



The Road to College Begins in Kindergarten

East End Preparatory School Addendum Application, to add grades 6-8



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GENERAL INFORMATION

NAME OF PROPOSED CHARTER SCHOOL: East End Preparatory School K-8

CHARTERING AUTHORITY FOR PROPOSED CHARTER SCHOOL: MNPS Davidson County

SPONSOR/SPONSORING AGENCY: Martha O'Bryan Center

THE SPONSOR IS A NOT-FOR-PROFIT ORGANIZATION WITH 501(c)(3) STATUS: Yes

MODEL OR FOCUS OF PROPOSED SCHOOL: High School & College Preparation

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Marsha Edwards, CEO; Jim Leckrone, School Leader

MAILING ADDRESS: 1460 McGavock Pike, Nashville, Tennessee 37216-3225

PRIMARY TELEPHONE: (615) 630-7470 **ALTERNATE TELEPHONE:** (615) 254-1791

EMAIL ADDRESS: medwards@marthaobryan.org; jleckrone@eastendprep.org

NAME OF PROPOSED SCHOOL LEADER (if any): Jim Leckrone

REPLICATION APPLICATION: No

Projected Year of School Opening: 2017

ASSURANCES

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will 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
7. Will, at all times, maintain all necessary and appropriate insurance coverage.


Signature


Printed Name of Authorized Signer


Title of Authorized Signer

East End Preparatory School K-8 Addendum Application

SECTION ONE: ACADEMIC PLAN DESIGN AND CAPACITY

Chapter One: Mission and Goals

Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measureable terms what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

Describe the vision and goals of the proposed school and how they will help achieve the school's mission.

Mission: East End Preparatory prepares scholars for college degree completion and success in the competitive world beyond, through academic excellence and cultivating habits of the mind that promote strength of character and intellect.

Vision: Success is not only defined by academics, but by holistic child development. East End Preparatory's approach combines excellence in academics, character and virtues, the arts, and sports to provide an unmatched education in preparation for college and beyond.

East End Preparatory provides all scholars the academic, social-emotional, character, and leadership skills necessary to successfully transition to high school, complete a four-year college degree and experience life and career success. Founded as a K-5 school, we are proposing adding grades 6-8 to continue our impact in East Nashville, to strengthen continuity, provide specific middle school transitional services (i.e., high school preparation), and support scholars continued academic and social-emotional development through the middle school years. Our experience is consistent with our core belief that all scholars can succeed at the highest level, regardless of background or socio-economic status.

East End Preparatory families are driving this amendment, by actively requesting a K-8 experience where all scholars work urgently towards rigorous, academic and social-emotional learning goals. Throughout our school's history, East End Preparatory parents have engaged in their children's education and in return have demanded that their investment be deepened by a quality middle school experience. Because the peak of early adolescent maturity takes place between ages 11-14, our proposed K-8 model will foster a safe and supportive environment for all scholars during their middle school years.

East End Preparatory will create a positive and transformative pathway to MNPS high schools, including Stratford STEM Magnet High School, Maplewood High School, and Hunters Lane High Schools—where 70% of our families are zoned. In addition to our high level academic program, our 6th-8th grade course offerings will provide scholars with a myriad of social-emotional guidance and extracurricular experiences to serve as preparation for the MNPS Academies of Nashville. In addition to courses in Art, Music, and Physical Education, we will offer other enrichment opportunities throughout the school day and through our after-school Discovery Program, such as book club, chess, coding, dance, drama, entrepreneurship, and Spanish. Scholars will experience each course at a baseline level starting in 6th grade and will hone specific areas to explore deeply by 8th grade.

Goals: By adding grades 6-8, East End Preparatory will build on the strong foundation built through our K-5 academic program—high expectations for scholars, high-quality and research-based curriculum, and rigorous, differentiated instruction for every scholar. We believe that with a warm, joyful school culture and rigorous academic instruction, every scholar will succeed on a high level; this belief drives our work.

Our core academic program will continue to prioritize Reading, Writing, Math, Science, and Social Studies with an increased emphasis on integrating reading and writing into all content courses. Our emphasis on true differentiation will continue as we provide personalized learning plans for all K-8 scholars. These personalized learning plans will continue to emphasize and transfer ownership of learning to our scholars. In practice, this means scholars will take on increased responsibility to understand their individual learning goals, taking ownership of the action steps they must take to progress further. In 2nd grade, you might hear an East End Preparatory scholar say, “I’m on a STEP level 6, and I am working on my comprehension skills to get to a STEP 7.” As we expand to 8th grade, ownership of learning will be driven by scholars as they “begin with the end in mind,” demonstrating increased focus on independence, self-management, and student-driven learning. As early as 6th grade, classrooms will take the “flipped” approach where teachers are truly facilitators and scholars are driving the learning process. This is the goal of our gradual release model for both academics and social and emotional development.

How the mission and vision of this school will meet the prescribed purposes for charter schools found in TCA 49-13-102.

As required by TCA § 49-13-102, our goals ensure that our school will meet or exceed the minimum state standards. Our academic, organizational, and school-specific goals align with our mission to create an academically rigorous program that addresses the needs of the whole child. Academically, these goals will be above the average district performance and will demonstrate growth from one year to the next. Culturally, scholars will embody leadership-driven virtues that contribute to their overall ownership of their academic and social-emotional growth and development. Our goals and objectives will be met when all scholars perform at or above grade level as determined by assessment aligned with Common Core and TN State Standards and the successful completion of the 6th-8th grade social-emotional learning standards, as stated in our High School Readiness Framework (detailed Chapter Three: Academic Focus and Plan). These goals and objectives will be met through strong accountability measures for all East End Preparatory stakeholders, including scholars, teachers, leadership, families, and board members.

In support of our strong emphasis on family engagement in development of the whole child, East End Preparatory will continue to create opportunities to work with families to make a positive impact on the academic and character development of every child. For scholars to develop the knowledge, skills, and character to excel in higher education, work, and life, our school community creates personalized learning experiences to further their academic and social-emotional growth. East End Preparatory currently offers regular family workshops, grade level family nights, academic family nights, monthly whole-school community celebrations, and quarterly celebrations of academic growth. These gatherings are designed to highlight the contributions of all scholars, including special education scholars and others who haven’t had opportunities to be publicly recognized for their efforts. East End Preparatory staff communicates with families regularly through weekly grade level newsletters, regular phone calls and meetings, online parent portal (Kickboard), twice a year parent teacher conferences, and through our inclusive school culture that encourages parent volunteering and visits. We also receive feedback for continuous improvements from families.

How the mission and vision of this school addresses any priorities set by the chartering authority.

East End Preparatory mission and vision are specifically aligned with the priorities of Metropolitan Nashville Public Schools (MNPS), as outlined in *Education 2018: Excellence for Every Student*. Since 2011, our results demonstrate we have been successful in closing the achievement gap for a diverse student population. Our focus on high expectations for all scholars, personalized learning, collaboration and teamwork, high-quality instruction, and social-emotional learning supports ensures that we impact students regardless of their background or potential barriers. All truly means all at East End Preparatory.

East End Preparatory and its management organization, Martha O'Bryan Center sees itself as an integral part of the positive improvement in MNPS. The District's priorities of high academic performance across all scholar populations, emphasizing diversity, quality teaching, and effective leadership, are also our priorities. *Education 2018: Excellence for Every Student* priorities and strategies are evident and live throughout our current K-5 school and will continue to guide us as we add grades 6-8, as outlined below.

- **Academic Performance (closing achievement gap):** East End Preparatory ensures our scholars are exposed to the most rigorous and college ready curriculum delivered by high quality properly trained and supported teachers anchor our strong academic program. Our academic results are strong and outlined in this chapter and throughout the document.
- **Social-Emotional Learning:** East End Preparatory is driven by the principle that whole child education is paramount to setting up our scholars for long term success. By focusing on character strengths, habits of success, and leadership, our program provides the structures necessary to drive true social-emotional learning and character development in our scholars.
- **Personalized Learning:** East End Preparatory recognizes that every scholar has unique learning styles, challenges, and motivators. Starting with the Personalized Learning Plan developed at the beginning of the school year with each family and scholar, every scholar at East End Preparatory is provided a holistic education tailor made for their individual needs and challenges. We will also provide each 6-8 scholar with a laptop to help facilitate the personalized learning plan.
- **Diversity:** East End Preparatory believes that diversity is a key element in providing a well-rounded social and cultural education to complement the rigorous academic program. Regarding our 6-8 expansion, we have set goals and plans to ensure our student population continues to mirror the growing diversity that is Metropolitan Nashville.
- **Collaborative Culture:** East End Preparatory embraces a collaborative culture. In addition to our internal culture of collaboration and open feedback, we have developed partnerships with many local schools and have an "open door" policy for sharing and collaborating on best practices. Our School Leader, Jim Leckrone, participates in the Public Schools Collaborative and always looks for opportunities to partner with MNPS through leader collaboration and teacher level collaboration.
- **Quality Teaching:** East End Preparatory's hiring process prioritizes getting the best teachers in the classrooms across the board. Our continuous professional development, collaboration, and coaching model ensure that the great teachers we hire are provide the support to continue to develop and grow to achieve professional greatness, further impacting student achievement.
- **Equity and Excellence:** East End Preparatory believes all students have the right to and deserve an excellent education regardless of their zip code, background, and challenges. For example, as referenced in *Education 2018 Equity and Excellence*, it is critical that economically disadvantaged students have access to digital learning content. With our one-to-one laptop model focused on providing students with access not only to online programs but videos of their own teachers teaching lessons, we ensure students and families have access in and out of school.
- **Transformational Leadership:** Leadership development is a key component of our continuous learning professional environment. At East End Preparatory, each leader is taken through a professional growth plan each year. Leaders are coached and supported in leadership development throughout the year to ensure transformational leadership is cultivated, supported, and developed.

Specific barriers and/or school needs that may impact student achievement. Explain how your school will help students overcome those specific barriers.

Children develop in context of their environment, as embodied in family dynamics, school setting, and neighborhood culture. MNPS serves a majority of low-income economically disadvantaged students, and at this juncture, East End Preparatory is 86% economically disadvantaged. We expect our K-8 population to continue to reflect this trend. East End Preparatory collaborates with sponsor agency Martha O'Bryan

Center and its extensive family and community support system to help low-income scholars overcome barriers to student achievement. Through 120 years of service, Martha O'Bryan Center has developed a deep understanding that a child's well-being and growth cannot be addressed successfully without the engagement of the whole family. To be successful, innovative, and organizationally capable, Martha O'Bryan Center has structured its mission, historically and currently, around education and employment. These elements are the two most important drivers against entrenched and circumstantial poverty. While offering a wide array of cradle-to-career services, Martha O'Bryan Center's primary resources, time, and talents are focused on children being successful in school and parents being gainfully employed. Communities and families cannot be healthy without all these elements working together. Fortunately, East End Preparatory is able to use Martha O'Bryan Center's support system to serve all scholars and families. Martha O'Bryan Center's services join family, community, and schools to support better education and employment opportunities for our city's most at-risk individuals.

Early Learning Paired with Parent Education

- **The Early Learning Center** operates six safe and nurturing classrooms where students six weeks to five years old begin a cycle of success that lasts a lifetime.
- **Tied Together** provides families with strength-based parent education supports, helping them build skills to support their child's physical and social-emotional health.

