employee may be asked to sign for receipt of these items. Employees may be held financially responsible for the loss of any tools or equipment they have

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been issued. Upon termination of employment, employees must return all issued tools and equipment to the School. Failure to do so could result in legal action being taken against the employee or the withholding of the employee's final paycheck.

Employees need to keep up with tools and equipment, especially when taking these from one worksite to another. Employees should return with the same item(s). Tools and equipment may become lost because the employee leaves them behind when moving to another worksite. Employees who damage or lose any tools or equipment should immediately inform their supervisor so appropriate repairs can be made or a replacement can be arranged.

Personal Use of School Supplies and Equipment

Employees are prohibited from personal use of School supplies and equipment without the express approval of the immediate supervisor. This includes using computer equipment, software, and the School postage meter for personal use. District stationery must not be used for personal correspondence, since any type of communication sent out on Oxtan Academy stationery might be considered an official communication. Violation of these rules may result in disciplinary action.

Housekeeping

To maintain a safe and healthy work environment, all employees must practice good housekeeping. This means better and more pleasant working conditions, helps reduce accidents, adds to the efficiency of our operations, and contributes to the quality of the School's work and services provided. The appearance of our workplace and our employees is very important to the School's operational effectiveness and efficiency and to conveying the right message to prospective employees and School stakeholders.

Parking

Employees who park at School facilities do so at their own risk. The School does not assume liability for theft or damage to an employee's vehicle or personal belongings.

DEPARTMENT OF CHILDREN'S SERVICES RESPONSIBILITIES

Reporting Suspected Child Abuse

State law specifies that every citizen has a duty to report suspected child brutality, abuse, neglect, or sexual abuse. In accordance with Tennessee Code TCA 37-1-403(b), the School has developed its own policy and procedures for reporting suspected cases of abuse or neglect.

The School requires any employee who suspects abuse that is not severe physical or sexual abuse to report that suspicion directly to the Department of Children's Service (DCS). DCS reports are to be forwarded to the School Counselor. DCS reports that do involve sexual or severe physical abuse are to be forwarded to the School Counselors and the School Resource Officer (SRO).

In all cases where the suspected abuser is a Oxton Academy employee, volunteer, or contracted services provider, the School employees will report their suspicions directly to the administration who will notify the appropriate law enforcement agency. If an employee suspects a supervisor, he/she may contact CHRO/designee directly.

Accommodating DCS Investigations

The Department of Children's Services is charged with investigating cases of suspected child abuse and conducting all related investigations to include child interviews. Except in cases where school employees are suspected of being the perpetrator, the school is regarded as an appropriate neutral setting for conducting such interviews. The school system cooperates fully with DCS in their investigations of alleged child abuse. Principals and Department Heads will accommodate DCS and law enforcement personnel regarding student access, records review and interviewing both students and school personnel.

School employees will not notify parent(s) or guardian(s) of visits to the school from DCS personnel or law enforcement personnel related to a DCS action nor will any information regarding DCS inquiries, interviews, or investigations be released to parents or guardians. DCS personnel will make such notifications at the appropriate time and in the detail as determined by appropriate protocols.

GRIEVANCE PROCEDURES

Employee Grievance

The School advocates resolving workplace disputes in an informal and efficient manner to assist employees and supervisors/department heads in resolving concerns, complaints, and disputes. Such disputes may be related but not limited to, the following: general work conditions, work schedules, assignments, job duties, relationships with coworkers or supervisors and subordinates, and instances of conduct, actions, or language that is viewed by the employee as harassing, intimidating, discriminatory, or otherwise unwelcome. This grievance policy does not address a certified employee's grievance related to his/her evaluation. Prior to filing a grievance, the employee must have attempted to resolve the matter with the assistance of supervisor and/or department head. Further, any claim by a Oxtan Academy employee that there has been a violation, misinterpretation or misapplication of the terms of employment, or right to fair treatment, or any established policy or practice, or pertinent state and federal law could be eligible for filing a grievance. Employees who believe to have a legitimate cause to do so are encouraged to file a grievance. If administration determines the matter should be handled pursuant to another policy or procedure, such will occur. Employees may do so without being denied rights to file concerns with the appropriate state or federal agency.

TECHNOLOGY ACCEPTABLE USE

The School has an extensive technology infrastructure, including hardware, software and connectivity equipment for the purpose of improving its educational, administrative and clerical functions. The significant ongoing investment in technology is, in part, justified by two promises:

- a. To better prepare students for life and work in a future filled with technology laden changes, and use.
- b. To increase the productivity of current and future staff.

This investment must be protected from potential misuse and deliberate abuse. This section clarifies roles and responsibilities in the use of Oxtan Academy technology, both hardware and software, to preserve the integrity and usability of these resources to benefit and serve all clients. Noncompliance may result in the suspension of privileges, internal investigation, and/or criminal prosecution. Oxtan Academy must be strict in these matters, not only because of the real value of the facilities, but also because Oxtan Academy research, instructional, and operational activities are dependent upon the reliability of the technology systems. These rules apply to all Oxtan Academy computing facilities and equipment with the intent being to raise awareness about what is appropriate, ethical, legal and professional use of a valuable shared resource, not to enumerate all uses that are or are not appropriate.

Acceptable use of Oxtan Academy information technology resources is based on common sense, common decency, and civility applied to the networked computing environment. There is no expectation of privacy by users when using the internet or electronic communications. The School reserves the right to monitor, inspect, copy, review and store (at any time and without any prior notice) all usage of School computers and computer systems. The School may access School-owned or networked computers for maintenance, upgrades, and at any time of suspected abuse of School policy. Appropriate use of these facilities must be consistent

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with the purpose for which the computer/security accounts (logins) were originally requested and provided.

All employees will comply with all applicable copyright laws in the use of all media and materials and model legal and ethical practices related to technology.

Personal Use of Oxton Academy Property

To protect data and software on School computers, employees are prohibited from loading personal software onto School computers without the express permission of the administration. School computers and related equipment are for School business only and must not be used for personal business. Employees may not copy School software for personal use.

Expressly Prohibited Uses

Use of Oxton Academy technology resources is expressly prohibited for activities which benefit any political, religious, or commercial organization; are illegal, offensive, or are for profit; are unauthorized attempts to log in as a system administrator; are unauthorized disclosures of personal information; or activities that involve vandalism or that adversely affect the reputation or image of the School.

Internet Connectivity

Internet connectivity is provided to improve educational, administrative, and clerical functions. It requires responsible and ethical use and is intended for valid and legitimate School-related purposes. Classroom use of the internet is intended for instructionally-related purposes only.

Network Security

Network passwords and account information are only given to authorized personnel. Only users with valid Oxton Academy network accounts are authorized to use the Oxton Academy network and computer equipment. Employees must only use their assigned network account and should not allow anyone to use their computer while they are logged in. Employees should always log off the network before leaving their work area. The individual assigned the computer/ security account is accountable for any and all transactions entered under that computer/security account login.

For the protection and security of the Oxton Academy data, all equipment attached to the Oxton Academy physical network (equipment located at a Oxton Academy facility, either wired or wireless) must be Oxton Academy property or have received approval from Technology Department management.

Use of software designed to gain passwords or access beyond the rights assigned to a user or computer is strictly prohibited. Use of such programs risk security of the network and is considered "hacking". The intent to obtain unauthorized access is a violation of State and Federal law. Violators will be prosecuted. Employees who inadvertently discover passwords or any other method used to control unauthorized access must report this to School

administration.

Viruses and Virus Protection

The Technology Department provides virus protection and related software for all workstations and servers. Virus protection and related software will be installed by authorized technology personnel unless otherwise approved.

Employees should not open any e-mail attachments from unknown senders nor should they send anyone an e-mail that may contain a virus. The intentional spreading of messages or files containing damaging or destructive programs or data is against federal law. Violators will be prosecuted. Employees who suspect their computer may contain a virus should contact the Technology Department immediately.

There are many virus hoaxes. Never delete system files from a computer to remove a potential virus without first checking with the Technology Department to ensure the virus is valid and not a hoax.

Server Software

Only authorized School personnel may install software to servers. Violations or suspected violations should be reported to the appropriate supervisor. If incident is in violation of Board or Administrative Policies, the supervisor will take appropriate action. To prevent further inappropriate activity, the user's computer/security account access may be temporarily blocked. Every effort will be made to inform the user prior to this action and to re-establish the connection as soon as deemed appropriate. Any determination of inappropriate use, serious enough to require disconnection, should also be promptly communicated to the user's supervisor.

Prohibited Network Activities and Uses

- Downloading, installation, or use of programs that infiltrate computing systems and/or damage software components, including "viruses" and "worms".
- Downloading, installation, or use of any program or software without prior written authorization of Technology Department management. Automatic updates of existing installed software are permitted.
- Intentionally disrupting network traffic, crashing the network, or gaining unauthorized access to the files of another user.
- Use of the network to personally attack, harass, threaten, or bully another person intentionally or to recklessly publish false information about another person.
- Use of inappropriate language in any type of communication, including, but not limited to, language that is illegal, vulgar, profane, abusive, or threatening.
- Access to the network through false identity including anonymous communication, falsifying, concealing, or misrepresenting a user's identity or sharing/loaning network accounts.
- Mass e-mailing of unsolicited and unwanted messages ("spamming"), including

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text, software, video images, graphics, and chain letters.

- Downloading music and sound recordings for non-instructional purposes without the permission of supervisory personnel.

E-mail

The Oxton Academy e-mail system has been provided for the internal and external communication of employees and board members. Responsible and ethical use of the e-mail system is required. The e-mail system may not be used for personal gain or political or religious views or in any illegal, offensive, or unethical manner. Personal e-mails should be limited. All e-mail is the property of Oxton Academy and, as such, is subject to review at any time by authorized Oxton Academy personnel. Employees are reminded that e-mail messages do not always remain private. Accordingly, use discretion when using e-mail to communicate sensitive matters.

Cell Phones

Oxton Academy employees are not permitted to use cell phones for voice communications, e-mail communications, or text communications while operating a Oxton Academy motor vehicle. Oxton Academy employees required to respond to emergencies in various locations, may be authorized usage of a School purchased hands-free device that would allow for essential communication en route to emergency response. This authorization will be approved by the employee's Department Chief and purchased by the Oxton Academy Technology Department. Usage of personally purchased hands-free devices is unauthorized.

In addition, employees must adhere to all local, state, or federal rules, regulations, laws or other ordinances regarding the use of cell phones while driving personal vehicles. Employees should check with local authorities if they are unsure whether the use of a cell phone while driving is prohibited in a particular area. It is recommended that employees not use handheld cell phones for business purposes while driving personal vehicles. Employees may use hands-free cell phones to make business calls in accordance with the law.

Additionally, personal telephone calls should be limited both in time and nature so as not to interfere with work responsibilities. If an employee abuses this privilege while using a Oxton Academy-issued cell phone, the employee will be responsible for reimbursement to the school system.

Workstation/Computer Use

Employees are prohibited from installing any software on any computer unless authorized in writing by the administration. Illegal download or use of copyrighted software, music, videos, pictures, or other files is strictly prohibited. Employees are prohibited from using any computer for illegal or commercial activity. Any desktop application designed to limit access to students or staff, other than those used by the Technology Department for network security purposes, is prohibited. Changing or tampering with any computer's system configuration is strictly prohibited. Any action which violates Board or Administrative policies, local, state, or federal law is prohibited. Computers found to be tampered with or computers with unapproved software or files will be re-formatted and restored to compliance. All computer equipment loans must comply with the School equipment loan agreement.

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Management Access to Employee Files, Computers, and Work Areas

During the course of conducting normal business, management may from time to time review manual work files or access computers, desks or other storage areas used by employees, with or without the employee's knowledge. Employees are reminded that facsimile transmissions coming into School offices are often accessible to other employees.

Other Communication Vehicles

The School telephone notification system may be used to contact employees with emergency or outreach notifications. Any employee who desires to opt out of the outreach program may do so by logging into their account and changing their notification settings.

Voicemail

The School has installed a voicemail system for efficiency and to provide better service. From time to time, especially when an employee is on vacation, business trips, or a leave of absence, a supervisor, manager, or another employee may listen to voicemail messages. Employees should not expect messages left on the voicemail system to be totally private.

Mail

Employees should not have personal mail sent to their work location.

EXPENSE REPORTS

Travel and Business Expenses

Oxton Academy Employees who provide their own transportation for traveling in the performance of their duties are reimbursed at the prevailing rate approved by the Principal.

Because the Internal Revenue Service places stringent requirements to substantiate Travel and Business Expenses, all expense reports must thoroughly detail the purpose of the reimbursed expense and the benefit derived from the expense. Reimbursement for travel will be based on the most direct route and economical method possible.

In all cases, there must be advanced approval of the expenditure by the appropriate authority for expenses to be reimbursed. Employees should direct questions about Travel expenses and expense reporting procedures to their supervisor.

Out of County Travel

When duties require travel out of Montgomery County, employees need to complete an Advance Request for Professional Out-Of-County Travel, which can be obtained from the School bookkeeper. The employee should submit this form to their supervisor for approval as early as possible but at least fourteen (14) working days in advance of the travel. If registration fees are required, a requisition for payment should be forwarded with the advance request. Employees are not to pay these fees themselves.

Inside Montgomery County Travel

Employees are entitled for reimbursement at the established rate per mile when providing one's own transportation to perform duties within Montgomery County. Employees should submit claims for in-county reimbursement through the immediate supervisor on a monthly basis, using In-County Mileage Reimbursement Form. Mileage tables can be obtained from the Principal's secretary. In all cases, for expenses to be reimbursed there must be advanced approval of the expenditure by the appropriate authority.

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EMPLOYEE HANDBOOK RECEIPT AND ACKNOWLEDGMENT

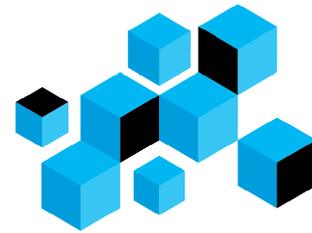
Employee Name

Having received a copy of the Oxton Academy Employee Handbook, certify that I shall read and agree to all references within this handbook while an employee of Oxton Academy.

Signature

Date

Attachment J



January 13, 2022

Oxton Academy – Clarksville, TN
8900 SW 117 Avenue, C-103
Miami, FL 33186

To Whom It May Concern:

By means of this letter we are advising that based on the insurance requirements stipulated by the Tennessee Department of Education (TDOE), Oxton Academy shall fully comply once its charter application is approved. Oxton Academy has a risk profile that does not fall outside of industry norm, therefore, its insurability is guaranteed. It is also assured that notification will be provided to TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school.

Please note that the decision to insure Oxton Academy is based on standard underwriting guidelines set by insurers and market conditions at the time of a request for proposals.

Should you have any questions, please do not hesitate to contact our office.