Expanded Educational Opportunities

- **East End Preparatory School (K-5)** fosters a college-bound culture and helps students cultivate scholarship, citizenship, and leadership.
- **Explore! Community School (K-8)** uses a project-based curriculum to help students foster a love for learning, build critical thinking skills, and master academic content.
- **Reading Achievement Program** delivers one-on-one and small-group literacy and math tutoring services to elementary and middle school students at nine sites.
- **THRIVE Youth Development** provides year-round out-of-school time programming to prepare elementary and middle school students for high school, college, and career.

Pathways to College

- **Academic Student Unions** provide academic, social-emotional, college access, and enrichment resources to 1,000 students at Stratford High and Maplewood High.
- **Post-Secondary Success** provides first-generation college students with transitional coaching, mentorship, and linkage services, to ensure retention and attainment.
- **Adult Education** offers an alternative pathways to high school graduation for out-of-school youth and adults, helping them build foundational skills for college and career.

Employment Training and Placement

- **Chapter Two** provides work readiness/college-to-career supports for in-school and out-of-school youth ages 16-24. Staff conducts job skills training workshops, helps students build career pathways, and assists students with securing job placements.

Wrap-Around Family Supports

- Our **Family Support Team** provides intensive, short-term supports to families in crisis, helping them stabilize their lives and outline long-term solutions.
- Our **Family Resources Center** is a network of 18 public, private, and govt agencies that provides Cayce families with services that increase stability and well-being.
- **Meals on Wheels** delivers hot, nutritious meals to homebound community members, to ensure health and independence.
- Our **Emergency Food Bank** provides hunger relief to residents throughout the 37206 zip code, feeding nearly 6,000 families each year.
- **Joyful Noise** is a community-driven fellowship services that gives all Cayce families the opportunity to build relationships in the heart of their neighborhood.

Sponsoring agency Martha O'Bryan Center realizes there has to be a deep sense of trust and affinity to engage resident voice in a marginalized community, along with specific action-oriented goals. Since 2000, residents have voiced "children being successful in school" as their number one priority for neighborhood transformation. Deep community engagement lies at the heart of our work in the Martha O'Bryan Center and at East End Preparatory.

One of the strongest indicators for a child's graduation from high school or college is the socioeconomic status of his or her family.¹ In 2007, 17% of 16-24 year-olds from the lowest family income quartile dropped out of school. Nowhere is the opportunity gap between affluent and poor children more visible than in Cayce Place Homes, and other low income communities within Madison, Antioch, Buena Vista, Napier, and the eastern beltway of Nashville. Youth from these neighborhoods are zoned for elementary and middle schools that are over 80% economically disadvantaged and scored Cs, Ds, or Fs in all core subjects assessed by the Tennessee Comprehensive Assessment Program. Most East End Preparatory scholars are zoned to attend Stratford STEM Magnet High, Maplewood Comprehensive High, and Hunter's Lane Comprehensive High, all of which are over 80% economically disadvantaged and scored an average of 16.2 on the ACT assessment (*TN Department of Education Report Card, 2014*).

In Hart and Risley's landmark 2004 study, "The Early Catastrophe", they found that a child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family.² Termed the "30 Million Word Gap", this deficit has a lasting impact on students' developmental and academic success. By prioritizing literacy across our curriculum, providing double literacy blocks during middle school years, and facilitating an extended school day, we give students ample direct literacy instruction while providing a variety of literacy-focused out-of-school time opportunities, like book clubs, spoken word poetry, and song-writing.

¹ Dunn, C., D. Chambers, and K. Rabren. "Variables Affecting Students' Decisions to Drop Out of School." *Remedial and Special Education* 25.5 (2004): 314-23. Web.

² Hart, B. & Risley, T.R. "The Early Catastrophe." *Education Review*, 77.1 (2004): 100-118.

Over the past five years, the MNPS percentage of English Language Learners has risen from 9.2% to 14.3%. While East End Preparatory's current English Language Learner population is 4.2%, we anticipate this population will eventually mirror the district at large, with English Language Learners representing approximately 15% of our student population, as our future recruitment efforts will target areas with high populations of English Language Learners. According to Dr. Rebecca Callahan, author and Professor of Curriculum and Instruction at University of Texas, English Language Learners are twice as likely to drop out of school as peers who are either native English speakers or former English Language Learners who have become fluent in the language.³ We will overcome the barrier of limited English proficiency using a variety of research for effective instruction of English Language Learners.⁴

Our approach will also encompass the families of English Language Learners, providing family literacy resources and ongoing educational opportunities to ensure the concepts and language skills taught at East End Preparatory will also be reinforced at home.

We are also very aware of the barriers faced by students with special needs. At East End Preparatory we use an inclusion model that defines success by the accomplishments of all scholars in our learning environment, including those with IEPs. We provide a system of supports that will meet the academic, social, and physical needs of students with disabilities and work to make sure students and families do not feel that they need to go elsewhere to succeed.

Research also shows that the social-emotional effects of living in poverty can inhibit scholars' ability to learn and socialize appropriately.⁵ East End Preparatory's robust leadership, character development, and social-emotional program helps students overcome these challenges and succeed academically, socially, and emotionally, in school and in life. Scholars living in high poverty communities, they often experience a number of other barriers to success that extend beyond academics. This includes lack of access to transportation, enrichment activities, technology, and other necessities most of us take for granted. An essential part of our work will be utilizing wrap-around services to counter the effects of poverty. We are uniquely positioned to do this, as sponsor agency Martha O'Bryan Center has extensive experience providing support services that meet both scholar and family needs. This includes, but is not limited to services such as Adult English, HiSET, Computer Literacy, and Citizenship classes as well as counseling, career development, and crisis intervention. East End Preparatory will continue our "whatever it takes" approach to education and family engagement to ensure the highest levels of success for our scholars, families, and community partners.

What the school will look like when it is achieving its mission.

When walking through the halls of East End Preparatory today, one sees scholars who are joyful, connected, and on task. They love the school and their teachers. As we add grades 6-8, we will continue to make school a place of excitement and beauty, where all scholars are supported and encouraged through critical adolescent years. Middle school students will be academically confident and on grade

³Callahan, Rebecca M. "The English Learner Dropout Dilemma: Multiple Risks and Multiple Resources." *California Dropout Research Project Report #19* (2013), Santa Barbara, CA: University of California.

⁴Honingsfeld, A., and Audrey Cohan. "The power of two: Lesson study and SIOP help teachers instruct ELLs." *Journal of Staff Development*. 29(1): 2008, 24-28; Short, D.J, Fidelman, C.G., and Mohammed Louguit.

"Developing Academic Language in English Language Learners through Sheltered Instruction." *Tesol Quarterly*, 46(2): 2012, 334-361; Hansen-Thomas, M. "Sheltered Instruction: Best Practices for ELLs in the Mainstream." *Kappa Delta Pi Record*, 44(4): 2008, 165-169.

⁵Jensen, Eric. *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It*. Alexandria, VA: ASCD, 2009. Print.

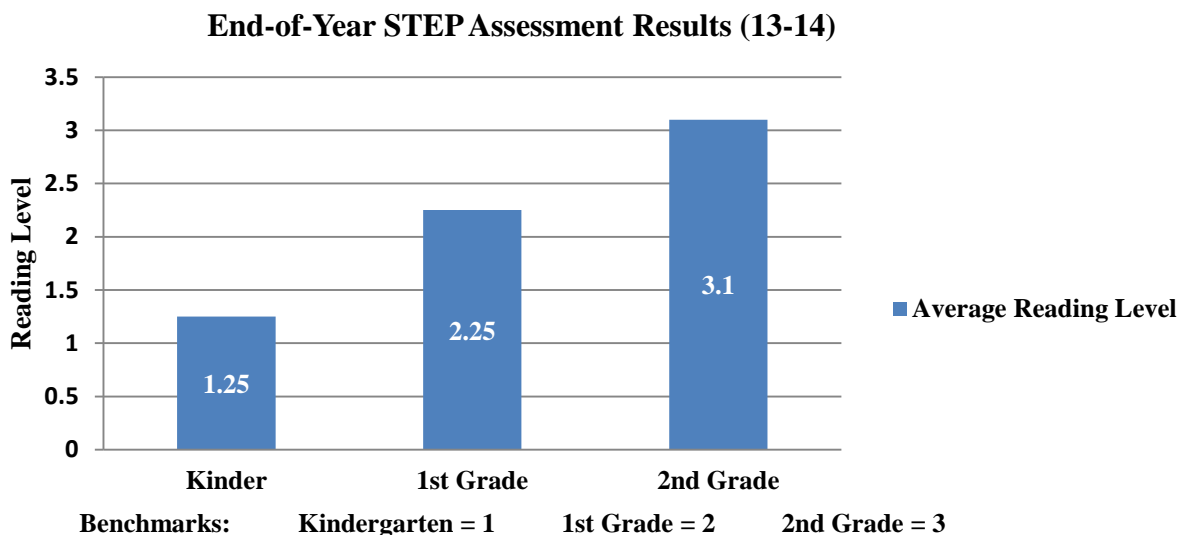
level. Eighth graders will transition to high school as critical thinkers and sound decision-makers, prepared to engage with the multitude of opportunities our high school academy system makes possible.

In accordance with the priorities set out in *MNPS's Education 2018: Excellence for Every Student* report, East End Preparatory emphasizes personalized learning, through which students achieve and become empowered. Scholars will go beyond tests and build out their own personal academic and career interests. Our model combines quality, data-driven instruction with support from transformational, continuously improving leadership to produce increased rates of student success throughout the Stratford, Maplewood, and Hunters Lane clusters. We will partner with high schools in all of these regions, to ensure seamless high school transitions for graduating 8th graders.

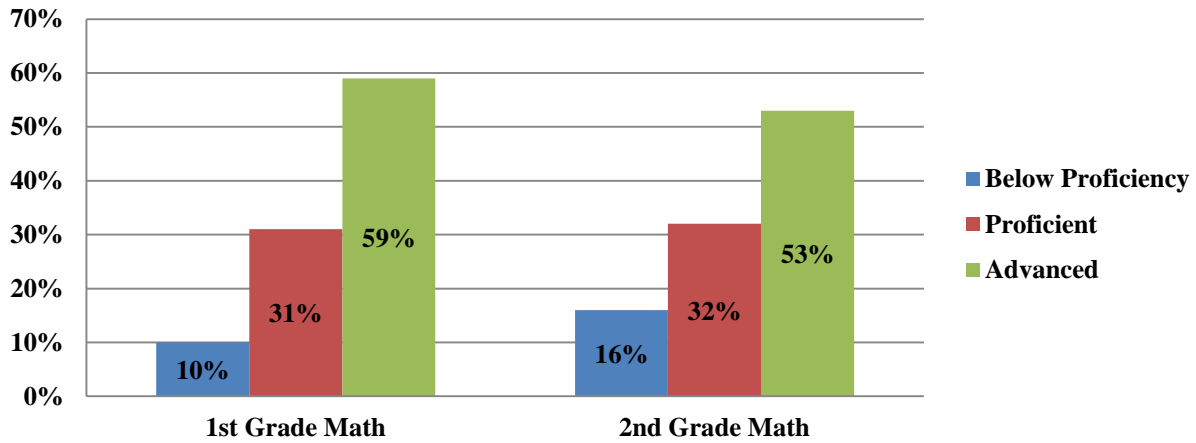
East End Preparatory has consistently produced results that exceed national averages for overall achievement and growth.