Sincerely,

Enrique R. Perez Blanco
Partner





Department of
Education

New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

-  Input financial information into light yellow cells
-  Input assumption information or notes into light green cells
-  Provides additional information or instruction for specific tab or section of tab
-  Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Template Version 02222017

**Oxton Academy Charter High School
New Charter School Application Budget Template
Proposed School Information**

Proposed School Name	Oxton Academy Charter High School
Lead Sponsor Name	One on One Children's Services Corporation
Lead Sponsor E-mail Address	Mmonnar@oneononelearning.com
Lead Sponsor Phone Number	305-282-8036
CMO/EMO Affiliation	

Proposed Authorizer	Clarksville-Montgomery County School System
Proposed Opening Grade Level(s)	Grades 9 through 12
Proposed Final Grade Level(s)	Grades 9 through 12
Proposed First Year of Operations	2023-24

Anticipated Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	200	222	246	274	308

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

Attachment N

Oxton Academy Charter High School New Charter School Application Budget Template Student Assumptions

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	25	28	31	35	41
10th Grade	25	28	31	35	41
11th Grade	75	83	92	102	113
12th Grade	75	83	92	102	113
Total Enrollment (excluding Pre-Kindergarten)	200	222	246	274	308
Change in Net Enrollment	200	22	24	28	34

of Classes By Grade

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

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

Other Key Assumptions Enter Estimated Percentages

SPED %	15%	15%	15%	15%	15%
SPED Count	30	33	37	41	46
ELL %	8%	8%	8%	8%	8%
ELL Count	16	18	20	22	25
Anticipated Paid %	60%	60%	60%	60%	60%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	30%	30%	30%	30%	30%
Anticipated Paid Count	120	133	147	165	185
Anticipated Reduced Count	20	22	25	27	31
Anticipated Free Count	60	67	74	82	92
Total Free and Reduced Count	80	89	99	109	123
School Days	180	180	180	180	180
Attendance Rate	90%	91%	92%	93%	93%

**Oxton Academy Charter High School
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

Year 0
2022-23

Federal Revenues

Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant		TBD

Fundraising & Philanthropy

Detail any private funding sources

Bank Line of Credit		\$1,000,000	
Other		\$0	

Total Revenues

1,000,000

Additional Space to Provide Fundraising Details

**Oxton Academy Charter High School
New Charter School Application Budget Template
Pre-Opening Budget**

Compensation Assumptions				
		Year 0 2022-23		
Administrative Staff	FTE Count			Assumption Notes
Principal/School Leader	0.50	\$45,000		6 months salary (January-June 2023) @\$7500/month
Assistant Principal	0.00	\$0		
Special Education Coordinator		\$0		
Deans, Directors	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Administrative Compensation	0.50	45,000		
Instructional Staff				
Teachers	0.00	\$0		
Special Education Teachers	0.00	\$0		
Educational Assistants/Aides	0.00	\$0		
Elective Teachers	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Instructional Compensation	0.00	-		
Non-Instructional Staff				
Clerical Staff	0.50	\$15,000		6 months salary (January-June 2023) @\$2500/month
Custodial Staff	0.50	\$3,600		P/T @\$15.00/hour x 2 hrs/day=\$600.00/month x 6 months
Operations	0.00	\$0		
Social Workers/Counseling	0.00	\$0		
Other (Specify in Assumptions)	0.00	\$0		
Total Non-Instructional Compensation	1.00	18,600		
Bonus		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
Other Non FTE Compensation		-		
Total FTE Count	1.50			
Total Compensation		63,600		

**Oxton Academy Charter High School
New Charter School Application Budget Template
Pre-Opening Budget**

Employer Benefits & Tax Assumptions

Year 0
2022-23

	Base Assumption		Assumption Notes
Social Security	6.20%	\$3,943	
Medicare	1.45%	\$922	
State Unemployment	2.70%	\$1,717	
Disability/Life Insurance	4.00%	\$2,544	
Workers Compensation Insurance	4.00%	\$2,544	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$0	\$0	Insurance stipend is \$7000/pp/per year for full time employees in salary calculations
Dental Insurance	\$0	\$0	
Vision Insurance	\$0	\$0	
Other Retirement	4.00%	\$2,544	TCRS Contribution

Total Employer Benefits & Taxes	14,215
--------------------------------------------	---------------

**Oxton Academy Charter High School
New Charter School Application Budget Template
Pre-Opening Budget**

Operating Expenses

Year 0
2022-23

Contracted Services

Professional Development	\$0
Financial Services	\$0
Audit Services	\$0
Legal Fees	\$0
Copier Lease and Usage	\$0
Internet and Phone Service	\$0
Cell Phone Service	\$0
Payroll Services	\$0
Health Services	\$0
Transportation	\$0
IT Services	\$0
Contracted SPED Services	\$0
Insurance	\$0
Postal Charges	\$0
Bank Charges	\$0

Assumption Notes

\$6,000	5 Days Training @ \$1200 day
\$6,000	\$500/month x 12
\$0	No Audit in Year "0"
\$5,000	Includes legal fees for facility contracts, staffing contracts, and contracted services contracts
\$2,400	\$200/month x 12
\$3,600	\$300/month x 12
\$1,800	2 phones @\$150/monthx12
\$1,800	ADP Services \$150/month x12
\$0	N/A
\$0	N/A
\$3,600	\$300/month x 12
\$0	SPED Service begin in Year 1
\$26,000	GL Insurance/Umbrella/Directors & Officers/Crime& Surety
\$3,850	7000 mailers@.55 each
\$600	\$50/month x 12

Supplies & Materials

Textbooks and Instructional Supplies	\$0
Education Software	\$0
Student Supplies	\$0
Faculty Supplies	\$0
Library Books	\$0
Testing & Evaluation	\$0
Student Laptops	\$0
Faculty Laptops	\$0
Office Supplies	\$0
Printing Paper	\$0
Marketing Materials	\$0
Student Uniforms	\$0
Gifts & Awards - Students	\$0
Gifts & Awards - Teachers and Staff	\$0
Health Supplies	\$0

\$8,000	40/student @ 200 students for supplemental instructional supplies/additional texts
\$18,000	\$90/student x 200 students (APEX ONLINE CURRICULUM)
\$4,000	\$20/student x 200 for paper supplies & consumable classroom materials
\$2,700	9 teachers @\$300 each for classroom supplies
\$2,965	Junior Library Guild Book Annual Subscription 200 students @\$14.82/per student
\$1,875	\$25/student @75 students for ACT Online prep/Other testing WIDA, ASVAB, ACT for 11th grade are state funded
\$60,000	200 students@\$300 each
\$6,000	10 laptops@\$600 each
\$2,000	Misc Supplies for offices
\$500	100 reams @ \$5/ream
\$0	(Included with Marketing Company fees below)
\$0	N/A
\$2,000	Student award breakfasts/lunches @10.00/student/year
\$2,000	Teacher breakfasts/attendance incentive awards
\$2,500	Clinic Furniture/First Aid supplies

**Oxton Academy Charter High School
New Charter School Application Budget Template
Pre-Opening Budget**

Facility Related Expenses			
Rent	\$0	\$120,000	18,000 square feet @\$10/sq foot=\$180,000 annual rent=\$15,000 month x 8 months (Jan-August 2023)
Utilities	\$0	\$6,000	\$500/month Electricity
Custodial	\$0	\$2,000	Supplies (cleaning supplies/maintenance)
Waste	\$0	\$3,600	\$300/month
Faculty Furniture	\$0	\$14,000	7 classrooms @ \$2000/room for teacher desks, chair, file cabinets, storage closets
Student Furniture	\$0	\$63,800	220 desks & chair@290/set
Internet/Network Equipment	\$0	\$10,000	Server equipment
Other Equipment	\$0	\$14,090	FF&E (6 offices at \$1200 each for desks, \$120 each/ 12 chairs, \$275 each/ 6 file cabinets, 1 conference table & 8 Chair set @3800.00
Building Decorum	\$0	\$8,000	Lobby furniture/Front desk furniture/Guest seats
Tenant Improvements	\$0	\$20,000	Miscellaneous Interior/Exterior renovations
Cafeteria Furniture	\$0	\$0	25 Tables @400/100 Chairs@80/6 Couches @800
Kitchen Equipment	\$0	\$17,000	Kitchen Freezer/2 Commercial refrigerators/warming oven/storage cabinets/prep tables/microwaves/sinks
Auditorium Chairs	\$0	\$10,000	200 Auditorium chairs @\$50 each
Other	\$0	\$0	
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$0	\$4,000	Online Ads @ \$2000/month/2 months
Student Recruitment & Community Engagement	\$0	\$2,800	4 Student/Parent Engagement Dinners @ \$700 each
Parent & Staff Meetings	\$0	\$2,100	3 school parent/staff meet & greet meetings at \$700 each
Authorizer Fee	\$0	\$0	N/A IN YEAR "0" (NO BEP FUNDING)
Marketing Company Contract/Website maintainar	\$0	\$24,000	\$4000/month x 6 months
Debt Service			
Other	\$0	\$72,708	\$6059 x 12 months (\$1,000,000 20 year loan @ 4%)
Other--Non-Profit Director Salary	\$0	\$60,000	Annual Director Salary One on One Childrens Services Corp
Other--Consulting Contract	\$0	\$120,000	12 month contract at \$10,000/month
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		747,288	
Total Expenses		825,103	

Oxton Academy Charter High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	1,000,000	1,000,000	1,019,875	1,039,750	1,059,624	1,079,499	1,099,374	1,119,249	1,128,523	1,137,798	1,147,073	1,156,348	1,165,623		
Revenues															
Federal Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	#VALUE!
Fundraising & Philanthropy	1,000,000	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	1,000,000	0
Total Revenues	1,000,000	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	1,000,000	#VALUE!
Expenses															
Staffing	63,600	-	-	-	-	-	-	10,600	10,600	10,600	10,600	10,600	10,600	63,600	-
Employer Benefits & Taxes	14,215	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	1,185	14,215	-
Contracted Services	60,650	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	5,054	60,650	-
Supplies & Materials	112,540	9,378	9,378	9,378	9,378	9,378	9,378	9,378	9,378	9,378	9,378	9,378	9,378	112,540	-
Facility-Related Expenses	288,490	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	24,041	288,490	-
Other Charges	32,900	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	2,742	32,900	-
Debt Service	252,708	21,059	21,059	21,059	21,059	21,059	21,059	21,059	21,059	21,059	21,059	21,059	21,059	252,708	-
Total Expenses	825,103	63,459	63,459	63,459	63,459	63,459	63,459	74,059	74,059	74,059	74,059	74,059	74,059	825,103	-
Operating Income (Loss)	174,897	19,875	19,875	19,875	19,875	19,875	19,875	9,275	9,275	9,275	9,275	9,275	9,275	174,897	#VALUE!
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,019,875	1,039,750	1,059,624	1,079,499	1,099,374	1,119,249	1,128,523	1,137,798	1,147,073	1,156,348	1,165,623	1,174,897			

Oxton Academy Charter High School
 New Charter School Application Budget Template
 Pre-Opening Cash Flow

Details of Cash Flow

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Revenues

Revenues

Assumption Notes

Federal Revenues

CSP Startup Grant

	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#VALUE!
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Fundraising & Philanthropy

Bank Line of Credit

1,000,000	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	\$83,333	1,000,000	0
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Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
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Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
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Other

-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
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Total Revenues

1,000,000	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	83,333	1,000,000	#VALUE!
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Oxton Academy Charter High School
 New Charter School Application Budget Template
 Pre-Opening Cash Flow

Compensation

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Compensation																
Principal/School Leader	45,000	\$0	\$0	\$0	\$0	\$0	\$0	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	45,000	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	45,000	-	-	-	-	-	-	7,500	45,000	-						
Instructional Staff																
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff																
Clerical Staff	15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	15,000	-
Custodial Staff	3,600	\$0	\$0	\$0	\$0	\$0	\$0	\$600	\$600	\$600	\$600	\$600	\$600	\$600	3,600	-
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	18,600	-	-	-	-	-	-	3,100	18,600	-						
Bonus																
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	63,600	-	-	-	-	-	-	10,600	63,600	-						

Employer Benefits & Taxes

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Social Security	3,943	\$329	\$329	\$329	\$329	\$329	\$329	\$329	\$329	\$329	\$329	\$329	\$329	\$329	3,943	-
Medicare	922	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	922	-
State Unemployment	1,717	\$143	\$143	\$143	\$143	\$143	\$143	\$143	\$143	\$143	\$143	\$143	\$143	\$143	1,717	-
Disability/Life Insurance	2,544	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	2,544	-
Workers Compensation Insurance	2,544	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	2,544	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Dental Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Retirement	2,544	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	\$212	2,544	-
Total Employer Benefits & Taxes	14,215	1,185	14,215	-												

Oxton Academy Charter High School
 New Charter School Application Budget Template
 Pre-Opening Cash Flow

Operating Expenses

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Contracted Services

	Year 0	Assumption Notes													
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	
Professional Development	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- Professional Development
Financial Services	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Audit Services
Legal Fees	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	- Legal Fees
Copier Lease and Usage	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	- Copier Lease and Usage
Internet and Phone Service	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- Internet and Phone Service
Cell Phone Service	1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,800	- Cell Phone Service
Payroll Services	1,800	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,800	- Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Transportation
IT Services	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Contracted SPED Services
Insurance	26,000	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	26,000	- Insurance
Postal Charges	3,850	\$321	\$321	\$321	\$321	\$321	\$321	\$321	\$321	\$321	\$321	\$321	\$321	3,850	- Postal Charges
Bank Charges	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	- Bank Charges

Supplies & Materials

	Year 0	Assumption Notes													
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	
Textbooks and Instructional Supplies	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	- Textbooks and Instructional Supplies
Education Software	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	- Education Software
Student Supplies	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	- Student Supplies
Faculty Supplies	2,700	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	2,700	- Faculty Supplies
Library Books	2,965	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	2,965	- Library Books
Testing & Evaluation	1,875	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	1,875	- Testing & Evaluation
Student Laptops	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	- Student Laptops
Faculty Laptops	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- Faculty Laptops
Office Supplies	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Office Supplies
Printing Paper	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	- Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Uniforms
Gifts & Awards - Students	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Gifts & Awards - Teachers and Staff
Health Supplies	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	- Health Supplies

Oxton Academy Charter High School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Category	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	Total	Account	
Facility Related Expenses																			
Rent	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-	Rent
Utilities	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-	Utilities
Custodial	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Custodial
Waste	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	-	Waste
Faculty Furniture	14,000	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	14,000	-	Faculty Furniture
Student Furniture	63,800	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	\$5,317	63,800	-	Student Furniture
Internet/Network Equipment	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Internet/Network Equipment
Other Equipment	14,090	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	\$1,174	14,090	-	Other Equipment
Building Decorum	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	Building Decorum
Tenant Improvements	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	20,000	-	Tenant Improvements
Cafeteria Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Kitchen Equipment	17,000	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	17,000	-	Kitchen Equipment
Auditorium Chairs	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	Auditorium Chairs
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other Charges																			
Staff Recruitment	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	-	Staff Recruitment
Student Recruitment & Community Engagement	2,800	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	2,800	-	Student Recruitment & Community Engagemen
Parent & Staff Meetings	2,100	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	2,100	-	Parent Meetings
Authorizer Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
Marketing Company Contract/Website maintainanc	24,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	24,000	-	Marketing Company Contract
Debt Service																			
Other	72,708	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	72,708	-	Loan Debt Service
Other--Non-Profit Director Salary	60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	-	Director Salary--One on One
Other--Consulting Contract	120,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000	-	Consultant Contract
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses	747,288	62,274	747,288	-															
Total Expenses	825,103	63,459	63,459	63,459	63,459	63,459	63,459	74,059	825,103	-									

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2023-24	2024-25	2025-26	2026-27	2027-28
Enrollment	200	222	246	274	308
# of Classes	8	8	8	12	12
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	1.00	1.00
Special Education Coordinator	0.50	0.50	0.50	1.00	1.00
Deans, Directors	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	2.50	2.50	2.50	3.00	3.00
Instructional Staff					
Teachers	5.00	5.00	6.00	8.00	9.00
Special Education Teachers	0.50	0.50	0.50	0.50	1.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
Elective Teachers	1.00	1.00	1.00	1.00	2.00
Other (Specify in Assumptions)	1.00	1.00	1.00	2.00	2.00
Total Instructional FTE	7.50	7.50	8.50	11.50	14.00
Non-Instructional Staff					
Clerical Staff	2.00	2.00	2.00	2.00	2.00
Custodial Staff	1.00	1.00	1.00	1.00	1.00
Operations	0.00	0.00	0.00	0.00	0.00
Social Workers/Counseling	0.50	0.50	1.00	1.00	1.00
Other (Specify in Assumptions)	0.50	0.50	0.50	0.50	1.00
Total Non-Instructional FTE	4.00	4.00	4.50	4.50	5.00
Total FTE	14.00	14.00	15.50	19.00	22.00

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Compensation Assumptions

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28		
Annual Increase	3.00%	3.00%	3.00%	3.00%	3.00%		
Cumulative Increase	103.00%	106.09%	109.27%	112.55%	115.93%		
Administrative Staff	Base Assumption					Assumption Notes	
Principal/School Leader	\$97,000	99,910	102,907	105,995	109,174	112,450	Includes annual \$7000 health insurance stipend per full time staff
Assistant Principal	\$80,000	82,400	84,872	87,418	90,041	92,742	Includes annual \$7000 health insurance stipend per full time staff
Special Education Coordinator	\$56,000	28,840	29,705	30,596	63,028	64,919	Includes annual \$7000 health insurance stipend per full time staff
Deans, Directors	\$0	-	-	-	-	-	
Other (Specify in Assumptions)	\$0	-	-	-	-	-	
Total Administrative Compensation	211,150	217,485	224,009	262,244	270,111		
Instructional Staff							
Teachers	\$56,000	288,400	297,052	367,156	504,228	584,274	Includes annual \$7000 health insurance stipend per full time staff
Special Education Teachers	\$56,000	28,840	29,705	30,596	31,514	64,919	Includes annual \$7000 health insurance stipend per full time staff
Educational Assistants/Aides	\$0	-	-	-	-	-	
Elective Teachers	\$56,000	57,680	59,410	61,193	63,028	129,839	Elective Teacher--Includes annual \$7000 health insurance stipend per full time staff
Other (Specify in Assumptions)	\$56,000	57,680	59,410	61,193	126,057	129,839	CTE Teacher--Includes annual \$7000 health insurance stipend per full time staff
Total Instructional Compensation	432,600	445,578	520,138	724,828	908,871		
Non-Instructional Staff							
Clerical Staff	\$30,000	61,800	63,654	65,564	67,531	69,556	Includes annual \$7000 health insurance stipend per full time staff
Custodial Staff	\$25,000	25,750	26,523	27,318	28,138	28,982	
Operations	\$0	-	-	-	-	-	
Social Workers/Counseling	\$0	-	-	-	-	-	
Other (Specify in Assumptions)	\$24,500	12,618	12,996	13,386	13,787	28,402	P/T Media Person
Total Non-Instructional Compensation	100,168	103,173	106,268	109,456	126,941		
Other Compensation							
Other Compensation							
Total Compensation	743,918	766,235	850,415	1,096,527	1,305,922		