- In the 2013-2014 school year, K-2 scholars averaged above grade level reading proficiency. Furthermore, 90% of 1st grade scholars and 85% of 2nd grade scholars performed proficient or advanced on the nationally-normed, standardized MAP assessment in math.
- In the 2012-2013 school year, K-1 scholars exceeded the national average in all four assessed content areas (Reading, Math, Science, and Social Studies). In Kindergarten, this included grade-level equivalent performances of a mid-year 1st grader in Reading and a mid-year 2nd grader in math. In 1st grade, the end-of-year grade level equivalent for all four content areas was at or above a 2nd grade level.
- In the 2011-2012 school year, students achieved between 12-40% growth on the Stanford 10 Achievement Test Series between baseline (October) and end-of-year (May) testing dates.

East End Preparatory - Year Three Results (2013-14)

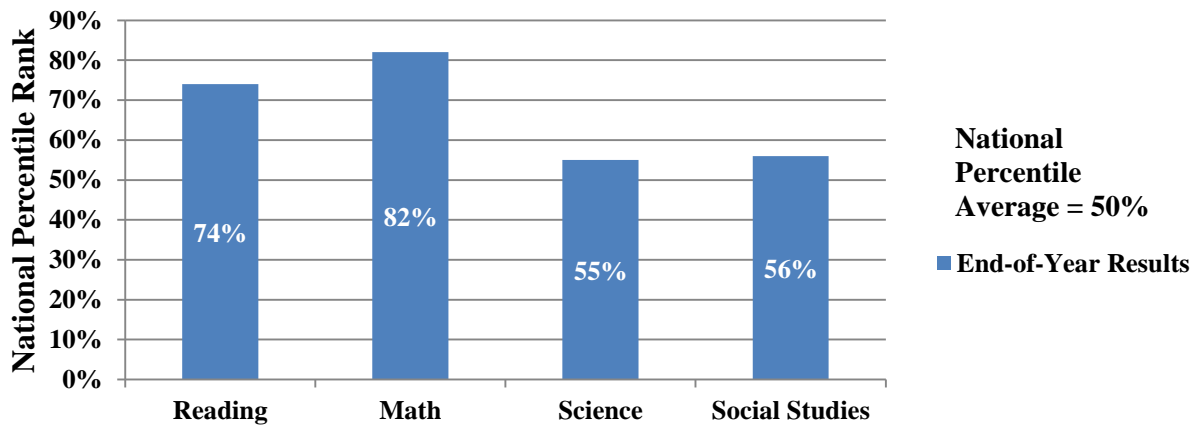


End-of-Year MAP Assessment Results (13-14)



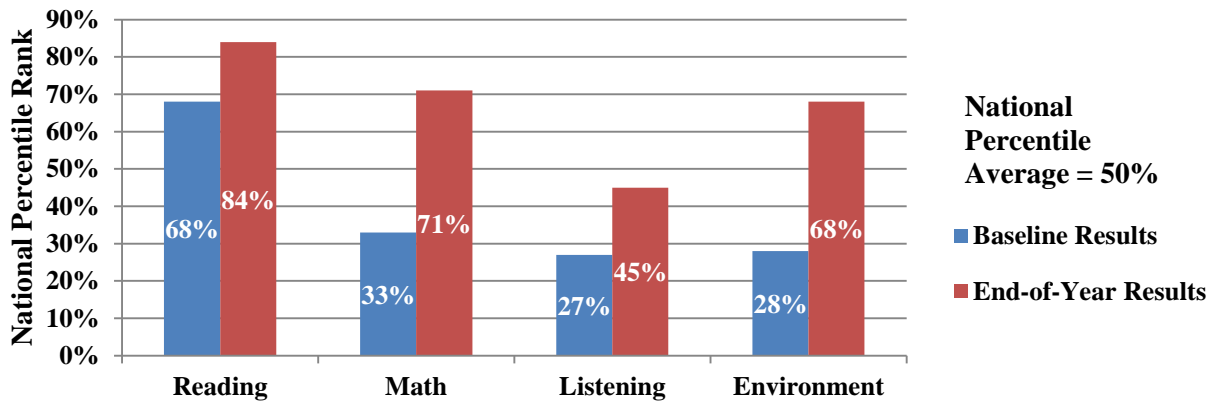
East End Preparatory – Year Two Results (2012-13)

End-of-Year Terranova Assessment Results (12-13)



East End Preparatory – Year One Results (2011-12)

End-of-Year Stanford 10 Achievement Test Results (11-12)



The following table provides a snapshot of East End Preparatory and its goals as seen through the lens of the MNPS Academic Performance Framework.

9

Enrollment Summary

Complete the enrollment chart below and provide a rationale for the grades served and grades served upon opening and an enrollment growth plan

EAST END PREPARATORY - NUMBER OF STUDENTS PER GRADE LEVEL				
GRADE LEVEL	YEAR 0 (K-5) (EXISTING ELEMENTARY SCHOOL)	YEAR 1 (K-6) 2017-2018	YEAR 2 (K-7) 2018-2019	YEAR 3 (K-8) 2019-2020 AT CAPACITY
K	100	100	100	100
1	100	100	100	100
2	100	100	100	100
3	100	100	100	100
4	100	100	100	100
5	100	100	100	100
6		100	100	100
7			100	100
8				100

Demographics	Economic Disadv	Students with Disabilities	English Language Learners	African American	Caucasian	Hispanic	Asian
2014-15 (Current)	86%	7%	10.9%	77%	9%	13%	1%
2019-2020 (K-8)	>80%	>10%	>15%	>65%	>15%	>15%	>3%

When scholars complete 8th grade, they will be ready for high school and post-secondary education because they have spent their time learning, leading, bereft of the distractions of acclimating to new school environments. Parents will not have to wonder where their child is going in 2, 3, or 4 years; confidence in the continuity of education and environment will enable them to become an integral and ongoing part of the work of the school. The K-8 model also reinforces our emphasis on the school community and provides valuable opportunities for peer mentoring and tutoring. Researchers West and Schwerdt, utilizing statewide data for students in Florida, found that, compared to students in K-8 schools, when students transfer schools between elementary and middle grades they lose ground in both reading and math and increase their likelihood of dropping out of high school.⁶ This research expands upon Rockoff and Lockwood's New York City study that found entering middle school is correlated with a sharp drop in student achievement relative to the performance of those attending K-8 schools.⁷ With a K-8 design, East End Preparatory will provide a sense of continuity and community that will benefit students at every grade level, buttressing this potentially difficult transition period.

Target Student Population & Diversity: East End Preparatory believes in a portfolio model of choice for all families, particularly those who may experience barriers in a traditional school. Sponsor agency Martha O'Bryan Center provides a wrap-around set of education and support services through its work and as lead agency of the Nashville Promise Neighborhood. In this context, it is important to realize that our work is a response to the community, as well as a response to the necessity for school choice.

⁶ West, M. & Schwerdt, G. "The Middle School Plunge." *Education Next*, 12(2), (2012): 63-68.

⁷ Rockoff, J. E., & Lockwood, B. B. "Stuck in the Middle." *Education Next*, 10(4), (2010): 68-74.

At East End Preparatory we create an abundance of choices, in terms of access to support services (through Martha O'Bryan Center and partner agency services), full family engagement (through a unique family-based approach to education), and personalized learning for all scholars. This community family school connection is part of what makes our school unique and positioned to serve this population. We are creating an excellent school for all scholars in response to families of all races and economic statuses in Nashville who have expressed their desire for a top performing K-8 school where class and race are not indicators of school failure or success.⁸

Interacting with and celebrating the unique cultural backgrounds of peers provides rich opportunities for learning and, in order to succeed in the 21st Century, all scholars must be able to work with individuals of differing races, cultures, and socio-economic backgrounds.⁹ We are addressing specific targeted need with our focus on diversity. Our country's rich heritage is one of strength through diversity and visionary assets marshaled from peoples across the world, regardless of background. Our country's rich future will be shaped even further from this complex mix of assets. It is to the benefit of all citizens and students that we draw upon this precious reserve of talent and potential.

Our targeted school population will also align with MNPS's Diversity Management Plan, approved by the MNPS Board of Education on February 12, 2013.¹⁰ As an identified priority by this chartering authority, East End Preparatory will specifically engage low-income families and families with English Language Learners. According to the Tennessee Department of Education's 2014 Report Card, students from economically disadvantaged households and students with limited English proficiency had proficiency rates 7.2% and 13.6% below the district average of all students in 3rd-8th grade mathematics, respectively. In 3rd-8th grade reading, the gaps are even starker, with proficiency rates of 8.6% and 24% below the district average of all students, respectively.¹¹ East End Preparatory will work to close that gap in the course of providing all East End Preparatory scholars an excellent, college preparatory K-8 education.

No point in our targeted enrollment zone is more than a 20-minute drive from our school location in Inglewood area and includes parts of the Stratford, Maplewood, Glencliff, Hunters Lane, Pearl Cohn, and McGavock clusters. We provide bus transportation so that students from diverse neighborhoods are able to easily attend the school. This will continue throughout our middle school expansion.

Middle Schools in Proposed East End Preparatory Enrollment Zone					
School Name	Students	% Ec. Dis.	% Minority	% ELL (LEP)	% SPED (SWD)
Isaac Litton Middle	340	80.6	61.5	0	16.2
Bailey STEM Magnet Middle	445	91.7	86.7	4.7	22.2
Gra-Mar Middle	434	94.2	84.3	6	18

⁸ Moore, T., & Sumner, S. "The Choice is Ours: Empowering Tennessee Families through Opportunity Scholarships." *Nashville, TN: Beacon Center of Tennessee*. (2013) Retrieved from <http://www.beacontn.org/wp-content/uploads/The-Choice-is-Ours.pdf>

⁹ Terenzini, Patrick T., Alberto F. Cabrera, Carol L. Colbeck, Stefani A. Bjorklund, and John M. Parente. "Racial and Ethnic Diversity in the Classroom: Does It Promote Student Learning?" *The Journal of Higher Education* 72.5 (2001): 509. Web.

¹⁰ Metropolitan Nashville Public Schools. *Diversity Management Plan of the Metropolitan Nashville Public Schools*. Retrieved from <http://nashvillecitypaper.com/files/citypaper/Diversity%20Plan%20113%20draft.pdf>

¹¹ Tennessee Department of Education, Davidson County Schools Report Card, 2014. Retrieved from https://srcreports.measuretn.gov/views/CTEReportCard2014/CTERC?:embed=y&:display_count=no

Jere Baxter Middle	435	93.6	85.7	9.4	20
Cameron Middle	119	87.4	73.1	30.3	9.2

The TCAP scores of the schools that currently serve the families of our targeted enrollment zone as outlined below are alarmingly lower than the rest of the district and city, and underscore the chasm we will continue to address. Furthermore, we must face the fact that while improving these standardized test scores (TCAP and upcoming TN Ready) is a priority, that is only part of the equation. The East End Preparatory model includes a strong parent engagement/partnership component embedded in our school culture and robust wraparound services that includes a full time Director of Social Emotional Learning, a partnership with Vanderbilt to have a full time therapist on site, a full food backpack program, partnerships with Centerstone and other local student support agencies, and the comprehensive wrap-around services provided by our sponsor agency, the Martha O'Bryan Center. All of these services contribute to our successful educational model focused on the whole child.