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions**

Employer Benefits & Tax Assumptions

		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
	Base Assumption						Assumption Notes
Social Security	6.20%	\$46,123	\$47,507	\$52,726	\$67,985	\$80,967	
Medicare	1.45%	\$10,787	\$11,110	\$12,331	\$15,900	\$18,936	
State Unemployment	2.70%	\$20,086	\$20,688	\$22,961	\$29,606	\$35,260	
Disability/Life Insurance	4.00%	\$29,757	\$30,649	\$34,017	\$43,861	\$52,237	
Workers Compensation Insurance	1.00%	\$7,439	\$7,662	\$8,504	\$10,965	\$13,059	
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0	
	Health Insurance						
	Annual Increase	0.00%	0.00%	0.00%	0.00%	0.00%	
	Cumulative Increase	100.00%	100.00%	100.00%	100.00%	100.00%	
Medical Insurance	\$0	\$0	\$0	\$0	\$0	\$0	Included in annual \$7000 health insurance stipend per full time staff
Dental Insurance	\$0	\$0	\$0	\$0	\$0	\$0	Included in annual \$7000 health insurance stipend per full time staff
Vision Insurance	\$0	\$0	\$0	\$0	\$0	\$0	Included in annual \$7000 health insurance stipend per full time staff
TCRS Certified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Certified Hybrid	4.00%	\$29,757	\$30,649	\$34,017	\$43,861	\$52,237	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1 Budget**

Revenue Assumptions

	Year 1
	2023-24
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues	Rate/Assumption	Assumption Notes	
Basic Education Program	\$9,000	\$1,800,000	
BEP Transportation Component	\$0	\$0	TBD
BEP Capital Outlay	\$0	\$0	TBD
Other	\$0	\$0	
Other	\$0	\$0	
Federal Revenues	\$0	\$0	
Title I	\$0	\$0	
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	TBD
E-Rate	\$0	\$0	
CSP Startup Grant	\$0	\$0	TBD
Other	\$0	\$0	
Other	\$0	\$0	
School Activity Revenues			
Other	\$0	\$0	
Fundraising & Philanthropy			
Bank Line of Credit	\$0	\$0	Additional LOC TBD, if necessary
Other	\$0	\$0	
Total Revenues		1,800,000	

Compensation

Year 1
2023-24

Administrative Staff	FTE Count	Assumption Notes	
Principal/School Leader	1.00	99,910	
Assistant Principal	1.00	82,400	
Special Education Coordinator	0.50	28,840	

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1 Budget**

Deans, Directors	0.00	-	
Other (Specify in Assumptions)	0.00	-	
Total Administrative Compensation	2.50	211,150	
Instructional Staff			
Teachers	5.00	288,400	
Special Education Teachers	0.50	28,840	
Educational Assistants/Aides	0.00	-	
Elective Teachers	1.00	57,680	
Other (Specify in Assumptions)	1.00	57,680	
Total Instructional Compensation	7.50	432,600	
Non-Instructional Staff			
Clerical Staff	2.00	61,800	
Custodial Staff	1.00	25,750	
Operations	0.00	-	
Social Workers/Counseling	0.50	-	
Other (Specify in Assumptions)	0.50	12,618	
Total Non-Instructional Compensation	4.00	100,168	
		-	
		-	
Other Compensation		-	
Other Compensation		-	
Total Compensation		743,918	

Employer Benefits & Taxes

Year 1
2023-24

Assumption Notes

Social Security	46,123	
Medicare	10,787	
State Unemployment	20,086	
Disability/Life Insurance	29,757	
Workers Compensation Insurance	7,439	
Other Fringe Benefits	-	
Medical Insurance	-	
Dental Insurance	-	
Vision Insurance	-	
TCRS Certified Legacy	-	
TCRS Certified Hybrid	29,757	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	-	
Total Employer Benefits & Taxes	143,948	

Operating Expenses

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1 Budget**

Year 1
2023-24

Contracted Services		Year 1	Assumption Notes
Professional Development	\$0	\$6,000	5 Days Training @ \$1200 day
Financial Services	\$0	\$6,000	\$500/month x 12
Audit Services	\$0	\$8,000	First Year Audit Fee
Legal Fees	\$0	\$5,000	Includes legal fees for facility contracts, staffing contracts, and contracted services contracts
Copier Lease and Usage	\$0	\$3,600	\$300/month x 12
Internet and Phone Service	\$0	\$6,000	\$500/month x 12
Cell Phone Service	\$0	\$2,400	4 phones @\$200/monthx12
Payroll Services	\$0	\$3,600	ADP Services \$300/month x12
Health Services	\$0	\$0	N/A
Transportation	\$0	\$3,600	Quarterly activity (4/year) @ \$90/hour/bus x 2 buses=\$180/hour for 5 hour=\$900/activity x 4
IT Services	\$0	\$3,600	\$300/month x 12
Contracted SPED Services	\$0	\$0	SPED provided by internal certified staff position
Insurance	\$0	\$26,000	GL Insurance/Umbrella/Directors & Officers/Crime& Surety
Postal Charges	\$0	\$1,500	Parent communication, Report cards, etc. @ \$250/ mailing for 6 mailings/school year
Bank Charges	\$0	\$600	\$50/month x 12
Supplies & Materials			
Textbooks and Instructional Supplies	\$0	\$8,000	\$40/student @ 200 students for supplemental instructional supplies/additional texts
Education Software	\$0	\$18,000	\$90/student x 200 students (APEX ONLINE CURRICULUM)
Student Supplies	\$0	\$4,000	\$20/student x 200 for paper supplies & consumable classroom materials
Faculty Supplies	\$0	\$2,700	9 teachers @\$300 each for classroom supplies
Library Books	\$0	\$2,964	Junior Library Guild Book Annual Subscription 200 students @\$14.82/per student
Testing & Evaluation	\$0	\$1,875	\$25/student @75 students for ACT Online prep/Other testing WIDA, ASVAB, ACT for 11th grade are state funded
Student Laptops	\$0	\$15,000	Refresh order of laptops to account for enrollment increase of 20 (@\$300 each), plus 15% loss (30)= total of 50/\$300 each
Faculty Laptops	\$0	\$1,200	2 laptops@\$600 each
Office Supplies	\$0	\$2,000	Misc supplies and materials for offices
Printing Paper	\$0	\$1,500	300 reams @ \$5/ream
Marketing Materials	\$0	\$0	(Included with Marketing Company fees below)
Student Uniforms	\$0	\$0	N/A
Gifts & Awards - Students	\$0	\$2,000	Student award breakfasts/lunches @10.00/student/year
Gifts & Awards - Teachers and Staff	\$0	\$2,000	Teacher breakfasts/attendance incentive awards
Health Supplies	\$0	\$500	Clinic Furniture/First Aid supplies
Facility Related Expenses			
Rent	\$0	\$180,000	18,000 square feet @\$10/sq foot=\$180,000 annual rent=\$15,000 month x 8 months (Jan-August 2023)
Utilities	\$0	\$15,600	\$1300/month Electricity
Custodial	\$0	\$4,000	Supplies (cleaning supplies/maintenance)
Waste	\$0	\$4,800	\$400/month
Faculty Furniture	\$0	\$3,000	Misc furniture
Student Furniture	\$0	\$0	40 additional 11600 desks & chair@290/set
Internet/Network Equipment	\$0	\$1,500	Server equipment
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$1,500	Misc Building décor
Tenant Improvements	\$0	\$3,000	Miscellaneous Interior/Exterior renovations
Cafeteria Furniture	\$0	\$0	25 Tables @400/100 Chairs@80/6 Couches @800
Kitchen Equipment	\$0	\$0	Kitchen Freezer/2 Commercial refrigerators/warming oven/storage cabinets/prep tables/microwaves/sinks
Auditorium Chairs	\$0	\$1,000	20 additional Auditorium chairs @\$50 each
Consulting Services	\$0	\$120,000	Consultant Contract
Non-Profit Director Salary	\$0	\$60,000	One on One Children's Services Corp

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1 Budget**

Other Charges

Staff Recruitment	\$0	\$2,000	Online Ads @ \$2000/month/1 months
Student Recruitment & Community Engagement	\$0	\$2,800	4 Student/Parent Engagement Dinners @ \$700 each
Parent & Staff Meetings	\$0	\$2,100	3 school parent/staff meet & greet meetings at \$700 each
Authorizer Fee	\$0	\$35,000	N/A IN YEAR "0" (NO BEP FUNDING)
Marketing Company Contract/Website maintenance	\$0	\$24,000	\$4000/month x 6 months

Debt Service

Other	\$0	\$72,708	\$6059 x 12 months (\$1,000,000 20 year loan @ 4%)
Other	\$0	\$2,916	Student Information Services (SIS) Gradelink annual contract
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Operating Expenses

673,563

Total Expenses

1,561,429

Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####
Revenues														
State Revenues	#####	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	#####	-
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	#####	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	#####	-
Expenses														
Staffing	743,918	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	743,918	-
Employer Benefits & Taxes	143,948	11,996	11,996	11,996	11,996	11,996	11,996	11,996	11,996	11,996	11,996	11,996	143,948	-
Contracted Services	75,900	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	75,900	-
Supplies & Materials	61,739	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	5,145	61,739	-
Facility-Related Expenses	394,400	32,867	32,867	32,867	32,867	32,867	32,867	32,867	32,867	32,867	32,867	32,867	394,400	-
Other Charges	65,900	5,492	5,492	5,492	5,492	5,492	5,492	5,492	5,492	5,492	5,492	5,492	65,900	-
Debt Service	75,624	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	6,302	75,624	-
Total Expenses	#####	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	#####	-
Operating Income(Loss)	238,571	19,881	19,881	19,881	19,881	19,881	19,881	19,881	19,881	19,881	19,881	19,881	238,571	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####

Oxton Academy Charter High School
 New Charter School Application Budget Template
 Year 1 Cash Flow

Details of Cash Flow

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Revenues

Revenues

Assumption Notes

State Revenues

Assumption Notes

	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000	#####	-
Basic Education Program	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
BEP Capital Outlay	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-

Federal Revenues

Title I	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-

School Activity Revenues

Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-

Fundraising & Philanthropy

Bank Line of Credit	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	#####	-

Total Revenues

#####	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	#####	-
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Oxton Academy Charter High School
 New Charter School Application Budget Template
 Year 1 Cash Flow

Compensation

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Assumption Notes

Compensation																
Principal/School Leader	99,910	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	\$8,326	99,910	-	
Assistant Principal	82,400	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	\$6,867	82,400	-	
Special Education Coordinator	28,840	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	28,840	-	
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Administrative Compensation	211,150	17,596	211,150	-												
Instructional Staff																
Teachers	288,400	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	\$24,033	288,400	-	
Special Education Teachers	28,840	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	\$2,403	28,840	-	
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Elective Teachers	57,680	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	57,680	-	
Other (Specify in Assumptions)	57,680	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	\$4,807	57,680	-	
Total Instructional Compensation	432,600	36,050	432,600	-												
Non-Instructional Staff																
Clerical Staff	61,800	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	\$5,150	61,800	-	
Custodial Staff	25,750	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	\$2,146	25,750	-	
Operations	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	12,618	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	\$1,051	12,618	-	
Total Non-Instructional Compensation	100,168	8,347	100,168	-												
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Compensation	743,918	61,993	743,918	-												

Employer Benefits & Taxes

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP

Assumption Notes

Social Security	46,123	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	\$3,844	46,123	-	
Medicare	10,787	\$899	\$899	\$899	\$899	\$899	\$899	\$899	\$899	\$899	\$899	\$899	\$899	10,787	-	
State Unemployment	20,086	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	\$1,674	20,086	-	
Disability/Life Insurance	29,757	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	29,757	-	
Workers Compensation Insurance	7,439	\$620	\$620	\$620	\$620	\$620	\$620	\$620	\$620	\$620	\$620	\$620	\$620	7,439	-	
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medical Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Dental Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Vision Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Certified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Certified Hybrid	29,757	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	\$2,480	29,757	-	
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Employer Benefits & Taxes	143,948	11,996	143,948	-												

Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1 Cash Flow

Operating Expenses

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

Contracted Services

	Year 1	Assumption Notes														
	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	
Professional Development	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- Professional Development
Financial Services	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- Financial Services
Audit Services	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	- Audit Services
Legal Fees	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	- Legal Fees
Copier Lease and Usage	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- Copier Lease and Usage
Internet and Phone Service	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- Internet and Phone Service
Cell Phone Service	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	- Cell Phone Service
Payroll Services	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Services
Transportation	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- Transportation
IT Services	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Contracted SPED Services
Insurance	26,000	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	26,000	- Insurance
Postal Charges	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	- Postal Charges
Bank Charges	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	- Bank Charges

Supplies & Materials

Textbooks and Instructional Supplies	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	- Textbooks and Instructional Supplies
Education Software	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	- Education Software
Student Supplies	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	- Student Supplies
Faculty Supplies	2,700	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	\$225	2,700	- Faculty Supplies
Library Books	2,964	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	\$247	2,964	- Library Books
Testing & Evaluation	1,875	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	\$156	1,875	- Testing & Evaluation
Student Laptops	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	- Student Laptops
Faculty Laptops	1,200	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	1,200	- Faculty Laptops
Office Supplies	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Office Supplies
Printing Paper	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	- Printing Paper
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Uniforms
Gifts & Awards - Students	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	- Gifts & Awards - Teachers and Staff
Health Supplies	500	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	500	- Health Supplies

Oxton Academy Charter High School
New Charter School Application Budget Template
Year 1 Cash Flow

Facility Related Expenses

Rent	180,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	180,000	-	Rent
Utilities	15,600	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	15,600	-	Utilities
Custodial	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	-	Custodial
Waste	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	-	Waste
Faculty Furniture	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Internet/Network Equipment
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other Equipment
Building Decorum	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Building Decorum
Tenant Improvements	3,000	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	3,000	-	Tenant Improvements
Cafeteria Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Kitchen Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Auditorium Chairs	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	Other
Consulting Services	120,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	120,000	-	Consultant Contract (no cells under Contracted Services)
Non-Profit Director Salary	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-	Director Contract (no cells under Contracted Services)

Other Charges

Staff Recruitment	2,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	2,000	-	Staff Recruitment
Student Recruitment & Community Enga	2,800	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	\$233	2,800	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	2,100	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	2,100	-	Parent Meetings
Authorizer Fee	35,000	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	35,000	-	Staff Meetings
Marketing Company Contract/Website	24,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	24,000	-	Other

Debt Service

Other	72,708	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	6,059	72,708	-	
Other	2,916	243	243	243	243	243	243	243	243	243	243	243	243	2,916	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Total Operating Expenses

	673,563	56,130	56,130	56,130	56,130	56,130	56,130	56,130	56,130	56,130	56,130	56,130	56,130	673,563	-	
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Total Expenses

	#####	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	130,119	#####	-	
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Oxton Academy Charter High School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Annual Revenue Increase	0.00%	10.00%	10.00%	10.00%	10.00%
Cumulative Increase	100.00%	110.00%	121.00%	133.10%	146.41%

State Revenues

Assumption	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Basic Education Program	\$9,000	1,800,000	\$1,980,000	\$2,178,000	\$2,395,800	\$2,635,380	\$9000/student in year 1, with annual revenue increase calculated @ 10% enrollment growth per year
BEP Transportation Component	\$0	-	\$0	\$0	\$0	\$0	TBD
BEP Capital Outlay	\$0	-	\$0	\$0	\$0	\$0	TBD
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Federal Revenues

Title I	\$0	-	\$0	\$0	\$0	\$0	
Title II	\$0	-	\$0	\$0	\$0	\$0	
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	TBD
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

School Activity Revenues

Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Fundraising & Philanthropy

Bank Line of Credit	\$0	-	\$0	\$0	\$0	\$0	TBD
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	

Total Revenues

1,800,000 1,980,000 2,178,000 2,395,800 2,635,380

Compensation

Year 1	Year 2	Year 3	Year 4	Year 5
2023-24	2024-25	2025-26	2026-27	2027-28

Administrative Staff

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
Principal/School Leader	99,910	102,907	105,995	109,174	112,450	
Assistant Principal	82,400	84,872	87,418	90,041	92,742	
Special Education Coordinator	28,840	29,705	30,596	63,028	64,919	
Deans, Directors	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Administrative Compensation	211,150	217,485	224,009	262,244	270,111	