Grades 3-8 TCAP: Davidson County				
	2014		2014 State	
CRT	Score	Grade	Score	Grade
Mathematics	52	B	57	A
Reading/Language	47	C	52	B
Social Studies	49	C	54	B
Science	46	C	57	A

Grades 3-8 TCAP: Isaac Litton Middle School				
	2014		2014 State	
CRT	Score	Grade	Score	Grade
Mathematics	47	C	57	A
Reading/Language	40	D	52	B
Social Studies	42	D	54	B
Science	39	F	57	A

Grades 3-8 TCAP: Bailey Middle School				
	2014		2014 State	
CRT	Score	Grade	Score	Grade
Mathematics	37	F	57	A
Reading/Language	30	F	52	B
Social Studies	35	F	54	B
Science	32	F	57	A

Grades 3-8 TCAP: Gra-Mar Middle School				
	2014		2014 State	
CRT	Score	Grade	Score	Grade
Mathematics	48	C	57	A
Reading/Language	36	F	52	B
Social Studies	37	F	54	B
Science	36	F	57	A

Grades 3-8 TCAP: Jere Baxter Middle School				
	2014		2014 State	
CRT	Score	Grade	Score	Grade
Mathematics	45	C	57	A
Reading/Language	32	F	52	B
Social Studies	35	F	54	B
Science	34	F	57	A

Grades 3-8 TCAP: Cameron Middle School				
	2014		2014 State	
CRT	Score	Grade	Score	Grade
Mathematics	47	C	57	A
Reading/Language	35	F	52	B
Social Studies	42	D	54	B
Science	34	F	57	A

Chapter Two: School Development

Provide an overview of the design and development of your proposed school.

Describe how the concept of your proposed school emerged and detail the process/steps taken to develop your plan from abstract idea to concrete proposal. [Optional: Include the timeframe for each task (i.e., research, drafting, etc.)].

Detail who participated on the design team and explain the specific roles, responsibilities and contributions of each design team member.

If an existing school or organization, provide a summary of how teachers, staff, administrators, parents and where applicable, students, participated in the development of the school plan.

East End Preparatory – Inception to K-8 Proposal: Our proposal to expand East End Preparatory to K-8 is a direct response to several key factors: a) the success of East End Preparatory’s elementary school model; b) the need, based on MNPS scores and priorities, for a rigorous, high-performing K-8 school that meets the needs of all scholars in our targeted enrollment zone, regardless of socio-economic background; c) our commitment to supporting East End Preparatory families beyond the elementary level; d) a groundswell of parent feedback requesting this addendum (as evidenced in our Family and Community Petition in Attachment 6), and e) Martha O’Bryan Center’s experience building a cradle-to-career continuum in response to community need. The design and development of East End Preparatory’s K-8 expansion, from idea to proposal, is outlined below:

2000: Martha O’Bryan Center Leadership Team begins discussing the opportunity of starting a charter school, a pressing need in our service area, to complement existing educational services and strengthen commitment to neighborhood youth. Martha O’Bryan Center’s Board of Directors Executive Committee holds formal strategic planning and informal visioning processes to further explore this idea.

2003: Martha O’Bryan Center’s Leadership Team and Board of Directors make a commitment to the KIPP Foundation, supporting Randy Dowell’s desire to build KIPP Academy Nashville in East Nashville. Martha O’Bryan Center CEO, Marsha Edwards, assists in KIPP’s application appeal process and serves as the first Chair of KIPP Academy Nashville’s Board of Directors.

2009: As the Tennessee state law regarding charter schools changes, Martha O’Bryan Center begins researching innovative school models. Martha O’Bryan Center’s Board of Directors creates the Charter School Working Group, meeting with Alan Coverstone of MNPS, Eric Hilgendorf of the Tennessee Department of Education, Randy Dowell of KIPP Academy Nashville, Matt Throckmorton of Tennessee Association of Charter Schools, Jeremy Kane of Lead Academy, Linda Brown of Building Excellent Schools, and Matt Candler of the Nashville Charter School Incubator. The Board of Directors passes a resolution to establish a charter elementary at its subsequent meeting, and hires Julia Halberstam to serve as Charter School Project Manager.

2009: Martha O’Bryan Center’s Leadership Team forms a Charter School Investigative Team to build upon our charter work to date. This team was led by Julia Halberstam, Charter School Project Manager (who later became East End Preparatory’s first Academic Dean) and Marsha Edwards, CEO. This team visits the following schools: STAR Academy (Memphis), LEAD Academy (Nashville), KIPP Academy (Nashville), North Star Academy (Newark NJ), Girls Prep (New York, NY), Harbor Sciences and Arts Charter School (New York NY), Neighborhood House (Dorchester MA), Community Day Public Charter (Lawrence, MA), Rocketship Si Se Puede Academy (San Jose CA).

2009: Our Charter School Project Manager leads a team of writers and readers to prepare East End Preparatory's application, including but not limited to key Martha O'Bryan Center staff, Martha O'Bryan Center Board members Ben Cundiff and Jennifer Morrison (both of whom became East End Preparatory Board members), and experts such as Jeremy Kane (Lead Academy), Matt Candler (Nashville Charter School Incubator), and Matt Throckmorton (Tennessee Association of Charter Schools).

2010-11: East End Preparatory's charter application is approved, School Leader Jim Leckrone is hired, and the process for hiring faculty and staff begins.

2011: East End Preparatory opens with its first class of kindergarten scholars in August. Martha O'Bryan Center is awarded one of 15 U.S. Department of Education Promise Neighborhood planning grants in December. The Nashville Promise Neighborhood project allows Martha O'Bryan Center and East End Preparatory to strengthen key partnerships across the city.

2012: East End Preparatory closes its first year with every child on grade level, a strong beginning to an excellent school. In July, East End Preparatory adds first grade, and begins promoting selected high-performing associate teachers to lead teachers, while continuing to add faculty. The early success of East End Preparatory, the work of the Nashville Promise Neighborhood (led by Martha O'Bryan Center), and parents in East Nashville bring to light the increased need for another high-quality K-8 charter school.

2012: Martha O'Bryan Center's Leadership Team decides to propose implementation of a second charter school in East Nashville and appoints Jon Driskell Charter School Project Manager and future School Leader. Mr. Driskell, a Teach for America alumni, worked designing and implementing out-of-school time educational programming for East Nashville's Somali population, at CWA-Cayce Learning Center. Mr. Driskell conducts intensive research and planning for the opening of Explore! Community School, a K-8 project-based learning school.

2013: Martha O'Bryan Center forms a Charter School Design Team for Explore! Community School, led by Marsha Edwards, CEO, Jon Driskell, Project Manager, and Jim Leckrone, East End Preparatory School Leader. The Charter School Design Team draws upon the expertise of East End Preparatory, with Mr. Driskell observing school operations and classroom instruction at East End Preparatory. In addition to observing East End Preparatory's model, Mr. Driskell embarks on a series of research visits to Camino Nuevo (Burlington, CA), Citizens of the World (Hollywood, CA), Explorer Elementary School (San Diego, CA), Iftin Charter School (San Diego, CA), High Tech Elementary (San Diego, CA), Para Los Ninos Primary (Los Angeles, CA), and Topanga Elementary (Los Angeles, CA).

2013: Using information gained from site visits, the Charter School Design Team continues its work crafting the application for Explore! Community School. Mr. Driskell meets with Nicole Chaput Guizani, Executive Director of the MNPS Office of English Learners, Yussuf Issa, Executive Director of the Center for Immigrants and Refugees of Tennessee, Dr. Julia Lydon, the Refugee and Immigrant Community Liaison for the MNPS Office of English Learners, and the leadership of Conexión Americas.

2013: On August 20th, MNPS official approves Explore! Community School for implementation. Explore's School Leader continues to develop a project-based curriculum that will foster culturally-diverse perspectives, a college-bound culture, and community-driven parent engagement.

2013-Present: East End Preparatory School Leader Jim Leckrone participates in MNPS's Public School Collaborative and is inspired to continue his work to support MNPS's vision for educational excellence in Nashville. This collaborative is made up of Dr. Jessie Register (Superintendent of Schools), Alan Coverstone (Executive Director of MNPS's Innovation Zone), Chris Henson (MNPS CFO), Fred Carr (MNPS COO), Todd Dickson (CEO, Valor Collegiate Academies), Randy Dowell (CEO, KIPP

Nashville), Dr. Kristen McGraner (CEO, STEM Prep), Art Fuller (CEO, Knowledge Academies Nashville), Chris Reynolds (CEO, LEAD Public Schools), Justin Testerman (CEO, Charter School Center), Linda Lentz (Managing Partner, Republic Schools), Lagra Newman (Principal, Purpose Preparatory), Terry Shrader (Principal, Hillsboro High School), Jay Steele (Chief Academic Officer, MNPS), Sonia Stewart (Principal, Pearl Cohn), Antoinette Williams (Executive Officer for Middle Schools, MNPS), and Patti Yon (Principal, Dan Mills Elementary).

2013-Present: Throughout the school year, East End Preparatory School Leader Jim Leckrone holds formal and informal discussions with East End Preparatory teachers, support staff, administrators, and families regarding a possible addendum to make East End Preparatory K-8. This includes one-on-one meetings with teachers, all-staff discussions, planning sessions with administrators, parent interest surveys, and on-going meetings with East End Preparatory's Parent-Teacher Organization. Mr. Leckrone combines his seven years of middle school experience and 18 years of academic experience with visits and/or conversations with local, regional, and national education experts (detailed in the following chart), to prepare for East End Preparatory's charter school application.

Research Visits and Conversations		
Name	Affiliation	Area of Consultation
Todd Dickson	Founder and CEO, Valor Collegiate Academies, Nashville	Middle School Development
Randy Dowell	CEO, KIPP Nashville	Middle School Development
Kristin McGraner	CEO, STEM Prep Academy, Nashville	Middle School Development
Linda Lentz	Founding Principal of Liberty Collegiate, Managing Partner of Republic Schools, Nashville	School Development, Middle School Curriculum and Instruction
Annie Robison	Principal, Liberty Collegiate Academy, Nashville	Middle School Curriculum and Instruction
Lauren Jonas	Principal, Harlem Success Academy North West, New York	Middle School Curriculum and Instruction, Planning
Kimberly Steadman	Co-Director of Academies, Edward Brooke Charter Schools, Boston	Middle School Curriculum and Instruction, Hiring/Retaining Talent
Jon Driskell	Founding School Leader, Explore! Community School, Nashville	Instructional Strategies
Darren Dickson	Dean of Culture, Valor Collegiate, Nashville	Student Culture, RTI2
Art Fuller	CEO of Knowledge Academies, Nashville	Supporting High-Needs Students, RTI2
Jesse Rector	Former Teacher and Principal at Uncommon Schools, Current Dean of Relay Leadership Program, New York	Special Education, RTI2
Nikki Bridges	Leadership Prep, New York	Teacher Coaching
Chris Reynolds	CEO of LEAD Public Schools, Nashville	Teaching Coaching, Staffing, Leadership Development
Sean Covey	Author of the Leader in Me	Building Student Leadership

2014-Present: Mr. Leckrone develops a Charter School Design Team, made up of experts from East End Preparatory, Martha O’Bryan Center, and Explore! Community School, to prepare an application. The following table outlines team members and their area(s) of expertise.