Instructional Staff

Oxton Academy Charter High School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Teachers	288,400	297,052	367,156	504,228	584,274	
Special Education Teachers	28,840	29,705	30,596	31,514	64,919	
Educational Assistants/Aides	-	-	-	-	-	
Elective Teachers	57,680	59,410	61,193	63,028	129,839	
Other (Specify in Assumptions)	57,680	59,410	61,193	126,057	129,839	CTE Teacher
Total Instructional Compensation	432,600	445,578	520,138	724,828	908,871	
Non-Instructional Staff						
Clerical Staff	61,800	63,654	65,564	67,531	69,556	
Custodial Staff	25,750	26,523	27,318	28,138	28,982	
Operations	-	-	-	-	-	
Social Workers/Counseling	-	-	-	-	-	
Other (Specify in Assumptions)	12,618	12,996	13,386	13,787	28,402	
Total Non-Instructional Compensation	100,168	103,173	106,268	109,456	126,941	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	743,918	766,235	850,415	1,096,527	1,305,922	

Employer Benefits & Taxes

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Social Security	46,123	47,507	52,726	67,985	80,967	
Medicare	10,787	11,110	12,331	15,900	18,936	
State Unemployment	20,086	20,688	22,961	29,606	35,260	
Disability/Life Insurance	29,757	30,649	34,017	43,861	52,237	
Workers Compensation Insurance	7,439	7,662	8,504	10,965	13,059	
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	-	-	-	-	-	Medical Insurance is compensated with annual stipend of \$7000
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
TCRS Certified Legacy	-	-	-	-	-	
TCRS Certified Hybrid	29,757	30,649	34,017	43,861	52,237	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	
Total Employer Benefits & Taxes	143,948	148,266	164,555	212,178	252,696	

Operating Expenses

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	Assumption Notes
Annual Expense Increase	0.00%	2.60%	2.60%	2.60%	2.60%	
Cumulative Increase	100.00%	102.60%	105.27%	108.00%	110.81%	
Contracted Services						
Professional Development	\$0	6,000	\$6,156	\$6,316	\$6,480	\$6,649
Financial Services	\$0	6,000	\$6,156	\$6,316	\$6,480	\$6,649
Audit Services	\$0	8,000	\$8,208	\$8,421	\$8,640	\$8,865

Oxton Academy Charter High School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Legal Fees	\$0	5,000	\$5,130	\$5,263	\$5,400	\$5,541
Copier Lease and Usage	\$0	3,600	\$3,694	\$3,790	\$3,888	\$3,989
Internet and Phone Service	\$0	6,000	\$6,156	\$6,316	\$6,480	\$6,649
Cell Phone Service	\$0	2,400	\$2,462	\$2,526	\$2,592	\$2,660
Payroll Services	\$0	3,600	\$3,694	\$3,790	\$3,888	\$3,989
Health Services	\$0	-	\$0	\$0	\$0	\$0
Transportation	\$0	3,600	\$3,694	\$3,790	\$3,888	\$3,989
IT Services	\$0	3,600	\$3,694	\$3,790	\$3,888	\$3,989
Contracted SPED Services	\$0	-	\$0	\$0	\$0	\$0
Insurance	\$0	26,000	\$26,676	\$27,370	\$28,081	\$28,811
Postal Charges	\$0	1,500	\$1,539	\$1,579	\$1,620	\$1,662
Bank Charges	\$0	600	\$616	\$632	\$648	\$665

Supplies & Materials

Textbooks and Instructional Supplies	\$0	8,000	\$8,208	\$8,421	\$8,640	\$8,865
Education Software	\$0	18,000	\$18,468	\$18,948	\$19,441	\$19,946
Student Supplies	\$0	4,000	\$4,104	\$4,211	\$4,320	\$4,433
Faculty Supplies	\$0	2,700	\$2,770	\$2,842	\$2,916	\$2,992
Library Books	\$0	2,964	\$3,041	\$3,120	\$3,201	\$3,284
Testing & Evaluation	\$0	1,875	\$1,924	\$1,974	\$2,025	\$2,078
Student Laptops	\$0	15,000	\$15,390	\$15,790	\$16,201	\$16,622
Faculty Laptops	\$0	1,200	\$1,231	\$1,263	\$1,296	\$1,330
Office Supplies	\$0	2,000	\$2,052	\$2,105	\$2,160	\$2,216
Printing Paper	\$0	1,500	\$1,539	\$1,579	\$1,620	\$1,662
Marketing Materials	\$0	-	\$0	\$0	\$0	\$0
Student Uniforms	\$0	-	\$0	\$0	\$0	\$0
Gifts & Awards - Students	\$0	2,000	\$2,052	\$2,105	\$2,160	\$2,216
Gifts & Awards - Teachers and Staff	\$0	2,000	\$2,052	\$2,105	\$2,160	\$2,216
Health Supplies	\$0	500	\$513	\$526	\$540	\$554

Facility Related Expenses

Rent	\$0	180,000	\$184,680	\$189,482	\$194,408	\$199,463
Utilities	\$0	15,600	\$16,006	\$16,422	\$16,849	\$17,287
Custodial	\$0	4,000	\$4,104	\$4,211	\$4,320	\$4,433
Waste	\$0	4,800	\$4,925	\$5,053	\$5,184	\$5,319
Faculty Furniture	\$0	3,000	\$3,078	\$3,158	\$3,240	\$3,324
Student Furniture	\$0	-	\$0	\$0	\$0	\$0
Internet/Network Equipment	\$0	1,500	\$1,539	\$1,579	\$1,620	\$1,662
Other Equipment	\$0	-	\$0	\$0	\$0	\$0
Building Decorum	\$0	1,500	\$1,539	\$1,579	\$1,620	\$1,662
Tenant Improvements	\$0	3,000	\$3,078	\$3,158	\$3,240	\$3,324
Cafeteria Furniture	\$0	-	\$0	\$0	\$0	\$0
Kitchen Equipment	\$0	-	\$0	\$0	\$0	\$0
Auditorium Chairs	\$0	1,000	\$1,026	\$1,053	\$1,080	\$1,108
Consulting Services	\$0	120,000	\$123,120	\$126,321	\$129,605	\$132,975
Non-Profit Director Salary	\$0	60,000	\$61,560	\$63,161	\$64,803	\$66,488

Other Charges

Staff Recruitment	\$0	2,000	2,052	2,105	2,160	2,216
Student Recruitment & Community Engagem	\$0	2,800	2,873	2,947	3,024	3,103
Parent & Staff Meetings	\$0	2,100	2,155	2,211	2,268	2,327
Authorizer Fee	\$0	35,000	35,910	36,844	37,802	38,784
Marketing Company Contract/Website maint	\$0	24,000	24,624	25,264	25,921	26,595

Debt Service

Other	\$0	72,708	72,708	72,708	72,708	72,708
Other	\$0	2,916	2,992	3,070	3,149	3,231
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-

Oxton Academy Charter High School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Total Operating Expenses	673,563	689,185	705,214	721,659	738,532
Total Expenses	1,561,429	1,603,687	1,720,184	2,030,364	2,297,150

**Oxton Academy Charter High School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary**

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Starting Fund Balance	1,000,000	1,174,897	1,413,469	1,789,782	2,247,598	2,613,035
State Revenues	-	1,800,000	1,980,000	2,178,000	2,395,800	2,635,380
Federal Revenues	-	-	-	-	-	-
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	1,000,000	-	-	-	-	-
Total Revenues	1,000,000	1,800,000	1,980,000	2,178,000	2,395,800	2,635,380
Staffing	63,600	743,918	766,235	850,415	1,096,527	1,305,922
Employer Benefits & Taxes	14,215	143,948	148,266	164,555	212,178	252,696
Contracted Services	60,650	75,900	77,873	79,898	81,975	84,107
Supplies & Materials	112,540	61,739	63,344	64,991	66,681	68,415
Facility-Related Expenses	288,490	394,400	404,654	415,175	425,970	437,045
Other Charges	32,900	65,900	67,613	69,371	71,175	73,026
Debt Service	252,708	75,624	75,700	75,778	75,857	75,939
Total Expenses	825,103	1,561,429	1,603,687	1,720,184	2,030,364	2,297,150
Net Income	174,897	238,571	376,313	457,816	365,436	338,230
Ending Fund Balance	1,174,897	1,413,469	1,789,782	2,247,598	2,613,035	2,951,265

Attachment O

Budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time.

The proposed budget for Oxton Academy is predicated upon a model of financial support for students who require a solid foundation in academic achievements, emotional support, and career pathways. The established cost for curriculum development and delivery is funding for APEX, which is a nationally recognized leader in software that is engaging, rigorous, and perfectly aligned to facilitative instruction. This program also lends a strong measure of support for those students who may have missed credits but are still committed to graduating in their established cohort group. Daily free tutoring will be made available through a creative scheduling model, and students will also be scheduled into a daily class that provides a platform for socialization and self-care activities. Career pathways will be aligned to state and local community need by inclusion of a CTE teacher and partnerships, at no cost to the school, with industry leaders like Hankook and LG who have already granted their support to the school.

Enrollment projections are based on the number of students residing within a seven-mile radius of sites under consideration, and are compounded each year by an annual population growth factor in Clarksville that is projected to average at 27% for the next three years. For purposes of budgeting, the annual anticipated student enrollment growth rate for the first five years of operation is predicated at a conservative 10%, and this growth in enrollment and commensurate revenue does not account for increases in funding which may or may not come through the Governor's current review committee that is exploring changes to the State of Tennessee's BEP funding formula.

The funding sources in this application are categorized into two areas: a bank loan/line of credit of \$1,000,000 to establish Year "0" site reviews, acquisition, lease, and purchasing of furniture, equipment, supplies, as well as staffing needs to open the school on the first day in 2023. A review of state funding and local funding rates has averaged out a BEP of \$9000 per ADM for Clarksville high schools. At this time, other sources of funding such as Capital Outlay funds, ESSER funds, or Title grant funds are not established in the budget because these sources are not yet determined as of this application, and furthermore, the Sponsor has secured enough funding through the bank to provide for all expenditures in this budget narrative that will support the school with state BEP funding alone for the first five years of operation. Any other revenue derived from CSP, E-Rate, Title grants, Capital Outlay, student fees, or private donations will add to the expected surplus and are not necessary for the Sponsor to provide a first-rate education for all students.

The Assumption Notes in Attachment N delineate each line item of anticipated expenses. As aligned with the school breakdown of classrooms, offices, and common areas of the school, as

Attachment O

well as the staffing model for anticipated positions tied to anticipated opening enrollment of 200 students. These expenses are well founded by research of FF&E vendor sources, local staffing salary requirements and related projections, local real estate conditions for leasing space, and enrollment projections that are aligned to anticipated revenues for the first five years. For the facilities rental costs, real estate agents and commercial real estate developers were consulted, and for the size of the building and the facilities contained therein, a 20,000 square foot building would be estimated at \$10/square foot, resulting in an expenditure of \$200,000 per year, without accounting for any incentives from the landlord during the contract negotiation phase.

Oxton Academy will, at a minimum, have the following financial controls in place, as evidenced by the roles and responsibilities outlined for the Sponsor, Governing Board, Principal, Bookkeeper, and outside accounting firms:

- Only one operating bank account will be maintained by the school (others may be maintained by the Board Treasurer as approved by a majority vote of the Board).
- All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two days without being deposited. Two or more people must be involved in cash receipts and deposits.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence. Check signers will not maintain the ledger.
- The Principal and/or Bookkeeper, or their designee, will authorize all expenditures prior to any commitment being made regarding any school funds.
- Expenditures over \$10,000 will require two signing officers on all checks (Principal and Board Chair). Note: Two or more persons are required for the approval of purchases over \$750.
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval by the Principal before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Governing Board and Principal.
- All funds associated with school related activities will be administered through the school office.
- All outside groups with a relation to the school (PTA, Boosters, etc.) will conduct their activities in such a way as to be clearly distinguished from school sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.

Attachment O

- School finance records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by the signing officers.
- All investments will be appropriate for the school, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.
- Bank reconciliations will be prepared monthly by an outside accounting firm and a copy kept on file. Persons who reconcile bank accounts cannot be authorized check signers.
- A balance sheet and Income Statement will be prepared monthly, a printed copy reviewed by the Principal, Bookkeeper, and Governing Board Chair.
- Financial reports for all special interest groups (i.e., Yearbook, Student Government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

The internal control policy of Oxton Academy shall be guided by the following broad principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured and inventoried, and appropriate employees bonded.

Adequate procedures for cash receipts, cash disbursements and record keeping will be in place. Oxton Academy will utilize the services of the Governing Board, Principal, Bookkeeper and accountants to ensure that financial resources are properly managed. The accountants, with their staff of experienced finance and accounting executives, will oversee accounts receivable/payable, payroll processing, employee benefits, bank record reconciliation, monthly and quarterly reports, Sponsor and DOE reporting, insurance requirements, audit preparation, and financial management. Additionally, the Governing Board will approve and/or modify the annual budget, generated by the Governing Board in collaboration with the School Principal, Bookkeeper and accountants, prior to the commencement of every school year.

Day to day management of the school's finances will involve the Principal and Bookkeeper. The Principal and/or Bookkeeper will be responsible for recommending purchases or to identify needed services to maintain the instructional program and physical facility in top condition. Upon identifying a good or service, the Principal and/or Bookkeeper will authorize a purchase order for the procurement of a good or service. The Principal and Bookkeeper will then review the purchase order for budget alignment, if the item is within the budget boundaries it is presented to the Governing Board for approval. Upon the delivery and confirmation of ordered materials or the satisfactory completion of a service, the Principal, Bookkeeper or designee

Attachment O

reviews and approves the packing slip, work order or shipping bill and returns these with any invoice to the Bookkeeper for recordation, filing and payment. This system has proven itself through multiple independent audits as providing for adequate separation of duties and control of the school's finances.

Small, miscellaneous purchases are facilitated through either a small, school-based impressed fund or pre-paid charge cards held by the Principal and Bookkeeper for emergency expenditures. All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the Governing Board, Principal, and Bookkeeper have full visibility on all internal funds, revenue and expenses.

Audit Procurement

On or before April 30, 2024, the School will issue a Request for Proposal for the services of a certified public accounting firm. The qualifications for the firm will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

Oxton Academy will adhere to the audit selection requirements per Tennessee Statute and the Auditor General Requirements and ensure that the Audit Report checklist will accompany the audit in a timely manner according agreed upon for audited and unaudited reports between the Sponsor and the Board in the Charter. The auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting will be considered. The RFP shall include a specification that if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school Governing Boards, the Sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the Chair of the Governing Board within 7 working days after finding the deficit position. A final report shall be provided to the entire Governing Board, the Sponsor, the Department of Education within 14 days of the exit interview.

Outsourcing of Services:

At this time, the Governing Board plans to interview and accept annual contracts for accounting services and payroll services. The choice of vendor for these distinct services will be dependent upon pricing, years of experience in working with education providers, and evidence of success in managing the school requirements for financial controls. Oversight of the services will primarily rest with the Principal and Bookkeeper, with supervision of monthly reports to be a responsibility of the Sponsor and the Governing Board.

Attachment O

The evidence of experience on the team that is establishing the financial foundation of the school and the five-year plan is extensive. Please note the following levels of experience on the team that is at the core of Oxtan Academy:

Marcel Monnar:

As the Founder and President of One on One Learning for over twenty years, Mr. Monnar has managed finances and operations of a growing national tutoring company that employs over 1500 teachers who assist private and charter school students throughout the United States. As Director of the non-profit, One on One Children's Services, he brings these financial resources and expertise to the development of the school's financial development.

Dr. Dana Godek:

Dr. Godek secured and managed millions of dollars in Federal grants for Palm Beach County schools as part of the Superintendent's Executive Team, and in her current role of a Consultant for One on One Children's Services, her expertise is in research and acquisition of grants for school growth. She is currently managing over \$200,000,000 in grant funds for a large charter network and brings that deep level of Federal, State, and local policy knowledge of grants to Oxtan Academy.

Vince Alessi:

Vince Alessi was a 25+ year veteran administrator of the sixth largest school district in the United States in Broward County, FL, as well as a charter school developer and Chief Academic Officer. He served as "boots on the ground" for daily operations of school finances in his career as a principal in at-risk schools. He is a current consultant for One on One, as well as for numerous school districts and charter school operators in securing grants, establishing school budgets, maintaining financial controls, and maximizing school financial resources to leverage success for all students.

Jose Perez de Corcho:

Jose Perez de Corcho, Governing Board Member, is an Executive VP for OSC Insurance Services with financial sector experience for over 30 years. He is a specialty broker and program administrator for financial programs and manages millions of dollars in assets for financial institutions.

If the School finances fall short of projections, the Governing Board will respond to adjust operations and to maintain a sustainable and financially sound financial position. The answer lies in the Board employing several different strategies that will proactively give the school time to

Attachment O

modify school operations to allow for such shortfalls in funding. These strategies will be ongoing in perpetuity to ensure best practices around finance and operations.

The Board will call upon its management team and business services provider to adapt to changes in revenue and/or expenses. The practice of the school will be to enroll students slightly above enrollment limitations to account for natural student attrition during the school year and to maintain “full” enrollment to meet budget projections. Should enrollment figures, or any of the other underlying assumptions in the budget change in the course of a school year, the Board will act in a fiscally responsible manner, adjusting the variable operating expenses to remediate any budget problem that may arise. Operating expense reduction will begin with non-critical educational programs and reductions will be implemented in accordance with the projected cash flows which will include anticipated revenues from grants and sources outside of BEP allocations, including increasing lines of credit from banks.

School expenditures are variable in nature. In the event enrollment or projected revenues are lower than budget, the school will be able to lower its variable expenditures accordingly. The school’s external business services provider will close the books each month and present them to the Board and Administration each month for the previous month. The financial statements will include a month and year to date versus budget and a forecast for the remainder of the year. Shortfalls in cash flow will be exposed early so the school can be proactive in discussing remedies.

In the event of a cash flow issue in Year 1, the school has developed a budget that accounts for a starting balance of +\$170,000, after all expenses in Year 0, that would be utilized to offset such a scenario. Additionally, as noted in preceding paragraphs, cash flow scenarios would be evident in advance by monthly accounting reports that will be examined by the Board each month. A diminishing cash flow situation would trigger the contingency planning noted above for such a situation.

If a high-need student(s) was to enroll at Oxtan Academy, the budget contained herein discloses the budget surplus anticipated for each month of operation. These growing reserves will be more than adequate to address the needs of special needs students until state-adjusted BEP funding would enter the school’s monthly revenue stream.

The Sponsor and the Governing Board of Oxtan Academy are confident in the realistic projections of expenditures and revenues, as well as in the expertise of the team that is leading the school into existence. In establishing finances of the school without the expectation of revenue that may or not be available at the time of the school’s opening, they will avoid a common error in planning charter school budgets for too much revenue that does not materialize,

Attachment O

thereby creating cash flow issues from the inception of the school. This budget is well-founded and constructed for perpetuity of the school and of the academic and personal successes of its students.

Please see next page for Amerant Bank letter.

Attachment O



January 25, 2022

Oxton Academy
Attn: Marcel Monnar

Dear Mr. Monnar:

Based on your long established and satisfactorily handled borrowing, as well as depository relationship with One on One Children's Services Corporation, Amerant Bank, N.A. is committed to supporting the efforts of this not-for-profit organization as it prepares to open its first charter school.

Having reviewed the school's proposed budget and the financials of the corporation, our institution is prepared to initiate the process of a providing a line of credit that One on One may access to address the financial needs of the new school. The bank's commitment to the line of credit would be contingent upon approval of the charter application by the Clarksville Montgomery County School System.

We look forward to our continued banking relationship and trust that we will be able to assist in the growth and service of your organization.

Sincerely,

Oscar Castillo

Oscar Castillo
Commercial Relationship Manager
2500 NW 87th Avenue
Doral, FL 33172
Tel: 786-437-7543
ocastillo@amerantbank.com
www.amerantbank.com

Attachment X (Apex Curriculum and Correlations)

Due to the depth and breadth of these correlations, the following samples reflect only a portion of each subject provided.

Algebra I:

GUIDING QUESTION / LEARNING EXPECTATION	A1.A.SSE.B.	Write expressions in equivalent forms to solve problems.
LEARNING EXPECTATION	A1.A.SSE.B.3.	Choose and produce an equivalent form of an expression to be represented by the expression.
INDICATOR	A1.A.SSE.B.3.a.	Factor a quadratic expression to reveal the zeros of the function. Correlated Activities: Unit 10: Lesson 2: Activity 1: Study: Factoring $x^2 + bx + c$ Unit 10: Lesson 2: Activity 2: Checkup: Practice Problems Unit 10: Lesson 3: Activity 1: Study: Factoring $ax^2 + bx + c$ Unit 10: Lesson 3: Activity 2: Checkup: Practice Problems Unit 10: Lesson 3: Activity 4: Practice: Modeling: Factoring Unit 10: Lesson 5: Activity 1: Study: Factoring and Graphing Unit 10: Lesson 5: Activity 2: Checkup: Practice Problems Unit 10: Lesson 5: Activity 4: Journal: Factoring and Graphing Unit 10: Lesson 6: Activity 1: Review: Factoring Polynomial Unit 10: Lesson 6: Activity 2: Discuss: Just the Factors Unit 11: Lesson 1: Activity 1: Study: Solving Quadratic Equations Unit 11: Lesson 1: Activity 2: Checkup: Practice Problems Unit 11: Lesson 8: Activity 1: Review: Quadratic Equations Unit 11: Lesson 8: Activity 2: Discuss: All Squared Away Unit 15: Lesson 1: Activity 1: Review: Algebra I Semester 2
INDICATOR	A1.A.SSE.B.3.b.	Complete the square in a quadratic expression in the form $ax^2 + bx + c$ to find the maximum or minimum value of the function it defines. Correlated Activities: Unit 11: Lesson 2: Activity 1: Study: Completing the Square Unit 11: Lesson 2: Activity 2: Checkup: Practice Problems Unit 11: Lesson 6: Activity 1: Study: Linear, Quadratic, and Cubic Functions Unit 11: Lesson 6: Activity 2: Checkup: Practice Problems Unit 11: Lesson 6: Activity 4: Practice: Modeling: Linear, Quadratic, and Cubic Functions Unit 11: Lesson 8: Activity 1: Review: Quadratic Equations Unit 11: Lesson 8: Activity 2: Discuss: All Squared Away

CONCEPTUAL STRAND / GUIDING QUESTION	A1.A.APR.	Algebra - Arithmetic with Polynomials and Rational Expressions (A.APR)
GUIDING QUESTION / LEARNING EXPECTATION	A1.A.APR.A.	Perform arithmetic operations on polynomials.
LEARNING EXPECTATION	A1.A.APR.A.1.	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. Correlated Activities: Unit 09: Lesson 2: Activity 1: Study: Adding and Subtracting Polynomials Unit 09: Lesson 2: Activity 2: Checkup: Practice Problems Unit 09: Lesson 3: Activity 1: Study: Multiplying Binomials Unit 09: Lesson 3: Activity 2: Checkup: Practice Problems Unit 09: Lesson 3: Activity 4: Practice: Modeling: Multiplying Binomials Unit 09: Lesson 4: Activity 1: Study: Multiplying Polynomials Unit 09: Lesson 4: Activity 2: Checkup: Practice Problems Unit 09: Lesson 4: Activity 4: Journal: Multiplying Polynomials Unit 09: Lesson 5: Activity 1: Review: Polynomials Practice Problems Unit 09: Lesson 5: Activity 2: Discuss: FOILed Again Unit 15: Lesson 1: Activity 1: Review: Algebra I Semester 2 Exam
GUIDING QUESTION / LEARNING EXPECTATION	A1.A.APR.B.	Understand the relationship between zeros and factors of polynomials.
LEARNING EXPECTATION	A1.A.APR.B.2.	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Correlated Activities: Unit 10: Lesson 5: Activity 1: Study: Factoring and Graphing Unit 10: Lesson 5: Activity 2: Checkup: Practice Problems Unit 10: Lesson 5: Activity 4: Journal: Factoring and Graphing Unit 10: Lesson 6: Activity 1: Review: Factoring Polynomials Practice Problems Unit 10: Lesson 6: Activity 2: Discuss: Just the Factors Unit 15: Lesson 1: Activity 1: Review: Algebra I Semester 2 Exam
CONCEPTUAL STRAND / GUIDING QUESTION	A1.A.CED.	Algebra - Creating Equations (A.CED)

Attachment X (Apex Curriculum and Correlations)

English III

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	<p>Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Correlated Activities: Unit 01: Lesson 2: Activity 05: Discuss: Think It Through, Talk It Out Unit 01: Lesson 4: Activity 02: Review: The American Revolution Unit 02: Lesson 3: Activity 05: Discuss: Think It Through, Talk It Out Unit 02: Lesson 4: Activity 02: Review: Wrap-Up: Romanticism and Transcendentalism Unit 03: Lesson 1: Activity 06: Discuss: Think It Through, Talk It Out Unit 03: Lesson 4: Activity 02: Review: Wrap-Up: The American Narrative Unit 04: Lesson 2: Activity 05: Discuss: Think It Through, Talk It Out Unit 04: Lesson 3: Activity 08: Write: Prepare a Research Project, Part III Unit 04: Lesson 3: Activity 09: Project: Complete Your Assignment Unit 04: Lesson 4: Activity 02: Review: Wrap-Up: Modernism and The American Dream Unit 06: Lesson 3: Activity 05: Discuss: Think It Through, Talk It Out Unit 06: Lesson 4: Activity 02: Review: Modernism and Language Unit 07: Lesson 3: Activity 05: Discuss: Think It Through, Talk It Out Unit 07: Lesson 4: Activity 02: Review: Wrap-Up: Redefining Home Unit 08: Lesson 1: Activity 09: Write: Prepare an Argumentative Speech Unit 08: Lesson 1: Activity 10: Project: Complete Your Assignment Unit 08: Lesson 3: Activity 05: Discuss: Think It Through, Talk It Out Unit 08: Lesson 3: Activity 08: Write: Prepare a Digital Presentation Unit 08: Lesson 3: Activity 09: Project: Complete Your Assignment Unit 08: Lesson 4: Activity 02: Review: Wrap-Up: Fractured Identities Unit 09: Lesson 3: Activity 05: Discuss: Think It Through, Talk It Out Unit 09: Lesson 4: Activity 01: Checkup: Test Prep Skills: Review Strategies Unit 09: Lesson 4: Activity 02: Review: Wrap-Up: The Influence of Science and Technology</p>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	11-12.SL.CC.2	<p>Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.</p> <p>Correlated Activities: Unit 01: Lesson 1: Activity 03: Study: Understand Rhetoric Unit 03: Lesson 2: Activity 08: Write: Prepare Speeches Unit 08: Lesson 3: Activity 08: Write: Prepare a Digital Presentation Unit 08: Lesson 3: Activity 09: Project: Complete Your Assignment</p>
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LEARNING EXPECTATION	11-12.SL.CC.3	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Correlated Activities: Unit 02: Lesson 2: Activity 06: Study: Analyze Poetry Readings Unit 03: Lesson 3: Activity 08: Write: Prepare a Letter to the Editor Unit 03: Lesson 3: Activity 09: Practice: Complete Your Assignment Unit 04: Lesson 1: Activity 07: Study: Analyze the Voices of Faulkner Unit 06: Lesson 1: Activity 02: Read: Interviews about the Great Depression Unit 06: Lesson 1: Activity 03: Study: Understand the Great Depression Unit 07: Lesson 1: Activity 03: Study: Understand A Raisin in the Sun, Part 1 Unit 07: Lesson 3: Activity 01: Study: Understand the Impact of Time Unit 08: Lesson 1: Activity 02: Read: Vietnam Unit 08: Lesson 3: Activity 01: Study: Understand American Indian Literature Unit 09: Lesson 1: Activity 03: Study: Understand Humans and the Environment</p>

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	11-12.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	11-12.W.TTP.3.a.	<p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.</p> <p>Correlated Activities: Unit 03: Lesson 1: Activity 09: Write: Prepare a Narrative Unit 03: Lesson 1: Activity 10: Practice: Complete Your Assignment Unit 03: Lesson 4: Activity 02: Review: Wrap-Up: The American Narrative Unit 06: Lesson 3: Activity 08: Write: Prepare a Description Unit 06: Lesson 3: Activity 09: Practice: Complete Your Assignment Unit 06: Lesson 4: Activity 02: Review: Modernism and Language Unit 08: Lesson 2: Activity 08: Write: Prepare a Description Unit 08: Lesson 2: Activity 09: Practice: Complete Your Assignment Unit 09: Lesson 2: Activity 08: Write: Prepare a Story Summary Unit 09: Lesson 2: Activity 09: Practice: Complete Your Assignment Unit 09: Lesson 4: Activity 02: Review: Wrap-Up: The Influence of Science and Technology</p>

Attachment X (Apex Curriculum and Correlations)

Biology

GUIDING QUESTION / LEARNING EXPECTATION	BIO1.LS2	Ecosystems: Interactions, Energy, and Dynamics
LEARNING EXPECTATION	BIO1.LS2.1.	Analyze mathematical and/or computational representations of population data that support explanations of factors that affect population size and carrying capacities of populations within an ecosystem. Examine a representative ecosystem and, based on interdependent relationships present, predict population size effects due to a given disturbance. Correlated Activities: Semester 1: Unit 05: Lesson 02: Activity 03: Study: Human Population Semester 2: Unit 03: Lesson 02: Activity 01: Study: Population Structure Semester 2: Unit 03: Lesson 02: Activity 03: Study: Population Dynamics Semester 2: Unit 03: Lesson 03: Activity 03: Study: Natural Selection Semester 2: Unit 03: Lesson 03: Activity 05: Practice: Adaptation and Natural Selection Semester 2: Unit 03: Lesson 04: Activity 03: Lab: Natural Selection Semester 2: Unit 04: Lesson 03: Activity 05: Practice: Diversity of Life
GUIDING QUESTION / LEARNING EXPECTATION	BIO1.LS3	Ecosystems: Interactions, Energy, and Dynamics
LEARNING EXPECTATION	BIO1.LS2.2.	Create a model tracking carbon atoms between inorganic and organic molecules in an ecosystem. Explain human impacts on climate based on this model. Correlated Activities: Semester 1: Unit 05: Lesson 01: Activity 01: Study: Water and Oxygen Cycles Semester 1: Unit 05: Lesson 01: Activity 03: Study: Carbon and Nitrogen Cycles Semester 1: Unit 05: Lesson 01: Activity 05: Journal: Your Contribution Semester 1: Unit 05: Lesson 02: Activity 01: Study: Climate Change Semester 1: Unit 05: Lesson 03: Activity 01: Study: Sustaining Resources Semester 1: Unit 05: Lesson 03: Activity 05: Practice: Solutions for the Future
GUIDING QUESTION / LEARNING EXPECTATION	BIO1.LS4	Ecosystems: Interactions, Energy, and Dynamics
LEARNING EXPECTATION	BIO1.LS2.3.	Analyze through research the cycling of matter in our biosphere and explain how biogeochemical cycles are critical for ecosystem function. Correlated Activities: Semester 1: Unit 01: Lesson 02: Activity 01: Study: Themes in Biology Semester 1: Unit 01: Lesson 02: Activity 05: Practice: Themes in Biology Semester 1: Unit 04: Lesson 03: Activity 01: Study: Relationships in an Ecosystem Semester 1: Unit 05: Lesson 01: Activity 01: Study: Water and Oxygen Cycles Semester 1: Unit 05: Lesson 01: Activity 03: Study: Carbon and Nitrogen Cycles Semester 1: Unit 05: Lesson 01: Activity 05: Journal: Your Contribution Semester 1: Unit 05: Lesson 03: Activity 05: Practice: Solutions for the Future
GUIDING QUESTION / LEARNING EXPECTATION	BIO1.LS5	Ecosystems: Interactions, Energy, and Dynamics
LEARNING EXPECTATION	BIO1.LS2.4.	Analyze data demonstrating the decrease in biomass observed in each successive trophic level. Construct an explanation considering the laws of conservation of energy and matter and represent this phenomenon in a mathematical model to describe the transfer of energy and matter between trophic levels. Correlated Activities: Semester 1: Unit 01: Lesson 02: Activity 01: Study: Themes in Biology Semester 1: Unit 04: Lesson 03: Activity 03: Study: Energy in the Food Web
GUIDING QUESTION / LEARNING EXPECTATION	BIO1.LS6	Ecosystems: Interactions, Energy, and Dynamics
LEARNING EXPECTATION	BIO1.LS2.5.	Analyze examples of ecological succession, identifying and explaining the order of events responsible for the formation of a new ecosystem in response to extreme fluctuations in environmental conditions or catastrophic events. Correlated Activities: Semester 2: Unit 03: Lesson 01: Activity 03: Study: Stability and Change in an Ecosystem
CONCEPTUAL STRAND / GUIDING QUESTION	BIO1.ETS.	Engineering, Technology, and Applications of Science (ETS)
GUIDING QUESTION / LEARNING EXPECTATION	BIO1.ETS2.	Links Among Engineering, Technology, Science, and Society
LEARNING EXPECTATION	BIO1.ETS2.1.	Obtain, evaluate, and communicate information on how molecular biotechnology may be used in a variety of fields. Correlated Activities: Semester 2: Unit 02: Lesson 03: Activity 03: Study: DNA Technology Semester 2: Unit 02: Lesson 04: Activity 01: Study: Mutations Semester 2: Unit 02: Lesson 04: Activity 03: Lab: Mutations Semester 2: Unit 02: Lesson 04: Activity 04: Discuss: Mutations
LEARNING EXPECTATION	BIO1.ETS2.2.	Investigate the means by which karyotypes are utilized in diagnostic medicine. Correlated Activities: Semester 2: Unit 02: Lesson 03: Activity 01: Study: Genetic Mutations
LEARNING EXPECTATION	BIO1.ETS2.3.	Analyze scientific and ethical arguments to support the pros and cons of application of a specific biotechnology technique such as stem cell usage, in vitro fertilization, or genetically modified organisms. Correlated Activities: Semester 1: Unit 03: Lesson 03: Activity 03: Study: Cell Differentiation and Stem Cells Semester 2: Unit 02: Lesson 03: Activity 03: Study: DNA Technology Semester 2: Unit 02: Lesson 04: Activity 01: Study: Mutations Semester 2: Unit 02: Lesson 04: Activity 03: Lab: Mutations Semester 2: Unit 02: Lesson 04: Activity 04: Discuss: Mutations