Charter School Design Team	
Name	Expertise
Jim Leckrone, School Leader	Middle School Design, Writing, Editing
Renee Murphy, Director of Operations	Facilities, Food Services, Transportation,
Kelli Peterson, Dean of Academics	Middle School Academics and Culture
Caroline Rhodes, Dean of Academics	Academics and Curriculum
Lawrence Haywood, Dean of Students	Community Outreach, School Culture
Dr. Louise McLane, Director of Student Support Services	Special Education
Kiandra Young, Dir. Social Emotional Learning	Social-Emotional Learning
Austin Moag, Instructional Coach	Academics, Teacher Development
Mark Bacurin, East End Preparatory Board Chair	Budget Consultation
Ebony Simms-Jackson, Board Member and Parent	Parent Engagement, Student Empowerment
Hangama Wahidi, Office Manager and Parent	Parent Engagement, Academics
Marsha Edwards, Martha O’Bryan Center Chief Executive Officer	Governance Oversight, Writing Support
Peter Martino, Martha O’Bryan Center Chief Innovation Officer	Personnel, Organizational Charts
Vickeeta Coleman, Martha O’Bryan Center Chief Operating Officer	Budget Consultation
Doug Hoekstra, Martha O’Bryan Center Grant Manager	Writing Support, Editing
Trey Adams, Martha O’Bryan Center Grant Writer	Writing Support, Editing

In addition to the aforementioned timeline, East End Preparatory maintains a constant feedback loop with community members, Stratford Cluster students, faculty and staff from East End Preparatory as well as schools across the district, and Martha O’Bryan Center staff and families.

Chapter Three: Academic Focus and Plan

Academic Focus: Describe the academic focus of the school. Tennessee law describes an academic focus as a “distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” (TCA § 49-13-104)

Academic Plan: Outline the school’s academic plan, defined by the law as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the schools.” (TCA § 49-13-104)

Articulate how the academic focus supports the school’s mission.

East End Preparatory provides all scholars the academic, social-emotional, character, and leadership skills necessary to transition seamlessly to high school, complete a four-year college degree, and experience life and career success. We are proposing adding grades 6-8 to strengthen continuity, provide specific middle school transitional services (i.e., high school preparation), and cultivate scholars continued academic and social-emotional development. Our success is consistent with our core belief that in a dedicated and joyful learning environment, all scholars can succeed at the highest level, regardless of background or socio-economic status.

At the end of our second year of operation, East End Preparatory kindergarten scholars scored in the 96th percentile in Mathematics on the Terranova nationally-normed assessment and in the 84th percentile in Reading. In our third year of operation, 90% our 1st grade scholars scored advanced or proficient on the Measures of Academic Progress (MAP) standardized assessment. In the same year, 80% of our scholars tested proficient in reading according to the STEP assessment. By expanding East End Preparatory through 8th grade, our academic plan will ensure that our success continues with the new challenges of educating early adolescents and preparing scholars for high school. We will continue to integrate the key components and beliefs that have made our elementary school successful throughout our middle school expansion, while transferring ownership of learning and self-management of decisions and habits to scholars, to prepare them for high school, college, and beyond.

Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or other important features of the proposed school.

At East End Preparatory, our philosophy is that educational excellence is only realized through the education of the whole child. For students to be truly successful in life, it is imperative that schooling encompasses a strong academic component, a strong leadership program, a framework of character development, and exposure to a comprehensive array of real-world disciplines and personal passions. When East End Preparatory was founded, our School Leader, staff, and founding Board of Directors, helped shape our Core Principles, which will continue to guide our work throughout our K-8 expansion.

Core Principles

Character: Strength of character is at the heart of success. Our curriculum includes extensive education in the character values and virtues necessary for a successful and balanced life. Scholars not only receive direct instruction in character values and virtues, they are praised and recognized for practicing those values in their lives. Our school-wide culture framework prioritizes character and virtues and embeds them into our positive behavior reinforcement system.

Leadership: The success of our scholars is directly linked to the quality of our teachers and staff. We employ only the highest quality teachers and staff, all of whom live our core values every day. We provide full support and excellent professional development to cultivate growth. Teachers and staff model good character and strong work ethic to set the tone for our school community. As scholars progress throughout our program, leadership habits and values will be explicitly taught and embedded as an integral part of our culture and academic program.

Mindset: People often believe that qualities such as intelligence or talent are simply fixed traits, and that talent without effort creates success. Others believe that their most basic abilities can be developed through dedication and hard work. We subscribe to this second mode of thinking, as we know that great ability is developed through hard work, great feedback, and learning from failure.

Equality: Socio-economic status, ethnicity, and background should not determine a scholar's success. We know that all scholars can achieve at high levels through quality instruction and challenging curricula coupled with the proper support and guidance to benefit all unique learning styles.

Joy and Discipline: Joy and warmth are not opposites of discipline and high expectations; rather, the two concepts working in harmony make both stronger, creating a unique environment where students achieve at the highest level. To this end, we cultivate a healthy, compassionate, and inspiring environment within a well-organized and structured school. Our culture is developed on the foundation of strong relationships built through positive reinforcement, purposeful praise, and a high standard for student behavior. East End Preparatory has developed a reputation as a strikingly happy, joyful, and focused environment.

Whole Family Enrollment: Research shows that family involvement has a great effect on academic success. East End Preparatory understands that to accomplish our mission, we must partner with each family to ensure scholars succeed in school and outside of school. Our school culture is such that scholars, families, and faculty often refer to the school as a second "home", due to the love and emotional support shown and the clear and high expectations set for all parties.

Teacher Support and Quality: Great teachers delivering high-quality instruction is the #1 driver of student outcomes. We recruit and hire the best teachers with the best results and then provide them with the training, support, collaboration, and coaching necessary to continually increase efficacy.

One Team, One Family: Scholars thrive in a community with a strong support system and clear expectations, working toward a common mission as one team. By emphasizing how individual actions impact the greater team, scholars develop a deep responsibility to their fellow team members and the greater group, to ensure success for all. This mindset applies to our staff and family cultures as well.

These Core Principles provide our entire team with the lens through which to view decisions and daily work that drive our scholars to achieve and continue to excel after graduating from East End Preparatory, throughout high school, college, and career.

Instructional Methods and Other Features

Personalized Learning Plans: The Personalized Learning Plan (PLP) is the driver of the individualized learning culture for all scholars at East End Preparatory (see Appendix One). The PLP is the product of a goal-setting process that each scholar and family participate in with their Leadership Advisor (in middle school, the Leadership Advisor is a leader teacher who is assigned 15 scholars to mentor throughout grades 6-8). Each August, Leadership Advisors meet with families at their homes to set academic goals for the year. Scholars and families start by discussing and setting goals for what kind of life they envision

for themselves. What kind of job? Where are they going to live? What qualities will they be known for? From these questions, possible colleges are chosen, and then goals are set that need to be met to attend those colleges. Goals are backwards planned to “what does your weekly schedule in 6th grade need to look like to obtain this kind of life?” “What type of leadership skills do you need to develop to go to that college?” The PLP also pushes scholars and families to set goals around leadership development, character and habit development, healthy living, and family relationships.

The PLP becomes a living document that is re-visited by scholar, faculty, and family several times each year, evoking constant discussion and evaluation within the family. Through this process, East End Preparatory scholars become excellent goal setters, and deepen their relationships with their families and their Leadership Advisor as they use the PLP to guide them toward inspiring and meaningful goals. The PLP is also used as an extension of the 504 and Individual Education Plan (IEP) process, as outlined in Chapter Six: Special Populations and At-Risk Students.

Data-driven Instruction: Data (such as report cards, Kickboard academic/behavioral results, online assessments, teacher and parent surveys) is assimilated and allows for detailed reporting for all stakeholders to be able to make high-quality, mission-driven decisions. Staff works together to compile data, ensuring it is timely and accurate. Our assessments are discussed in detail in Chapter Four, Academic Performance Standards and Assessments. To summarize, our academic data is as follows:

1. All courses are standards based.
2. All courses are backwards planned to align with the most current and rigorous college ready standards available.
3. All courses are assessed by quarterly cumulative assessments every nine weeks.
4. All interim assessments will have a balanced approach to question and format-type (multiple choice, open response, essay) that best prepares scholars for success in college.
5. All courses use formative assessments daily to measure scholar’s learning of the daily objective, through technology if possible, so that data can be stored.
6. All educators receive significant professional development and coaching on how to analyze daily, weekly, and interim assessment data in order to make personalized instruction plans for each scholar that both remediates areas of concern and extends areas of growth.

Co-Curricular Planning: Intentional teacher collaboration is a key lever in teacher development, as it improves planning and delivery of instruction. Teachers in grades 6-8 will have 110 minutes of planning each day Monday-Thursday, with 55 of those minutes as Co-Curricular Planning. For example, all three Literacy Teachers in a given grade level will have one 55-minute period of common planning Monday-Thursday. Similarly, both math teachers in a given grade level will have a 55-minute period of common planning each day, Monday-Thursday. This ensures teachers are continually collaborating with each other to plan, vet, and practice lessons as well as create long-term plans for units and upcoming assessments. Co-Curricular Planning also gives teachers the opportunity to work on data analysis and action plans together during a given assessment data cycle.

Technology: All scholars in grades 6-8 will be issued a laptop for use in their core academic coursework. This will allow all scholars to be engaged in personalized learning at any given time. This is in addition to a full computer lab of 30 computers that will be shared among grades 6-8. Utilizing laptops will support the flipped classroom model, allowing students to own greater responsibility for their learning and maximize classroom time. During Intervention Block (45 minutes each day) and the Discovery Program (after-school and extracurricular activities, described below), scholars will also use these laptops for intervention and/or to complete higher level challenging projects. Key lessons taught by teachers will be videotaped and saved for scholars to access on their laptops for self-intervention and teacher-assisted intervention. Parents will be able to access these lessons while supporting their scholar at home as well.

Character Strengths and Social-Emotional Development: East End Preparatory prioritizes leadership, character, and social-emotional development to educate the whole child and ensure future success for our scholars. At the beginning of each year, staff unpacks social-emotional learning standards to grasp competencies scholars need to master at each age/grade level. Through Leadership Advisory at the beginning of every day, East End Preparatory provides explicit modeling, instruction practice, and application of leadership habits, character values, and social-emotional skills. Our leadership curriculum is taken from *The Leader in Me*, a program based off of the *Seven Habits of Highly Effective People*, by Stephen Covey (The 8th Habit, which is “Find Your Voice” will also be embedded in our academic and culture curriculum). For character development, we have identified key character strengths for our scholars to focus on, aligned with TN Social-Emotional Standards.

East End Preparatory will use Kickboard to build an online, standards-based Knowledge Management System (KMS) that includes social-emotional data to track scholars’ progress on meeting the SEL standards. Scholars will work towards mastery of these SEL standards throughout their East End Preparatory experience. The scholar’s Leadership Advisor and our Guidance and Transition Counselor will monitor growth towards mastery of the SEL standards throughout 6-8 grades. All family members will have access to progress towards these standards via Kickboard.

SEL standards will be assessed through a portfolio. Scholars will add evidence throughout the year to show they have mastered specific SEL standards for each grade level. Components of the portfolio include work samples, narrative writing on obstacles they overcame, narrative writings with specific instances on how they have mastered certain standards, teacher and parent recommendation letters, and other artifacts.

Our focus on leadership, character, and social-emotional skills will in no way be isolated to the explicit instruction during Leadership class. The Habits of Success, Character Strengths, and Social-Emotional skills will resonate throughout our building and our interactions with students and the entire East End Preparatory community.