Attachment X (Apex Curriculum and Correlations)

U.S. History (To Civil War)

STRAND / STANDARD / COURSE		CONTEMPORARY ISSUES
CONCEPTUAL STRAND / GUIDING QUESTION		Geography
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will see, understand, and appreciate the web of relationships between people, places, and environments using the knowledge, skills, and concepts within the five themes of geography.
LEARNING EXPECTATION	CI.01.	Explain the five themes of geography (i.e., location, place, human environment and interaction, movement, region). [G] Correlated Activities: Semester 1: Unit 03: Lesson 03: Activity 06: Study: New European Arrivals
CONCEPTUAL STRAND / GUIDING QUESTION		History
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will explore contemporary and historical issues from a global perspective.
LEARNING EXPECTATION	CI.07.	Analyze the relationship between historical facts and historical interpretation. [H, P] Correlated Activities: Semester 1: Unit 01: Lesson 01: Activity 01: Study: The First Americans
LEARNING EXPECTATION	CI.08.	Analyze how causal factors (e.g., cultural differences, boundary disputes, imperialism, and religious conflicts) fostered past and current conflicts. [C, G, H, P] Correlated Activities: Semester 1: Unit 04: Lesson 01: Activity 01: Study: Manifest Destiny
LEARNING EXPECTATION	CI.11.	Analyze the lasting impact of history on contemporary issues (e.g., Treaty of Versailles, Cold War, ethnic cleansing, urbanization, human rights, immigration, modern medicine, etc.). [C, H, P] Correlated Activities: Semester 1: Unit 03: Lesson 03: Activity 06: Study: New European Arrivals Semester 1: Unit 03: Lesson 04: Activity 01: Study: City Culture
CONCEPTUAL STRAND / GUIDING QUESTION		Politics
GUIDING QUESTION / LEARNING EXPECTATION		Overview: Students will analyze and explain how the U.S. government interacts with its citizens and the global community.
LEARNING EXPECTATION	CI.12.	Describe the protections offered by the Bill of Rights and their changing interpretations within American society. [C, H, P] Correlated Activities: Semester 1: Unit 02: Lesson 04: Activity 07: Journal: Your Bill of Rights Semester 1: Unit 03: Lesson 01: Activity 01: Study: The Virginia Presidents Semester 1: Unit 03: Lesson 05: Activity 01: Review: America in the Age of Jackson Semester 1: Unit 05: Lesson 01: Activity 01: Review: U.S. History to the Civil War
LEARNING EXPECTATION	CI.13.	Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations. [C, G, H, P] Correlated Activities: Semester 1: Unit 02: Lesson 04: Activity 07: Journal: Your Bill of Rights Semester 1: Unit 03: Lesson 01: Activity 01: Study: The Virginia Presidents Semester 1: Unit 03: Lesson 05: Activity 01: Review: America in the Age of Jackson Semester 1: Unit 05: Lesson 01: Activity 01: Review: U.S. History to the Civil War
LEARNING EXPECTATION	CI.14.	Examine factors that influence elections, such as political ideologies, media technologies, social media, societal movements, and other factors. [C, H, P] Correlated Activities: Semester 1: Unit 03: Lesson 01: Activity 03: Study: From Regional to Party Politics Semester 1: Unit 03: Lesson 01: Activity 06: Discuss: Evaluating the Two-Party System Semester 1: Unit 03: Lesson 02: Activity 07: Practice: Democrats and Whigs

Attachment X (Apex Curriculum and Correlations)



English

- English Foundations I P F
- English Foundations II P F
- English 6 C
- English 7 C
- English 8 C
- English 9 P C H
- English 9 with Romeo and Juliet P C H
- English 10 P C H
- English 11 P C H
- English 12 P C H
- AP® English Language and Composition A
- AP® English Literature and Composition A
- Creative Writing* C
- Media Literacy* C
- Reading Skills and Strategies* C
- Writing Skills and Strategies* C
- Personal Communication **NEW** C



Science

- Science Foundations P F
- Science 6 C
- Science 7 C
- MS Physical Science C
- Science 8 C
- MS Life Science C
- MS Earth and Space Science C
- Earth Science C H
- Physical Science P C
- Environmental Science P C
- Biology P C H
- Chemistry P C H
- Physics P C H
- The Living Earth P C
- Chemistry in the Earth System P C
- Physics of the Universe P C
- AP® Environmental Science A
- AP® Biology A
- AP® Chemistry A



Math

- Math Foundations I P F
- Math Foundations II P F
- Math 6 C
- Math 7 C
- Math 8 C
- Introductory Algebra C
- Algebra I P C H
- Algebra II P C H
- Geometry P C H
- Mathematics I P C
- Mathematics II P C
- Mathematics III P C
- Precalculus C H
- AP® Calculus AB A
- AP® Statistics A
- Financial Literacy* P C
- Mathematics of Personal Finance C
- Probability and Statistics P C
- Fundamental Math C
- Algebra I-A C
- Algebra I-B C
- Bridge Math C
- Liberal Arts Mathematics 1 P C
- Liberal Arts Mathematics 2 C



Electives

- Computer Science Essentials **NEW** C
- College and Career Preparation I* C
- College and Career Preparation II* C
- Art Appreciation* C
- Music Appreciation C
- Physical Education* C
- Health* P C
- Health Opportunities through Physical Education (HOPE) C
- Multicultural Studies* C
- Sociology* C
- Psychology* C
- Financial Literacy* P C
- Mathematics of Personal Finance C
- Probability and Statistics P C
- Bridge Math C
- Liberal Arts Mathematics 1 P C
- Liberal Arts Mathematics 2 C
- Creative Writing* C
- Media Literacy* C
- Reading Skills and Strategies* C
- Writing Skills and Strategies* C

NAÜ World Languages

- MS Spanish 1** C
- MS Spanish 2** C
- Spanish I P C
- Spanish II P C
- Spanish III C
- AP® Spanish Language and Culture A
- MS French 1** C
- MS French 2** C
- French I C
- French II C
- AP® French Language and Culture** A
- MS German 1** C
- MS German 2** C
- German I** C
- German II** C
- MS Latin 1** C
- MS Latin 2** C
- Latin I** C
- Latin II** C
- MS Mandarin Chinese 1** C
- MS Mandarin Chinese 2** C
- Mandarin Chinese I** C
- Mandarin Chinese II** C



CTE

- Accounting I C
- Accounting II C
- Business Applications* C
- Computer Applications* C
- Human Resources Principles C
- Information Technology Applications* C
- Introduction to Business and Technology C
- Legal Environment of Business C
- Principles of Business, Marketing, and Finance C
- Principles of Health Science C
- Principles of Information Technology C

- P Prescriptive
- C Core
- H Honors
- A Advanced Placement
- + Coming Soon
- * One Semester
- ** Available only through Apex Learning Virtual School (ALVS)

Attachment X (Apex Curriculum and Correlations)



Social Studies

- MS World History C
- MS U.S. History C
- MS Civics C
- MS Contemporary World C
- Geography and World Cultures* C, H
- World History P, C, H
- World History to the Renaissance C, H
- Modern World History from 1450 P, C
- Modern World History from 1600 P, C
- U.S. History P, C, H
- U.S. History to the Civil War* P, C
- U.S. History since the Civil War P, C, H
- U.S. Government and Politics* P, C, H
- Economics* P, C, H
- AP® U.S. History A
- AP® U.S. Government and Politics* A
- AP® Macroeconomics* A
- AP® Microeconomics* A
- AP® Psychology* A
- Multicultural Studies* C
- Sociology* C
- Economics and Personal Finance P, C
- Psychology* C

- P Prescriptive
- C Core
- H Honors
- A Advanced Placement
- ⚡ Coming Soon
- * One Semester
- ** Available only through Apex Learning Virtual School (ALVS)

Apex Tutorials:

Math	English	Science	Social Studies	College Readiness
Math 6 Tennessee	English Language Arts 6 Tennessee	Science 6	MS Contemporary World	ACT®
Math 7 Tennessee	English Language Arts 7 Tennessee	Science 7	MS U.S. History	SAT®
Math 8 Tennessee		Science 8	MS World History	ACCUPLACER®
Algebra I Tennessee	English Language Arts 8 Tennessee	MS Earth and Space Science	MS Civics	High School Equivalency
Algebra II Tennessee	English I Tennessee	MS Life Science	U.S. History and Geography Tennessee	
Geometry Tennessee	English II Tennessee	MS Physical Science		GED®
Integrated Math I Tennessee	English III Tennessee	Biology I Tennessee		HiSET®
Integrated Math II Tennessee	English IV Tennessee			TASC®
Integrated Math III Tennessee				

Tutorials offer personalized learning for every student and real-time insight into their progress and performance against the Tennessee standards. With Tutorials, students can:

- Focus on what they need to learn, not what they already know
- Raise exam scores
- Get college and career ready
- Match district scope, sequencing, and pacing requirements
- Gauge student growth on grade-level and prerequisite skills with real-time data

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: School Principal

QUALIFICATIONS

EDUCATION: An earned master's Degree from an accredited college or university and State of Tennessee Certification in Educational Leadership Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a high school Principal/Assistant Principal. Valid State of Tennessee Certification in Educational Leadership.

REPORTS TO: School Governing Board

SUPERVISES: All Administrative, Instructional, and Non-Instructional staff at the School.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching learning environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES OF THE PRINCIPAL:

LEADERSHIP

- Administer, control, and supervise the instructional program of the school operations and school personnel.
- Encourage teachers and pupils to perform to the best of their ability.
- Interpret the educational program of the school and school system to the community, sponsor, regulators and accrediting bodies, as applicable.
- Provide leadership and direction for all aspects of the school's operation.
- Facilitate frequent communication with parents of the school community.
- Coordinate and adapt school curricular programs and policies to meet learner needs.
- Assume Responsibility for the buildings, grounds, equipment, and supplies of the School, supervise the work of the custodians and maintenance staff; report to the governing board the conditions and needs of the School.
- Develop, implement, and evaluate the School Improvement Plan.
- Keep accurate account of all money paid to the school and record the purpose for which it was paid.
- Supervise and coordinate the budgetary process.
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff.
- Develop and supervise New Teacher programs.
- Compile and prepare all student achievement outcomes.
- Report directly to the Governing Board for all purposes.
- Coordinate, supervise, and conduct the evaluations of all staff.

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- Oversee the School Advisory Council.
- Maintain a positive and productive relationship with the Parent-Teacher Association.
- Supervise all students and staff.
- Coordinate and supervise the testing and assessment program.
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.
- Serve as final arbitrator for serious discipline problems in accordance with Sponsor and Board's policy and state statutes.
- Establish, actively pursue, and monitor a school mission, vision and goals in collaboration with staff, parents, students, and other stakeholders that are aligned with the Board's mission and goals.
- Supervise and coordinate school-wide programs, curricula and course options, including the implementation, maintenance and use of appropriate Learning Management and Student Information systems.
- Supervise and coordinate student registration, scheduling, and master scheduling construction.
- Oversee the grade reporting system.
- Monitor substitute teachers and the class coverage process.
- Supervise school activities and special events, and initiate fundraising activities.
- Establish business partnerships and positive relationships with community leaders.
- Maintain a master schedule of all school activities and events, including extracurricular trips.
- Implement and enforce attendance and tardy policies and procedures for all students in accordance with district and state requirements for school attendance.
- Exercise proactive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and School.
- Demonstrate satisfactory or above performance on the Principal Competencies while performing all duties required by the job description.
- Provide leadership in the implementation of the State Standards,
- Assessment Test (TCAP), EOC exams and other tests designed and adapted to measure student achievement.
- Maintain active involvement in the school improvement planning process with the School Advisory Council by providing resources for decision-making and priority setting.
- Use quality improvement principles and process in daily administration of school.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the instructional program at the assigned school so as to ensure student growth and achievement is continuous and appropriate.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the school's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Communicate effectively both orally and in writing with parents, students, teachers and the

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community.

- Communicate school information, goals, student learning and behavior expectations to stakeholders.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the School campus and at school related activities and events
- Establish procedures in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Provide leadership to involve the school in quality initiatives.
- Establish procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Use effective communication techniques with students, teachers, parents and stakeholders.
- Communicate, through proper channels, to keep Board of Directors informed of impending problems or events of an unusual nature.

INFORMATION & ANALYSIS

- Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improvement of instruction.
- Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the school.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Access, analyze, interpret and use data in decision-making.
- Use key information such as benchmarks and comparison data in the analysis of results to effectively measure performance.
- Make data accessible to all stakeholders

STRATEGIC PLANNING

- Develop long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the Board.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Communicate overall School Improvement Plan requirements to all staff so each employee can understand how the goals and plans relate to his/her work.
- Allocate resources consistent with implementation of the School Improvement Plans.
- Utilize a systematic process for collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.
- Direct the development of the master schedule and assign teachers according to identified needs.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Oversee the selection and acquisition of instructional materials and equipment
- Collect input and analyze data to develop goals.
- Set high goals and standards for self, others and the organization.
- Provide recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Facilitate a program of family and community involvement.

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- Develop positive relationships with students, parents, teachers, and the community.
- Work with parents to resolve complaints or concerns.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.
- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES

- Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention and provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel.
- Establish job assignments, supervise all assigned personnel, and conduct performance assessments.
- Delegate responsibilities to appropriate staff members.
- Make difficult personnel decisions according to policy when necessary including dealing with ineffective teacher or other staff performance concerns.
- Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Analyze data and information to plan staff development and to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage development of personnel through staff development, in-service and other developmental activities that are linked to student achievement gains and the school improvement plan.
- Facilitate the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment
- Build a school community and environment, which supports learning and growth for everyone toward realization of the school's mission.
- Participate in Governing Board management meetings and other activities to enhance professional development.
- Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification.
- Review current developments, literature and technical sources of information related to job

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responsibility.

- Use team approaches in solving problems and improving processes and providing frequent feedback to those involved in improvement efforts.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

OPERATIONS

- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers.
- Access Sponsor and community resources to meet school needs.
- Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Show positive trends in the achievement of improvement goal results in the areas of Operation, business practices (efficiency) and customer satisfaction.
- Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.
- Establish and manage student accounting and attendance procedures at the assigned school.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Coordinate and manage the extracurricular student activities and funds at the assigned school.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.
- Monitor the custodial program at the school to ensure a safe, clean, and healthy, learning environment.
- Coordinate plant safety and facility inspections at the assigned school
- Supervise transportation services at the assigned school.
- Coordinate the school food service program at the assigned school including the free and reduced food service requirements.

TERMS OF EMPLOYMENT: 12-month (246 days) salary and benefits shall be paid consistent with the School's compensation plan.

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: Assistant Principal

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution.

Certifications: Valid Tennessee Certification in Educational Leadership, Administration, Administration & Supervision, School Principal or Professional School Principal at the appropriate grade level for the school.

EXPERIENCE

REQUIRED: Three (3) years teaching experience at a high school site, demonstrated ability to communicate effectively in both oral and written forms.

PREFERRED: Three (3) years of leadership experience at a high school site.

REPORTS TO: School Principal

SUPERVISES: Instructional and Non-instructional Personnel as assigned by the principal.

POSITION GOAL: To assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community.

SKILLS AND ABILITIES: The Assistant School Principal will effectively perform the performance responsibilities using the following skills and abilities:

- Demonstrate the knowledge and practice of current educational trends, research and technology
- Understand the unique needs, growth problems and characteristics of school students
- Read, interpret and implement the appropriate state and federal statutes and policies, Sponsor's Policies and school board policies and procedures
- Train, supervise and evaluate personnel
- Demonstrate effective communication and interaction skills with all stakeholders
- Use group dynamics within the context of cultural diversity and be knowledgeable of accountability and effective school concepts.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Assistant School Principal shall:

LEADERSHIP

- Assist the principal in providing leadership and direction for all aspects of the school's operation.
- Assist in establishing and monitoring a school mission and goals that are aligned with the board's mission and goals.
- Exercise proactive leadership in promoting the vision and mission of the Board's Strategic Plan
- Model and maintain high standards of professional conduct while setting high standards and expectations for self, others, and school.
- Maintain an active involvement in the school improvement planning process.