Discovery Program: An array of experience in various disciplines and personal passions is vital to the growth of the whole scholar. This dynamic is particularly relevant in serving a predominantly economically disadvantaged population, where poverty is often a barrier to exposure and experience. The Discovery Program prepares scholars for their high school experience at one of MNPS Academies of Nashville. Grades 6-8 will participate in Discovery every Tuesday and Thursday from 3:30-4:45pm. In 6th and 7th grade, scholars will choose several courses to experience. As they enter 8th grade, scholars will focus on 1-2 activities to explore in depth throughout the year. This time may also be used for academic intervention for scholars who need more work on mastering core academic standards and acceleration for gifted scholars. Scholars may participate in an intervention group led by a teacher, utilize a laptop to watch a previous lesson over a concept not mastered and practice the skill, or work with a peer tutor on a specific standard or skill. A summary of potential courses and partnerships for the Discovery Program is as follows:

Course List	Potential Community Partner
Ballet	Nashville Ballet
Band/Music	W.O. Smith School of Music
Book Club	East End Preparatory Staff, Nashville Public Library
Coding	Hour of Code, Code.org, The Iron Yard, Khan Academy
Chess	Nashville Chess Club

Dance	Nashville Dance Center, Vanderbilt Dance Center
Drama	Tennessee Performing Arts Center
Entrepreneurship	Junior Achievement
Opera	Nashville Opera
Poetry	East End Preparatory Staff, Nashville Poetry Writers
Public Speaking	Local Universities, Toastmasters
Robotics	NISSAN
Songwriting	Local Songwriters, Preferably from East Nashville
Spanish	Conexion Americas
STEP Team	iStep Kidz

Professional Development and Teacher Coaching: As part of our on-going professional development, each teacher is assigned an instructional coach for the entire school year. This may be the School Leader, the Principal, Dean of Academics, or one of the Instructional Coaches. Teachers are observed at a minimum of once a week and provided with 1-2 areas of strength, 1-2 areas to focus on and related action steps for the next week. The key to this model is that teachers are given action steps weekly that they practice and are coached and supported on in real time as opposed to a list of things to work on over a school year. As a result, they feel supported and see the results from the coaching as the year progresses. Furthermore, they can actually implement “lessons learned” much quicker, which has a greater impact on scholar learning and continuous improvement. Instructional coaches are trained in the coaching model during professional development in July. This coaching model also allows East End Preparatory to provide responsive Friday professional development sessions based on what common skills teachers may be struggling with at a specific time of the year. Our Professional Development plan is detailed thoroughly in Chapter Thirteen: Professional Development.

Extended Academic Calendar: By extending our daily and annual academic calendar, we provide a rigorous instructional program with increased access to a variety of experiences, supporting scholars from all socio-economic backgrounds and preparing them to meet the demands of the 21st Century.¹² Our school calendar reflects schools days of 9 hours Monday-Thursday and 6 hours on Friday, which averages to 8.4 hours per day, compared to the state minimum requirement of 6.5 hours per day. Over the school year, East End Preparatory scholars receive 348 more instructional hours (50 instructional days) more than the state minimum requirement.

Academic Overview

Literacy: Reinforcing strong literacy curriculum is a fabric of East End Preparatory’s academic plan at every level. In grades 6-8, scholars will have double periods of literacy each day to accomplish goals we have for them (to score proficient on the Tennessee Writing Assessment). Additional literacy blocks allow scholars to interact with complex, rigorous texts while still leaving time for remediation when necessary. Across all grade levels, scholars will read multiple texts at once. Scholars will always read an independent reading book as well as a shared novel or class text. Class text selection will be largely canonical to expose scholars to important, historical works that have shaped history and literature.

¹² Rocha, Elena. “Choosing More Time for Students: The What, Why, and How of Expanded Learning.” *Center for American Progress*. Aug. 2007.

Of course, reading isn't the only aspect of a literacy course. Scholars will also be expected to be able to write narrative, informational, and persuasive pieces in all grades. Our scholars are already coming in to 6th grade with extensive experience with writing, beginning in kindergarten. Each scholar, regardless of grade, will be expected to end the year on or above their grade level. Scholars will start the year off with a narrative unit that culminates in the creation of a personal narrative that is written in response to a text. After the narrative study, scholars will analyze informational text and learn the key craft elements that distinguish non-fiction writing. During this unit, scholars will read dozens of informational articles on similar topics and compare and contrast the success of the authors. In the next unit scholars will study persuasive writing and create an argumentative piece that analyzes multiple texts.

In sixth grade, we expect to see a fairly even ratio of reading to writing in courses (45% for reading and 55% for writing). By 8th grade, we should see that ratio dramatically flipped, with only 20% of the time actually devoted to guided textual analysis and 80% devoted to writing. Through voluminous reading, intense textual analysis, and a focus on writing in response to reading, we are certain scholars will be ready for any rigorous literacy based high school course.

In grades 6-8, scholars will be given extensive time and support through the writing drafting process. This will include both a high level of student ownership and a high level of teacher support. We will still utilize grammar instruction and the use of mentor texts in traditional classroom environments. Students will also need substantial time on a computer drafting in response to prompts and receiving individualized coaching in a workshop model. They will be given opportunities to incorporate that feedback as well as give feedback to their peers. East End Preparatory students will develop a personal style of writing, write various essays and narratives, and critique and proofread writing samples. This prepares them for college and career writing/technology paradigms.

Mathematics: In grades 6-8, scholars will have double periods of mathematics to ensure a solid foundation of skills and concepts and prepare for an accelerated high school mathematics curriculum. Mathematics courses will have a dual focus: procedures (skills/computation) and problem-solving (application). Throughout middle school, scholars will study linear equations and symbolic algebra, planar geometry, theoretical probability, and statistical analysis. By the end of 8th grade, all scholars will complete a high school integrated math preparation course to ensure they are fully prepared for MNPS's new integrated high school math curriculum. Our problem-solving class component complements our skills/computation class component; the same concepts are taught using word problems, scenarios, and real world context to ensure that students are able to apply their mathematical skills and develop their critical thinking skills through logical reasoning. This focus on mathematics allows for acceleration and remediation of students to ensure a solid foundation for a college preparatory focus in high school. As we grow nearer to 8th grade, we will determine how many of our math classes will be Algebra I classes as to empower students to take the EOC assessment and get high school credit in Algebra I.

Science: In grades 6-8 grade, our science curriculum will be informed by Common Core Literacy in Science and Tennessee State Standards (which are being created by the State this year. East End Preparatory will supplement its science curriculum with Next Generation science standards to align with college level rigor. Students will complete a course encompassing life, earth and space, and physical science. We have plans to build a "state of the art" science lab, similar to the new labs at Stratford STEM Magnet High, ensuring access to materials and hands-on learning. Students will use safety practices, analyze data proficiently, communicate scientific ideas, and conduct scientific inquiry experiments. In grades 6-8, scholars will have the opportunity to take science five days per week. Science courses will focus on introducing students to the four strands of science: earth, chemical, physical, and inquiry. Scholars will learn the content through non-fiction readings and keep active journals to organize their information. Additionally, all scholars will participate in weekly experiments

that both develop an understanding of the content and guide students through the inquiry process. In seventh and eighth grade science, scholars will be responsible for participating in weekly experiments and writing lab reports that highlight the inquiry process. Furthermore, scholars will write quarterly reports that analyze a current scientific topic. By analyzing and writing about current events in science, scholars will be well prepared for a college preparatory science curriculum.

Global Literacy: Our Global Literacy course will complement to our Literacy course, using historical topics as the inspiration for units of study. Teachers will choose topics based off the state released standards for each grade, with 6th grade studying World History, 7th grade continuing to study World History, and 8th grade circling back to American History, building upon their previous studies. Scholars will learn about these topics through the reading of primary and secondary source documents. For homework, scholars will be expected to read informational text and create study guides to understand and remember key events in our history. Once scholars are familiarized with the content, they will be expected to form opinions about these topics. Their opinions will be developed into argumentative pieces that reference a variety of sources, allows scholars to further strengthen writing skills outside of Literacy class. By studying history through reading and writing, scholars will better retain their knowledge over the years. More importantly, they will be prepared to take advanced history courses in high school that will set them on the path to college.

Art: The arts are a place of “common ground” in a school, where students can explore new modes of expression. In grades 6-8, students will have the opportunity to explore various mediums and art processes including drawing, painting, printmaking, ceramics, and photography. Instructors will teach the importance of the process rather than the product to build confidence in student art-making. Curriculum will be based on Tennessee and National Art Standards with opportunities to create, practice, produce, respond, and connect. For example, not only will students gain basic drawing skills such as one and two-point perspective, but they will also have opportunities to study the drawings of master artists such as Da Vinci and Picasso and respond to drawings made by peers. This develops their curiosity and critical thinking skills through visual art.

Music: In grades 6-8, scholars will take general music classes. Scholars will be exposed to the Quaver Curriculum, a project-based program that will expose students to music in hands-on ways and promote creative thinking and collaboration. This curriculum is aligned to state and national curriculum standards, which include singing, playing instruments, improvising, composing, reading and notating, listening and analyzing, evaluating, interdisciplinary connections, and historical and cultural relationships. Music is another important outlet for scholars navigating early adolescence, as they find outlets for expression and value. Music also supports critical thinking and mathematics skills.

Physical Education: Our Physical Education program provides developmentally-appropriate instruction to promote good health habits and enhance physical fitness in scholars. Concepts taught in grades 6-8 will include skilled movement, movement principles and concepts, physical activities, physical fitness, personal and social responsibility, and affective concepts. Our program is based on state and national curriculum standards and will be modified to support scholars with physical disabilities, as needed.

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

East End Preparatory is committed to providing our scholars with the highest-quality education possible and will rely upon research-based instructional strategies and curricula to do so. We know from extensive research that our academic plan will be effective in improving academic achievement for all scholars, including economically disadvantaged scholars, English Language Learners, and scholars with

disabilities. In addition, research confirms that our approach is and will continue to be aligned with Common Core and Tennessee State Standards, develop 21st Century Skills, and support character development and social-emotional well-being.

The East End Preparatory feedback loop is ongoing, and as such, many individuals over many years have been involved in the development of the school, constituting a very real research base. This includes community members, students from the Stratford, Maplewood, and Hunters Lane Clusters, families and faculty from East End Preparatory K-3, and residents and parents from the many neighborhoods served by sponsor agency Martha O'Bryan Center. Indeed, Martha O'Bryan Center has over half a century's experience in the community and the need for more school choice has grown out of community meetings going back over a decade. The Martha O'Bryan Center Family Resource Center's regular neighborhood meetings, the community feedback received through our counseling, Adult Education, and Tied Together parenting services, and the information we received when building our successful application for sister school Explore! Community School have also been invaluable in shaping our vision.

East End Preparatory is grounded in best practices from successful schools across the country and based on a variety of research that has helped shape successful education practices, at East End Preparatory and throughout the country, over the past 10 years. The following chart lists key sources that have provided a knowledge base of current practices and philosophies at East End Preparatory.