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- Use quality improvement principles and processes in daily administration of school.
- Anticipate difficult situations and develop plans to handle them.
- Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn.
- Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.
- Build teams to accomplish plans, goals and priorities.
- Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Assist in developing and maintaining a safe school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school related activities and events.
- Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.
- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Assist with establishing and monitoring procedures for an accreditation program and monitor standards to ensure they are met.
- Provide for the articulation of the school's instructional program among school personnel.
- Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.

INFORMATION & ANALYSIS

- Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.
- Address the diverse needs of the school population consistent with the Board's Strategic Plan.
- Analyze and use data for decision-making or to improve actions, plans and process.
- Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.
- Access, analyze, interpret and use data in decision-making.
- Use benchmarks and comparison data in the analysis of results and make data accessible to all stakeholders.

OPERATIONS

- Assist with establishing and managing student accounting and attendance procedures at the school.
- Assist with managing and supervising the school's financial resources including the school's internal accounts.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.

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- Assist with coordinating plant safety and facility inspections at the school.
- Assist with the supervision of all extracurricular programs at the assigned school.
- Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.
- Perform other tasks consistent with the goals and objectives of this position as assigned by the principal.

STRATEGIC PLANNING

- Assist with facilitating and coordinating the development of the School's Improvement Plan.
- Set high goals and standards for self, others and the organization.
- Assist in communicating overall School Improvement Plan requirements to all staff so they can describe how the goals and plans relate to their work.
- Assist in the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals.
- Develop the master schedule and assign teachers according to identified needs.
- Assist in allocating resources consistent with the implementation of the School Improvement Plan.
- Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.
- Assist with facilitating the horizontal and vertical articulation of curriculum within the school.
- Assist with providing recognition and celebration for student, staff, and school accomplishments.

COMMUNITY ENGAGEMENT

- Develop positive relationships with all stakeholders (students, parents, teachers, community)
- Assist with facilitating a program of family and community involvement.
- Serve as arbitrator for serious discipline problems in accordance with School policies, board and Sponsor's policies and state statutes.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Assist in promoting/marketing the school and its priorities to the community.
- Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.
- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Assist in supervising the implementation of the school's student services (including guidance, health services, and attendance) and related areas.
- Take appropriate reporting and/or referral actions whenever abuse situations are recognized.
- Assist in providing leadership to support community involvement programs and business partnerships at the school level.
- Assist in directing and developing the recruitment of Business Partners to benefit the school and community.
- Assist with the development of activities with business partners that promote student achievement.

HUMAN RESOURCES

- Assist in analyzing data and information to plan staff development to accomplish school goals.
- Assist with providing staff development opportunities and feedback to school personnel.
- Assist with the development and implementation of an effective staff development program.
- Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.

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- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.
- Delegate responsibilities to appropriate staff members.
- Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.
- Assign tasks and supervise personnel in task accomplishment including special projects.
- Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention;
- Provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Assist with interviewing and selection of qualified personnel to be recommended for appointment.
- Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.

TERMS OF EMPLOYMENT: 11-month (216 days) salary and benefits shall be paid consistent with the School's compensation plan.

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: Secondary Guidance Director

QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution.

Certifications: Valid Tennessee Certification in Guidance and Counseling.

EXPERIENCE

REQUIRED: Three (3) years experience as a high school guidance counselor, demonstrated ability to communicate effectively in both oral and written forms and computer skills as required for the position.

PREFERRED: A master's degree with two (2) years of teaching experience at a high school site and bilingual skills.

REPORTS TO: School Principal

SUPERVISES: Guidance Counselors as assigned by the principal.

POSITION GOAL: To implement a process to help students discover and develop their best talents leading to attainment of a high school diploma and career opportunities for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Guidance Director shall:

- Conduct weekly meetings with the guidance counselors and occupational specialists (as hired).
- Coordinate the school level pupil personnel services with community and employment services.
- Coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs.
- Administer evaluation instruments to research the effectiveness of an on-going guidance program; administer a guidance counselor work schedule with facilitates parents, student and teacher conferences.
- Serves as guidance and instructional liaison between students/parents and instructional staff
- Select, distribute and provide professional development materials to teachers and guidance counselors for use in-group guidance activities.
- Act as a resource person to all curriculum areas including career education and drug education.
- Organize a counseling schedule, which provides for educational counseling for course selection and other needs by students
- Assemble and maintain up-to-date information concerning educational and occupational possibilities.
- Publish a curriculum guide for all students and parents on course selections.
- Organize periodic parenting education and support sessions.
- Provide professional development for the register.
- Assists in dispute resolution with students and/or their parents
- Serves as School's BRACE advisor
- Coordinate the exceptional education program with regard to staffing and placement of students.

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- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.
- Follow federal and state laws, as well as Governing Board policies.

TERMS OF EMPLOYMENT: 11-month (216 days) salary and benefits shall be paid consistent with the School's compensation plan.

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: Secondary Guidance Counselor

QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution.

Certifications: Valid Tennessee Certification in Guidance and Counseling.

EXPERIENCE

REQUIRED: One (1) year of successful experience as a high school guidance counselor, demonstrated ability to communicate effectively in both oral and written forms and computer skills as required for the position.

PREFERRED: Two (2) years of teaching experience at a high school site and bilingual skills.

REPORTS TO: School Principal via Guidance Director

POSITION GOAL: To implement a process to help students discover and develop their best talents leading to attainment of a high school diploma and career opportunities for personal happiness and social usefulness.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The School Guidance Director shall:

- Meet with teachers to present and explain the results of various testing programs.
- Assist teachers in effective utilization of test results.
- Counsel students on personal, academic and vocational problems and notify parents as necessary.
- Establish small group counseling sessions.
- Provide materials and suggestions for classroom oriented guidance activities.
- Identify community and school system resources and when advisable, refer student situations to the proper agencies.
- Arrange student, parent and teacher conferences.
- Keep records of conferences and send reports, within the limits of confidentiality, to the principal,
- Provide educational counseling to students prior to the scheduling of classes.
- Gather information from all faculty members having contact a student being considered for referral.
- Assemble and maintain up-to-date information concerning educational and occupational possibilities.
- Monitor academic performance of those students that have been assigned
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Principal.
- Follow federal and state laws, as well as Governing Board policies.

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TERMS OF EMPLOYMENT: 10-month (196 days) salary and benefits shall be paid consistent with the School's compensation plan.

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: Exceptional Student Education (ESE) Program Specialist

QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited institution and Appropriate State of Tennessee Teaching Certifications in Exceptional Student Education.

EXPERIENCE REQUIRED: A minimum of five (5) years of combined successful work experience, which includes a minimum of two (2) years teaching experience in the field of Exceptional Student Education. Computer skills as required for the position.

PREFERRED: Preferred master's degree major in Secondary Education, or related field.

SUPERVISES: Teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor Exceptional Student Education curriculum and Individual Educational Plans (IEP) and/or Gifted Student Educational Plans (EP) for students who have been assigned to the Special Education/Gifted program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Program Specialist shall:

- Coordinate the development of ESE Program curriculum guides and performance objectives for all grades at the school.
- Coordinate the identification, assessment and placement of students in the Special Education/Gifted program.
- Coordinate the ordering of materials, software and equipment needed to implement the Special Education/Gifted program.
- Develop and assist the implementation the school's Special Education/Gifted program.
- Facilitate Annual Reviews of the IEP including a review of student progress within the existing IEP and creation of new IEP goals
- Coordinate and attend SST and IEP meetings and communicate with parents.
- Coordinate testing for Special Education/Gifted program and monitor student IEPs.
- Update student files as necessary
- Work with principals, teachers and personnel in the Special Education/Gifted program.
- Coordinate the internal and external evaluation to maintain an effective feedback monitoring system in coordination with Program Evaluation.
- Coordinate activities with early intervention programs to provide services for special education students.
- Serve as a consultant on the matters pertinent to the Special Education/Gifted program.
- Assist with interviews of potential Special Education/Gifted program teachers.
- Participate successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.

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- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) month (196 days) salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: English for Speakers of Other Languages (ESOL) Teacher/Coordinator

QUALIFICATIONS

EDUCATION: An earned Bachelor's degree from an accredited institution and Appropriate State of Tennessee Teaching Certifications in ESOL.

EXPERIENCE REQUIRED: Two (2) years teaching experience in the field of ESOL and/or bilingual education. Computer skills as required for the position.

PREFERRED: Preferred master's degree major in Secondary Education, or related field.

SUPERVISES: ESOL Teachers, teachers and clerical personnel, as assigned.

POSITION GOAL: To develop, implement, coordinate and monitor ESOL curriculum and ELL Plans for students assigned to the ESOL program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Serve as staff contact person for the ESOL program.
- Work with administration, teachers and personnel in the ESOL program, as directed.
- Oversee/assist staff, as directed, in meeting the needs of the School's ELL population
- Coordinate the ordering of materials and equipment needed to implement the ESOL program, as directed.
- Assist to implement the school's ESOL program.
- Assist with coordination of identification, assessment and placement of students in the ESOL program.
- Assist with the coordination of the CELLA testing.
- Be responsible for developing and updating Student ELL Plans, as directed.
- Maintain a record of parental contact and ESOL Program Records Folder.
- Convene LEP Committee meeting, as applicable, including to determine the reason(s) for the student's lack of progress.
- Convene an ELL Committee to recommend appropriate alternative interventions, including, but not limited to discussion over possible re-entry into the ESOL Program, as applicable.
- Coordinate, with input from classroom teacher(s) and any other applicable staff, Post program reviews to follow-up on former ELLs once they have exited the program.
- Update student LEP folders
- Coordinate activities with early intervention programs to provide services for limited-English proficient students.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.

TERMS OF EMPLOYMENT: Ten (10) month (196 days) salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.

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JOB DESCRIPTION

POSITION TITLE: Reading Resource teacher/Reading Coach (PT)

QUALIFICATIONS

EDUCATION: An earned bachelor's degree from an accredited institution and Appropriate State of Tennessee Teaching Certifications in elementary and/or secondary education, ESE, or reading; must hold a Reading Endorsement.

EXPERIENCE REQUIRED: A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience as a reading teacher/coach. Computer skills as required for the position.

PREFERRED: Preferred master's degree in reading and bilingual skills.

POSITION GOAL: Meet the educational needs of Ascend Career Academy students by assisting secondary level teachers and students in the implementation of the Secondary Reading Programs.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Reading Resource Teacher/Reading Coach shall:

- Contribute the expertise needed to prepare the school's reading program.
- Work with the school's curriculum person in planning and implementing the basic skills remediation program as determined by the School Leadership.
- Provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.
- Assist the school staff in organizing and managing reading skills as an integral part of all subject areas.
- Provide professional development for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction.
- Participate in Professional Learning Community effort with classroom teachers.
- Interpret the reading program for both parents and the community.
- Ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training and recommend steps to address those needs.
- Ensure that site initiatives align with School, District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback.
- Meet with and tutor small groups of students as needed during advisement time.
- Perform and promote all activities in compliance with equal employment and nondiscrimination policies of the Governing Board.
- Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Review current developments, literature and technical sources of information related to job responsibility.
- Perform other duties as assigned by the principal or designee.

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TERMS OF EMPLOYMENT: Per contract with salary and benefits to be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.

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JOB DESCRIPTION

POSITION TITLE: Teacher

QUALIFICATIONS

EDUCATION: Bachelor's degree from an accredited college or university;
Certifications: Valid Tennessee certification in the assigned subject area(s).

PREFERRED: Two (2) years of successful classroom teaching experience in the appropriate subject area(s). master's degree in the subject area(s) assigned. ESOL certification or endorsement.

REPORTS TO: Principal

POSITION GOAL: To create and maintain a positive online classroom environment that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and the use of technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students.

SKILLS AND ABILITIES: The teacher shall:

- Possess knowledge of curriculum and Tennessee State Standards for the assigned subject area.
- Be able to adapt, design and implement online curriculum to meet the needs of the individual students.
- Be able to suggest online educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.
- Be able to use observation techniques for identification, ongoing re-evaluation and planning for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES - The teacher shall:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21st century at the professional and eventually the accomplished level
- Demonstrate knowledge and understanding of the subject matter
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Assist the administration and staff to develop and implement a school-wide behavior management system aligned to the Board's policies and procedures.
- Provide supportive classroom management and academic strategies to teachers, students, and parents.
- Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

DEMONSTRATE INITIATIVE

- Demonstrate efficiency.
- Demonstrate punctuality.
- Demonstrate consistent attendance.

ATTACHMENT Y

- Review current developments, literature and technical sources of information related to job responsibility.
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs.
- Initiate opportunities for professional development.
- Provide supplemental and differentiated instruction and intervention as-is necessary.
- Respond to all teacher, parent and student communications within 24 hours.
- Follow through on commitments made to teachers, parents and students.
- Ensure that student records (e.g. grades in electronic grade book) are accurate and updated and that parents have timely access to this information.
- Ensure that parents are kept updated through interim reports, phone calls, announcement boards and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to work assignments.
- Pursue further education and supplemental credentials.

UNDERSTAND AND EMPLOY A VARIETY OF EDUCATIONAL TECHNOLOGIES, STRATEGIES, AND TEACHING STYLES

- Employ differentiated instructional strategies to maximize learning.
- Deliver content in a blended learning approach.
- Use student data to help inform instructional strategies
- Consistently maintain portfolios (dating and ordering each piece).
- Demonstrate mastery in effective teaching and learning strategies.

SERVE AS ROLE MODELS FOR STUDENTS AND FUTURE TEACHERS

- Adhere to The Code of Ethics of the Education Professional in Tennessee
- Serve as Role model using the state competency checklist.
- Administer student surveys twice yearly.
- Promote problem-solving skills and character education.
- Promote and enforce school policies and rules
- Demonstrate oral and written proficiency
- Demonstrate oral and written proficiency and adhere to standards of etiquette of online communications in adherence with school policies.

ADVISE PARENTS

- Keep parents updated through interim reports, report cards, phone calls, and notes home.
- Encourage and facilitate parental and community involvement promoting student achievement.
- Document parent phone calls, conversations, and conferences.
- Work as partners to create behavior modification plans and create Progress Monitoring Plans (PMP) for students.
- Maintain flexibility and frequent contact with parents about student progress and school events.

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics and available student data.
- Establish, maintain, assess, and (if needed) modify individual student progression plans.

ATTACHMENT Y

- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs.
- Assist in data collection and preparation of reports including individualized educational plans of instruction for students.
- Provide individual, or small group tutoring and/or other academic assistance as assigned.

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS, STUDENTS AND PARENT/GUARDIANS

- Interact with maturity and professionalism among administration, staff, students, parents/guardians at all times.
- Take initiative to implement projects, programs, and/or compensate for shortcomings within your classroom and/or the school environment.
- Take an active role as a leader or member of a Professional Learning Community (PLC).
- Exhibit congeniality among co-workers, students, and parents.
- Communicate effectively and professionally both orally and in writing and adhere to standards of etiquette of online communications in adherence with school policies.
- Show assertiveness - delegate when necessary to help others help you.
- Be a team player while respecting others differences.
- Separate professional and personal spheres.
- Be flexible - always have a back-up plan.
- Be willing to help where help is needed.
- Proactively keep parents updated through interim reports, phone calls, announcement boards and emails.
- Document parent phone calls, conversations, conferences and electronic communications.

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports (keeping one in permanent file and sending one home to parents)
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Maintain up-to-date lesson plans within the guidelines of the school's curriculum.
- Complete and maintain files of all report cards, interim reports, and county test records.
- Take immediate action if there is any question that a student has violated any of the schools policies or rules, and notify the Principal immediately if bullying or cyber-bullying is suspected
- Follow safety requirements of the School at all times.
- Keep dangerous objects/all toxic substances (e.g. knives, ammonias, medicines, etc.) out of the reach of students at all times
- Follow appropriate medication guidelines for all students
- Participate in fire and other such safety drills as applicable

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings, conferences and orientations.
- Plan and participate in special events.
- Perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) month (196 days) salary and benefits shall be paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's annual contract with possible opportunities to extend the work calendar if requested.

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: Registrar/Clerk

QUALIFICATIONS

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program. A well-rounded knowledge of clerical methods, procedures, and business office practice; must be computer literate. Bilingual skills preferred. Computer skills as required for the position. The hiring administrator may specify preferred, appropriate additional qualifications as may be related to the job.

EXPERIENCE: One (1) year of previous school and/or work experience with demonstrated expertise and ability to perform various procedures and applications of a repetitive and routine nature following standard practices.