Resource	Author	Topic
Leverage Leadership: A Practical Guide to Building Exceptional Schools	Paul Bambrick-Santoyo	School Leadership
Data Wise: A Step-by-Step guide to using Assessment Results to Improve Teaching and Learning	Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane	Data-Driven Instruction
How Children Succeed: Grit, Curiosity, and the Hidden Power of Character	Paul Tough	Character and Social Emotional Development
The Leader in Me, 2 nd Edition: How Schools Around the World Are Inspiring Greatness, One Child at a Time	Stephen Covey, Sean Covey, Muriel Summers, David K. Hatch	Habits of Success
Between Teacher and Child	Haim Ginott	Student Culture
Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It	Eric Jensen	Character and Social Emotional Development
Better Learning Through Structured Teaching, 2 nd Edition: A Framework for Gradual Release of Responsibility	Douglas Fisher, Nancy Frey	Gradual Release Model
The Skillful Teacher: Building Your Teaching Skills	Jon Saphier, Mary Ann Haley-Speca, Robert Gower	Teacher Development
Teach Like a Champion	Doug Lemov, Norman Atkins	Teacher Development

Understanding By Design	Grant Wiggins, Jay McTighe	Planning and Instruction
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In shaping our academic design, we also engaged in conversations with practitioners throughout the country to help us shape the vision of efficacy outlined in this application.

Research Visits and Conversations		
Name	Affiliation	Consultation Area
Todd Dickson	Founder and CEO, Valor Collegiate Academies, Nashville	Middle School Development
Randy Dowell	CEO, KIPP Nashville	Middle School Development
Kristin McGraner	CEO, STEM Prep Academy, Nashville	Middle School Development
Annie Robison	Principal, Liberty Collegiate Academy, Nashville	Middle School Curriculum and Instruction
Jesse Rector	Former Teacher and Principal at Uncommon Schools, Current Dean of Relay Leadership Program, New York	Academic Design and Teacher and Leader Development
Linda Lentz	Founding Principal of Liberty Collegiate, Managing Partner of Republic Schools, Nashville	School Development, Middle School Curriculum and Instruction
Chris Reynolds	CEO of LEAD Public Schools, Nashville	Staffing and Leadership
Art Fuller	CEO of Knowledge Academies Nashville	Supporting Students, RTI ²
Jon Driskell	Founding Principal of Explore! Community School, Nashville	Instructional Strategies
Darren Dickson	Dean of Culture, Valor Collegiate, Nashville	Student Culture, RTI ²
Sean Covey	Author of the Leader in Me	Building Student Leadership
Lauren Jonas	Principal, Harlem Success Academy North West, New York	Instructional Planning, Middle School Curriculum
Kimberly Steadman	Co-Director of Academies, Edward Brooke Charter Schools, Boston	Middle School Curriculum, Hiring and Retaining Talent
Nikki Bridges	Leadership Prep, Ocean Hill, New York	Teacher Coaching

Detail the proposed instructional goals and methods

Instructional Goals: *Understanding by Design* asserts that quality instruction always “begins with the end in mind.”¹³ Similarly, a quality academic design must start with the desired outcomes for its scholars, the picture of success we envision when they transition to high school. Through the research process

¹³ Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998. Print.

outlined above, we have developed a High School Readiness Framework (HSRF), for all scholars in grades 6-8. This framework aligns with Common Core and Tennessee State Standards. Scholars meeting the outcomes of the HSRF directly support our mission to provide all scholars with the tools necessary to graduate from a four-year college and become successful citizens with strong character and habits. The HSRF is organized into four categories—Academic Core, 21st Century Knowledge and Skills, Leadership, and Social-Emotional Skills.

High School Readiness Framework		
Category	Assessment Tool	Student Outcomes
Academic Core		
<p>Academic knowledge and skills gained from core subject areas</p> <p>This prepares scholars for the rigorous High School and College academics, allowing scholars to maximize opportunities for post-secondary degree/career attainment.</p>	<p>TNReady Assessment</p> <p>ACT Aspire Summative Assessment</p> <p>Quarterly Cumulative Assessments</p> <p>SRI Reading Assessment</p> <p>Informal Classroom Assessments</p>	<p>Scholars will demonstrate core academic knowledge and skills as defined by TN State Standards, Common Core Standards, ACT Aspire Standards, Next Generation Science Standards, and NY Social Studies Standards.</p> <p>Core subjects: Literacy, Math, Science, Global Literacy, Art, Music, Physical Education</p>
21st Century Knowledge and Skills		
<p>21st Century Knowledge</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy <p>21st Century Skills</p> <p>Learning and Innovation</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p>Information, Media, and Technology</p> <ul style="list-style-type: none"> • Information Literacy • Media Literacy • Information, Communications, and Technology (ICT) Literacy <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Flexibility and Adaptability 	<p>To be integrated into:</p> <p>Quarterly Cumulative Assessments</p> <p>Student Leadership Portfolio</p> <p>Informal Classroom Assessments</p> <p>Curriculum Map</p> <p>Ed Leader21 Rubric</p>	<p>Scholars will demonstrate baseline proficiency and awareness in 21st Century knowledge and skills, themes critical to effective participation in local, national, and global society that cross subject areas and careers.</p>

<ul style="list-style-type: none"> • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility 		
Leadership		
<p>The 8 Habits of Success:</p> <ul style="list-style-type: none"> • Habit 1: Be Proactive; You're in Charge • Habit 2: Begin with the End in Mind; Have a Plan • Habit 3: Put First Things First; Work First, Then Play • Habit 4: Think Win-Win; Everyone Can Win • Habit 5: Seek First to Understand, Then to Be Understood; Listen Before You Talk • Habit 6: Synergize; Together Is Better • Habit 7: Sharpen The Saw; Balance is Best • Habit 8: Find Your Voice and Inspire Others to Find Theirs 	<p>To be integrated into:</p> <p>Student Leadership Portfolio</p> <p>Daily Leadership Class</p>	<p>Scholars will consistently demonstrate the 8 Habits of Highly Successful People in their school and personal life, to exceed expectations.</p> <p>These habits are defined in the books <i>The Leader in Me</i>, by Sean Covey, and <i>The 7 Habits of Highly Successful People</i>, by Stephen Covey.</p>
Social-Emotional		
<p>Social-Emotional Skills vital for success in the competitive world beyond</p> <p>This includes a comprehensive knowledge base of common character strengths</p>	<p>To be integrated into:</p> <p>Student Leadership Portfolio</p> <p>Daily Leadership Class</p>	<p>Scholars will demonstrate proficiency on TN State SEL Standards</p>

Instructional Methods

Gradual Release of Responsibility for Learning: East End Preparatory grades 6-8 will utilize a Gradual Release of Responsibility model, commonly referred to as the “I do, we do, you do” instructional process. In the “I do” stage, the teacher models the behavioral or academic skill by having students watch while he/she works through the new skill step-by-step. Teachers then allow the modeling to shift to the “We do” stage, giving scholars a chance to work through each step of similar problems, reinforcing the same skill. Teachers then slowly let students take more and more of a role in practicing the skill. Finally, when the teacher is confident that students can handle the task/skill on their own, the class moves to the “You do” stage. Teachers then support and check for understanding as students work independently to master the skill. The “I do, we do, you do” process will be used in each class throughout the day.

The key to the success of the “I do, we do, you do” technique is the teacher’s judgment on when to move from one step to the next. Teachers should only move to the “We do” stage (guided practice) when scholars have had ample teacher modeling, and in the most important piece of teacher judgment, scholars should only move to the “You do” stage (independent practice) when the teacher is confident that the scholars can successfully complete the task independently.

Flipped Classrooms: Differentiated instruction is a framework or philosophy for effective teaching that involves providing scholars with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials and assessment measures so that all scholars within a classroom can learn effectively, regardless of differences in ability or preparation level. Teachers can differentiate in four ways: 1) content, 2) process, 3) product, and 4) learning environment based on the individual learner.¹⁴

We will use technology to differentiate learning through intervention and support lessons that students can access on their own and during Intervention Block. All 6-8 scholars will be issued a laptop to use throughout the year. Students will have access to multiple software and online programs via the computer lab and grade-level laptops to be integrated into the classroom and utilized during intervention. Scholars and parents will have access to the academic programs and lesson library via laptops or any other internet accessible device. In a typical classroom, students will learn from the direct instruction of the teacher in class and then take work home to practice the skills they learn, traditionally called homework.

Typically, teachers provide direct instruction during the day and then issue homework for students to complete at night, but in a “Flipped Classroom” model, students watch the direct instruction portion of a lesson through video at home and then practice and apply concepts through discussion groups, cooperative work, and other extensions the following day. This allows scholars to routinely engage with higher order thinking skills on Bloom’s taxonomy—application, analysis, synthesis, and evaluation. The benefits are that class time is leveraged for the richest part of learning—when scholars are actually doing and applying their skills as opposed to just listening to the teacher. Knowledge and comprehension skills, the lowest on Bloom’s taxonomy, are used at home by watching the video lesson to set the foundation for enriched learning the following day¹⁵.

Flexible Ability Grouping: All scholars in grades 6-8 will be placed into one of four flexible ability groups for Literacy and Math, based on their previous year’s performance data. Flexible ability grouping will allow us to differentiate classroom instruction (i.e. pace at which subject matter is taught, amount of time spent reviewing one lesson versus another) for students of varying ability levels; however, all scholars, regardless of grouping, will be required to master the same curricular content. In other words, the same outcomes are expected for all scholars, and all scholars must pass the same end-of-year comprehensive examinations. Significant achievement gains can be realized when ability grouping is utilized in a flexible manner, with appropriate curricular adjustment and consistent expectations and assessments across groupings.¹⁶

As scholars develop skills and master content throughout the year, they will be able to transfer to different ability level groupings. Our frequent assessment model will allow teachers to monitor student progress across ability groups and make appropriate curricular and grouping decisions based on concrete data. This will allow us to quickly identify scholars who show rapid academic progress and then transfer that scholar to the group that will maximize his/her continued academic growth. Conversely, it will also allow us to quickly identify scholars who are struggling and need to transfer to another group to solidify their foundational skills. The flexibility of class groups will minimize student distractions and low achievement due to boredom and/or lack of challenging material or understanding. Flexible ability grouping will *not* be used in lieu of other supports, accommodations, or modifications for scholars with disabilities and English Language Learners.

¹⁴ Ministry of Education. *Differentiated Instruction Teacher’s Guide: Getting to the Core of Teaching and Learning*. Toronto: Queen’s Printer for Ontario, 2007.

¹⁵ Torkelson, Virginia. *The Flipped Classroom Putting Learning Back into the Hands of Students*. N.p.: n.p., 2012. Print.

¹⁶ Tieso, Carol L. “Ability Grouping is not Just Tracking Anymore.” *Roeper Review*, Vol. 26. 2003.

It is also important to emphasize that flexible ability grouping is not the same as “tracking”—an often destructive system used in many public schools to label students and pre-determine their academic achievement. “Tracked” students are placed into separate curricular programs, with different curriculum, different exams, and different expected outcomes. Often a student is given a label in middle school that he/she will carry through the remaining school years. Therefore, we will be intentional about not disclosing grouping designations to scholars or any member of the faculty except for teachers and the administrators directly involved with or responsible for instruction.

Complex Group Instruction: Complex Group Instruction, a specific form of group work that evolved from over 20 years of research at the Stanford School of Education¹⁷, will be used beginning in 4th grade. The goal of Complex Group Instruction is to provide academic access and success for all scholars in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies, including the treatment of status problems to equalize group interactions. Generally there will be four scholars in each group. In most cases the scholars will be in mixed ability (or mixed preparation level groups). Tasks will be designed so that all scholars in the group have multiple access points into the curriculum. Group members will also be assigned specific roles within the group (i.e., facilitator, recorder, materials manager, and timekeeper). All scholars will be responsible for an individual summative assignment or product at the end of the task to demonstrate their own learning from the experience. The advantages for Complex Group Instruction (and group work in general) are that scholars learn to work well in teams, communicate their ideas to others, help others understand ideas, and better understand complex processes and ideas by hearing and working with scholars who approach tasks in ways different than their own.