REPORTS TO: Administrator/Principal or designee

POSITION GOAL: To perform a wide variety of clerical duties with respect to registering students, processing and maintaining student records, and otherwise working with student schedules and data in a responsible and accurate manner.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Registrar shall:

- Follow instructions and established policies and procedures to perform specialized registrar duties referring questionable matters to the Guidance Director.
- Process required forms and information to enroll new students and discuss the process with students and parents.
- Maintain cumulative folders and permanent record cards in a secure manner.
- Prepare various lists and reports in regard to student ranking, grade averages, graduation, reassignments, etc.
- Receive and mail transcripts and other requested records, as authorized, and prepare related correspondence.
- Process withdrawal and transfer of students and verify that student obligations are settled.
- Assist in determining credits and corresponding grade levels.
- Review students' immunization forms to verify adherence to governmental requirements.
- Interact effectively with the general public, staff members, students, teachers, parents, and administrators, using tact and good judgment.
- Operate standard office equipment such as any generation of typewriter, calculator, microcomputer, word processor, etc., as well as equipment developed or advanced from future technology as required by the job.
- Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment.
- Perform other duties as assigned by the administrator/principal or designee.

TERMS OF EMPLOYMENT: Nine (9) to Eleven (11) months, hourly

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: Administrative Assistant

QUALIFICATIONS

EDUCATION: A high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program. Supplemental coursework in business, computer skills and other related coursework is preferred. Previous working knowledge within a school system, to include terminology, acronyms, laws that affect students, and organizational structures, is highly desirable.

EXPERIENCE REQUIRED: A minimum of two (2) years previous related work experience and/or training is also required, with three to five years preferred.

REPORTS TO: Principal and/or Assistant Principal

POSITION GOAL: To support the Principal in performing clerical and administrative functions for the school.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Administrative Assistant:

- Composes and types correspondence, meeting agendas and subsequent minutes, makes copies, prepares packets and information for Principal and meeting participants.
- Organizes and maintains electronic filing systems for retrieval and historical storage.
- Prepares complex reports and summaries requiring specialized knowledge and strict confidentiality.
- Conducts research, compiles data and prepares documents for consideration by Principal and others as requested.
- Answers and screens telephone calls, arranges conference calls and online meetings and presentations and takes and delivers messages.
- Reads, analyzes and routes mail, including emails, faxes, and other documents.
- Arranges and coordinates travel schedules and reservations.

SKILLS AND ABILITIES: The Administrative Assistant shall:

- Be proficient in spreadsheet, word processing, presentation, email, and data management software packages in a Microsoft Office environment.
- Have the ability to perform work accurately and thoroughly within time-sensitive deadlines.
- Maintain the ability to deal proactively with work-related problems.
- Possess the ability to demonstrate conduct conforming to a set of values and accepted standards and in alignment with the School's policies and procedures.
- Have organizational skills and be able to follow a systematic method of performing most functions.
- Demonstrate strong time-management skills.
- Have the ability to read and comprehend instructions, correspondence, and memos.
- Possess strong verbal and written communication skills.
- Be able to maintain confidentiality and handle sensitive materials and information.
- Have the ability to listen well, get clarification, and respond positively to questions and directions and treat everyone in a courteous and professional manner.

ATTACHMENT Y

- Maintain the willingness to follow policies and procedures.

TERMS OF EMPLOYMENT: 11-month (216 days) salary and benefits shall be paid consistent with the School's compensation plan with the School's option to extend to 12-month (246 days).

ATTACHMENT Y

JOB DESCRIPTION

POSITION TITLE: Clinical Nurse, Coordinated Student Health Services (PT)

QUALIFICATIONS

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned associate degree from an accredited institution.
- A minimum of five (5) years, within the last nine (9) years, of experience and/or training in a field related to the title of the position.
- Degree major in nursing or health related field, including but not limited to public health, health care leadership, nutrition, social work, or psychology.
- Current licensure as a registered nurse by the State Board of Nursing.
- Valid Cardiopulmonary Resuscitation (CPR) or Basic Life Support (BLS) certification, updated according to the American Heart or American Red Cross Association Standards.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned bachelor's degree from an accredited institution.
- Three (3) years, within the last seven (7) years, of experience and/or training in a field related to the title of the position.
- Experience in pediatric or school health nursing.
- Bilingual skills.

POSITION GOAL: Ensure that health services provided to students are delivered in accordance with state law, professional nursing standards and Board policies and procedures by providing case management oversight, staff/student training and coordination of care.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Clinical Nurse, Coordinated Student Health Services shall carry out the performance responsibilities listed below:

- Provide child specific staff training, maintain staff training data base, and monitor performance to ensure the school staff is familiar with and can respond appropriately to the needs of students with chronic health conditions.
- Maintain systems to ensure that paraprofessionals and school staff providing child-specific health procedures are properly trained and monitored.
- Assist with instruction on training on health issues.
- Review and update teaching materials used for school staff training on chronic health conditions.
- Participate in the assessment and evaluation of students with chronic health conditions and make recommendations to schools regarding health needs of students.
- Participate in the development of the student's Individualized Education Plan or 504 Plan.
- Collaborate with Exceptional Student Education staff at the school level to ensure the delivery of appropriate health related services, in accordance with the student's Individualized Education Plan or 504 Plan.
- Collaborate with students' healthcare providers in assessing, planning, implementing and evaluating students' health needs in school.

ATTACHMENT Y

- Review documentation of care provided to students with health conditions and maintain data collection of medication administered and special health procedures performed during school hours, as required.
- Support the implementation of student support systems which promote family participation.
- Provide orientation for newly hired school board nurses providing services for students with chronic health conditions.
- Solicit and respond to input from staff, schools, parents and community in reference to school health, to ensure service delivery meets or exceeds expectations.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The Oxton Academy
- Participate in the training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state laws, as well as Board policies.
- Perform other duties as assigned by the immediate supervisor or designee.
- Clinical Nurse, Coordinated Student Health Services, (cont.)

TERMS OF EMPLOYMENT: Part-Time based on need with salary and benefits paid consistent with the Board's compensation plan. Length of work year and hours of employment shall be those established by the Board as stipulated in employee's contract with possible opportunities to extend the work calendar if requested.

Attachment Z
Samples from the FCPCS Evaluations Systems

Classroom Teacher Performance Evaluation

**Florida Consortium of Public Charter Schools
Classroom Teacher Performance Evaluation**

Teacher's Name: _____ Subject: _____ Date: _____
 School/Campus: _____ Grade Level(s): _____ Time: From _____ to _____

The FCPCS Classroom Teacher Performance Evaluation is a formal evaluation system for classroom teachers that is aligned to the *Florida Educator Accomplished Practices (FEAP)*, *Class Board of Education Rule 6A-5.067*. When conducting this evaluation, the evaluator should enter a rating for each indicator, based on evidence collected over the designated period of time. The evaluator will refer to the Evaluation Rubric to determine an appropriate rating for each indicator. Each domain will have a total score. At the completion of the evaluation, the *Annual Performance Rating* will be generated.

Rating Scale:

- 4 - **Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- 3 - **Effective:** The teacher is demonstrating the identified teacher competencies most of the time.
- 2 - **Needs Improvement or Developing:** "Developing" rating is for teachers in their first three years only. The teacher is inconsistent in demonstrating the identified teacher competencies.
- 1 - **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Classroom Teacher Performance Evaluation

Domain A Indicator	Instructional Design and Lesson Planning	Rating 1-4
A.1	Align instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequence lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Design instruction for students to achieve mastery.	
A.4	Select appropriate formative assessment to monitor learning.	
A.5	Use diagnostic student data to plan lessons that address the needs of all students.	
A.6	Develop learning experiences that require students to demonstrate and apply a variety of skills and competencies.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Insert the total in the right. (Maximum score for this domain is 24.)	

Domain B Indicator	The Learning Environment	Rating 1-4
B.1	Organize, allocate, and manage the resources of time, space, and attention to ensure an optimal learning environment and maximize student learning.	
B.2	Convey high expectations to all students through verbal interactions with students, lesson delivery, and required student work products.	
B.3	Motivate student learning, provides immediate, explicit feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrate respect for all students' cultures, backgrounds and diversity.	
B.5	Model clear, acceptable and and writes communication skills.	
B.6	Manage individual and class behavior effectively through a well-planned management system.	
Total Score	Assign each indicator a rating of 1-4. To calculate the total score for this domain, add the points in the rating column. Multiply the total score by 2. Insert the total in the right. (Maximum score for this domain is 48.)	

Florida's Charter Support Organization Since 1999

Domains & Indicators	Performance Levels/Criteria			
	Unsatisfactory	Needs Improvement/ Developing	Effective	Highly Effective
	1	2	3	4
A. Instructional Design and Lesson Planning				
A.3 Designs instruction for students to achieve mastery.	<ul style="list-style-type: none"> Learning outcomes for students are minimal. Lessons require trivial or low-level learning, or include only low-level activities. They do not include appropriate methods of assessment. Learning experiences are poorly aligned with the instructional outcomes and do not demonstrate a coherent structure. The experiences are suitable for only some students and are not designed to allow students to achieve mastery of standards. 	<ul style="list-style-type: none"> Lessons and activities are of moderate rigor and are suitable/appropriate for only some students. Lessons consist of a combination of activities and goals, some of which include effective methods of assessment. The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in moderate learning. Lesson or units have recognizable structures and reflect partial understanding of students' instructional needs and knowledge of appropriate resources and assessment methods to utilize. 	<ul style="list-style-type: none"> Instructional outcomes are stated as goals that reflect high-levels of learning and require mastery of curriculum standards. Activities are suitable for most students in the class and address the needs of different learners. Assessment methods allow students to demonstrate mastery of standards in a variety of ways. A variety of methods and resources are used to design a series of learning experiences aligned to instructional outcomes and suitable for diverse groups of students. Lessons or units have a clear structure and are likely to engage most students in significant learning, as demonstrated by a variety of assessment techniques included in lessons. 	<ul style="list-style-type: none"> Instructional outcomes are stated as goals that reflect rigorous instruction and require students to demonstrate a deep knowledge and understanding of standards. Instructional methods and learning outcomes take into account the needs of individual students. A variety of resources are used to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students, and likely to engage all students in significant learning. Lessons or units have a clear structure and are likely to engage all students in significant learning, as demonstrated by a variety of assessment techniques included in lessons. A rich mixture of basic and advanced content and skills are taught to promote maximum student learning.

Attachment Z
Samples from the FCPCS Evaluations Systems

The FCPCS Classroom Walkthrough Tool


CLASSROOM WALKTHROUGH TOOL

Name of Teacher: _____ Classroom/Subject: _____ Date: _____

Directions: Select Domains to be observed by checking the appropriate box (A-D). Rate each Indicator using symbols below:

+ demonstrated effectively
 / did not demonstrate or demonstrated ineffectively
 blank not able to observe during visit

A. Instructional Design and Lesson Planning	Evidences	Rating
<ul style="list-style-type: none"> Teacher plans rigorous lessons that are aligned to state standards Teacher develops lessons that are sequential, logical, and assess required prior knowledge Teacher develops student-centered lessons that are designed to achieve student mastery of standards and skills Teacher selects appropriate formative assessments that are aligned to concepts taught Teacher uses student data to plan lessons that address individual student needs Teacher develops lessons that allow students to demonstrate a variety of skills and competencies 		
Comments/Questions:		
<i>Review lesson plans and lesson design</i>		
<ul style="list-style-type: none"> Teacher effectively manages resources, time, and space in the class to ensure maximum student learning Teacher conveys high expectations for all learners through words, actions, and required student work products Teacher provides feedback and adapts activities to meet the different needs and diversity of all learners Teacher demonstrates a positive respect for students' cultures, backgrounds, and diversity Teacher models clear, acceptable oral and written communication skills Teacher enforces appropriate student behavior by consistent enforcement of a well-planned management system 		
Comments/Questions:		


CLASSROOM WALKTHROUGH TOOL

C. Instructional Delivery and Facilitation	Evidences	Rating
<ul style="list-style-type: none"> Teacher delivers relevant, engaging and challenging lessons that deepen and enrich students' understanding and learning Teacher clearly communicates learning goals and instructional procedures to ensure student understanding Teacher addresses gaps in student understanding of the content and differentiates instruction to meet learners' needs Teacher responds to misconceptions during the lesson and adjusts the lesson as necessary to clarify material presented Teacher integrates subject content with other disciplines and makes lessons relevant to real-life experiences Teacher uses higher-order questioning techniques and problem-solving activities to promote critical thinking 		
Comments/Questions:		
<ul style="list-style-type: none"> Teacher uses data from a variety of assessments to diagnose students' learning needs and to drive instruction Teacher analyzes formative and summative assessment in the appropriate depth that match the learning standards Teacher summarizes a variety of assessment to measure student progress and learning goals of each student Teacher applies assessments and testing conditions to accommodate students' learning styles and various needs Teacher shares assessment data with students and parents through a variety of methods Teacher uses technology to aggregate student assessment data and uses it effectively to drive instruction 		
Comments/Questions:		
<i>Data review meetings</i>		
Target Goals for Next Observations:		
Next classroom visit is scheduled for week of: _____		
Signatures below confirm that observer and teacher had a face-to-face feedback session to review and discuss this form.		
Teacher's Signature: _____	Date: _____	
Administrator's Signature: _____	Date: _____	

School-Based Administrator Evaluation Tool

Florida Consortium of Public Charter Schools
School-Based Administrator Evaluation

Administrator's Name: _____ Date: _____

Directions for Evaluator: Examine all sources of evidence for each of the ten Florida Principal Leadership Standards (FPLS), F.A.C. 6A-5.080. Review the indicators for each standard and provide a rating of 1-4 next to each indicator (using the Administrator Evaluation Rubric). Each domain will have a rating and the ratings will be added to generate an Annual Performance Evaluation.

Rating Scale: Unsatisfactory = 1 Needs Improvement = 2 Effective = 3 Highly Effective = 4

DOMAIN 1: STUDENT ACHIEVEMENT		
Standard 1	Student Learning Results	Rating
1.1	Ensure that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula	
1.2	Ensure that student learning results are witnessed by the student performance and growth on statewide summative, standards-based summative, district and school-based assessments that are implemented in accordance with Section 1000.21, F.S., and other indicators of student success adopted by the school	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	
Standard 2	Student Learning as a Priority	Rating
2.1	Enable faculty and staff to work in a system focused on student learning	
2.2	Maintain a school climate that supports student engagement in learning	
2.3	Generate high expectations for learning growth by all students	
2.4	Engage faculty and staff in efforts to close the performance gaps among student subgroups within the school	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	
DOMAIN 2: INSTRUCTIONAL LEADERSHIP		
Standard 3	Instructional Plan Implementation	Rating
3.1	Implement the Florida Initiative Accomplished Practices (Final 6A-5.061, F.A.C.) through a common language of instruction	
3.2	Engage in data analysis for instructional planning and improvement	
3.3	Communicate the relationships among academic standards, effective instruction and student performance	
3.4	Implement the district's adopted curricula and state-adopted academic standards in a manner that is rigorous and culturally relevant to the students and school	
3.5	Ensure the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula	
Total	<i>To calculate the rating for this Standard, add the total points in the "rating" column.</i>	


 Florida Charter School Expansion Since 1999

4 Domains, 10 Standards, and 50 indicators

FCPCS Administrator Evaluation Handbook pgs. 19-23

Attachment Z
Samples from the FCPCS Evaluations Systems

School-Site Monitoring Tool

Florida Consortium of Public Charter Schools School-Site Monitoring Tool (Aligned to the Florida Principal Leadership Standards)				
Standard	Indicator	Rating	Comments	
		D ND		
Domain I: Student Achievement Student Learning Results	Ensures that the school's curriculum is aligned to the state standards.			
	Ensures that student learning is assessed and that the data is used to drive instruction.			
	Maintains a system that minimizes teacher/staff distraction from student learning.			
	Maintains a student-centered climate of learning.			
	Sets high expectations for all students, teachers, and staff.			
Domain II: Student Learning as a Priority	Engages all staff in the closing of student performance gaps.			
	Explains the Florida Educator Accomplished Practices to teacher teachers and holds them accountable by these standards.			
	Stresses the importance of data-driven instruction.			
	Communicates the relationship between academic standards, effective instruction, and student performance.			
	Ensures that all assessments are high quality and aligned to the state standards.			
Domain III: Instructional Leadership Instructional Plan Implementation	Establishes a school-wide focus on student and professional learning.			
	Monitors and evaluates the effectiveness of instruction, provides timely and helpful feedback based on findings.			
	Sets high expectations for all personnel.			
	Creates a staff culture of continuous learning and professional development tied to broader school goals.			
Domain III: Instructional Leadership Faculty Development				
Rating Key: D = Demonstrated ND = Not Demonstrated				
Domain I: Student Achievement Student Learning Results	Promotes teacher-leadership functions.			
	Develops and cultivates relationships between the school and the stakeholders.			
Domain IV: School Effectiveness Professional Learning	Demonstrates a willingness to admit error and learn from the errors committed.			
	Demonstrates explicit performance improvement in areas previously identified as needing improvement.			
Rating Key: D = Demonstrated ND = Not Demonstrated				