Reading across the Curriculum: Literacy is the heart of our academic program. As a result, we will focus on literacy across our curriculum, spanning K-8. By emphasizing reading across the curriculum, we will: 1) provide additional time to develop reading comprehension skills and produce avid readers; and 2) develop readers who are able to easily access content regardless of subject matter. This will ensure that scholars become familiar with a variety of texts (fiction, non-fiction, technical, newspaper, and journal articles) and the way ideas are expressed in different genres. Scholars will develop reading comprehension skills through practical application rather than in isolation. This will have a lasting impact on their ability to learn both inside the classroom and in real world situations. Teachers will receive professional development on implementing reading across the curriculum during summer professional development, with reinforced professional development throughout the year.

Writing across the Curriculum: For scholars to excel in high school and college, they must be able to write with fluidity, clarity, and style. This can only be accomplished by giving scholars numerous opportunities to write. The high expectations for writing will be the same whether students are in Literacy or Science class. Specifically, in Science, when completing a lab experiment, students will write a short paper and/or accompanying essay on the lab experiment explaining how they performed the experiment, the specific findings from the experiment, and how the findings might or might not affect their everyday life. In Global Literacy and Math, students will keep a journal to write reactions in their own words to information received in class or from reading. In addition, in all classes, students will keep a vocabulary log of all the key content area terms. Teachers will be provided with professional development on implementing writing across the curriculum during summer professional development, with reinforced professional development throughout the year.

In all classes, teachers will require daily “exit tickets” to check for understanding on the day’s topic. An

¹⁷ "Program for Complex Instruction." *Complex Instruction*. N.p., n.d. Web. 23 Mar. 2015.

"exit ticket" is a short piece of writing done at the end of a lesson or at the end of a class period, to gauge mastery of content taught. Before class begins, students are told what their "exit ticket" topic will be, and they are reminded of the topic throughout the class. When students leave class or finish a lesson, they will turn in their "exit ticket" responses to their teachers. Teachers will quickly read through the responses to formatively assess learning and determine what information might need to be revisited the next day or during the week.

Format Matters: Scholars at East End Preparatory, all scholars must ask and answer questions and address teachers and colleagues in complete sentences, using proper grammar, and with strong, articulate voices. Scholars will be corrected on their format if an answer or question is given using incomplete sentences and/or improper grammar. For example, if a teacher asks the class "Why did Maya Angelou entitle her memoir *I Know Why the Caged Bird Sings*?", a student who answers "Because ____" will be redirected to answer the question using a complete sentence—"Maya Angelou entitled her memoir *I Know Why the Caged Bird Sings* because ____." Focusing on format helps scholars build habits and communication skills that are necessary for success in college and beyond. Language can be a great barrier to one's success, even for native speakers of the English language. All scholars must learn academic English for future success in education and work. To fulfill our mission we have to ensure that our scholars are fully prepared to communicate and properly express themselves to others regardless of the environment or audience. Our scholars will matriculate to our middle school with vast experience expressing themselves, since format and expression are norms throughout East End Preparatory's K-8 continuum.

Techniques that Reinforce Rigorous Instruction: We will use a variety of techniques to reinforce our rigorous instructional methods, scholar, inspired by the work of educator Doug Lemov¹⁸:

Techniques that Reinforce Rigorous Instruction	
Technique	Explanation
100%	The entire school population is expected to complete all tasks and activities associated with learning. This ensures there is no option to not fully engage and reinforces our strong team culture and the Habit of "Synergy".
Sweat the Details	Teachers and scholars should never cut corners and should instead do things all the way, 100% of the time, including aspects that may seem minor. John Wooden once said "Success, not the devil, is in the details".
Stretch It	Teachers challenge and strengthen scholars' understanding of a concept by asking them to explain how they arrived at an answer or asking them to answer a harder question.
Ratio	Teachers purposefully minimize the time they spend talking to afford more opportunities for scholars to lead and do the heavy lifting.
Right is Right	Teachers do not accept partial answers or 'close' answers that may not be technically correct. Instead, teachers continue to engage the class until the absolute correct answer is given.

¹⁸ Lemov, Doug. *Teach like a Champion: 49 Techniques That Put Students on the Path to College*. San Francisco: Jossey-Bass, 2010. Print.

No Opt Out	Scholars who answer incorrectly are not able to give up on the learning process. Instead, teachers will call on classmates to assist them and then ask the same or a similar question for the scholar to answer correctly, to ensure the scholar “closes the loop” of understanding.
Precise Praise	Teachers reward students with praise using <i>very</i> specific examples that are meaningful and genuine.

List specific requirements for implementing the particular approach used, such as co-teaching or aides, technology needs, physical space, etc.

Teaching Resources: East End Preparatory staff is properly trained in all facets of our educational program. In our three-week professional development in July, we provide support in areas that are not typical in traditional schools, exploring topics such as *The Leader in Me*, the Flipped Classroom approach, and social-emotional goals. This is outlined in Chapter Thirteen: Professional Development. Our academic model also requires six teachers per grade level in grades 6-8, to ensure co-curricular planning time for teachers.

Technology: All scholars in grades 6-8 will be issued a laptop to use during in-class differentiation and intervention, our Discovery Program, and homework. Our long-term technology plan allows for full wireless access and on-going laptop maintenance, reflected in our Public Charter School Planning and Budget Worksheet (Attachment 13).

Time: Teachers will need time to not only deliver holistic excellent instruction every day and execute the educational program described in this application, particularly differentiating for students and consistently videoing their key lessons and uploading them in a timely manner. Our master schedule provides for two 55-minute planning periods Monday-Thursday in addition to a 55-minute period where the teacher “pushes in” to another class to provide extra academic support.

Physical Space: East End Preparatory has been fortunate enough to partner with MNPS to lease space in the Dalewood School building for our long term needs. The Dalewood building offers an ideal space for us to operate our K-8 school. Each room in the building will be utilized strategically to ensure the physical environment is utilized for the best interest of scholars. The current building will fully meet the needs of our entire K-8 academic and school program.

Explain why the instructional strategies are well-suited for the targeted student population.

Through our experience as a K-5 school, East End Preparatory has diligently built partnerships with parents, to help facilitate collaboration. This process also helps us understand and speak to the needs of each child. Since the majority of our scholars (86%) are economically disadvantaged, this also helps inform instruction that is well-suited and effective for at-risk youth. The mere fact that our academic scores continue to meet and exceed standards helps guide these strategies, as well, as summarized herein:

Personalization: At East End Preparatory, we teach from the perspective that every child is unique and has specific needs. Diversity is a value from which we all draw strength. Scholars come to us with a variety of experiences—economically, culturally, and social-emotionally. Through flexible grouping, differentiated in-class instruction, small-group in-class push-in intervention by teachers, self-intervention lessons facilitated through laptops, and focused extracurricular activities during the Discovery Program, our school is designed to ensure all needs of our targeted population are met.

Family Education: We recognize that families need support and professional development just like staff. The aforementioned videotaped lessons used for student intervention will also be available for parents to access. In addition to community building and other school-wide events, East End Preparatory hosts academic nights throughout the year geared toward providing development for parents on the academic strategies and methods. At each of the events, parents leave with a folder of materials with handy guides to supporting their scholar's overall goals and helping their scholar at home. All academic nights are videotaped and uploaded to our YouTube channel for parents to access by the morning after the event. Families without internet access can access academic night programming by requesting a CD with the video on it and checking out a laptop for viewing.

In-Class Scholar Support: We will offer a number of academic interventions throughout the day, to support struggling scholars. For example, each lead teacher will have a scholar support period, where they push-in to another classroom to provide the highest need scholars with additional support.

Intervention Block: To provide a comprehensive support structure for all scholars, we have built-in time for focused intervention across grades K-8. To ensure no scholar falls through the cracks, we are implementing a full 45-minute intervention block during the school day. During the 45-minute intervention block, we will utilize an all hands on deck approach with all six teachers from each grade level and designated special education staff working with small groups of scholars on targeted interventions tailored to the scholars' needs. Scholars who do not need additional support might be utilizing a laptop to solidify understanding on certain concepts, working on a long term project, or peer tutoring scholars needing additional support.

Exposure and Experiences: One of the goals of our Discovery Program is that all scholars will have a myriad of enrichment and extracurricular experiences that rival or surpass those available to middle or upper class children. Since many of our scholars are from low-income backgrounds, experiencing activities like chess, songwriting, and robotics create opportunities they may not have otherwise been able to access. Through the Discovery Program, scholars experience many different enrichment and extracurricular activities to in the end "find their passions." Our Discovery Program will serve as a major contributor to our holistic education experience for every scholar.

Wrap-Around Services: Because our scholars and families are primarily low-income, they often lack access to transportation, enrichment activities, technology, and other necessities most of us take for granted. An essential part of our work at East End Preparatory, we utilize wrap-around services to counter the effects of poverty. We are uniquely positioned to do this, as we can access sponsor agency Martha O'Bryan Center's extensive experience providing support services to ensure we are meeting the needs of our scholars and their families. This includes, but is not limited to, providing services such as Adult English, HiSET, Computer Literacy, and Citizenship classes as well as counseling, career development, and crisis interventions. A network of partners also support Martha O'Bryan Center's cradle-to-career continuum of education, employment, and practical services, including social work and case management provided by Vanderbilt University.

Explain how the academic plan will meet the needs of students with disabilities, English language learners and accelerated or gifted students.

East End Preparatory's academic plan and instructional methods are designed to meet the needs of every scholar, including scholars with disabilities, English Language Learners, and accelerated or gifted scholars. Strategies include:

Personalization: Instruction is personalized, creating a learning environment where all truly does mean all. This includes flexible ability grouping, differentiated in-class instruction, a built-in 45-minute

Intervention Block, self-intervention lessons facilitated through laptops, and focused time during the Discovery Program. All K-8 Literacy teachers are required to attain their EL certification. Staff includes a full time Director of Student Support Services who will oversee two Special Education Lead Teachers once grades 6-8 are built out. As scholars' needs and challenges are more closely identified, specialized support for individual scholars with disabilities will be implemented as needed.

Discovery Program: Our Discovery Program allows for natural differentiation where all students have opportunities that fit their needs and passions. Gifted students might participate in Destination Imagination while scholars with a language barrier may participate in a book club to hone their English reading skills. With the vast array of options for students, students with exceptional challenges will be placed in a program or course that truly fits their needs.

Specific Strategies for English Language Learners: We will overcome the barrier of limited English proficiency using a variety of research for effective instruction of English Language Learners.¹⁹ This process utilizes five basic recommendations, all supported by strong evidence-based methodologies.

1. Conduct formative assessments with English Language Learners using English language measures of phonological processing, letter knowledge, and word and text reading. Use this data to identify English Language Learners who require additional instructional support and to monitor their reading progress over time.
2. Provide focused, intensive small-group interventions for English Language Learners determined to be at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction will be the primary means of instructional delivery.
3. Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.
4. Ensure that the development of formal or academic English is a key instructional goal for English Language Learners, beginning in the primary grades. Provide curricula and supplemental curricula to accompany core reading and mathematics series to support this goal. Accompany with relevant training and professional development.
5. Ensure that teachers of English Language Learners devote approximately 90 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiencies work together on academic tasks in a structured fashion. These activities should practice and extend material already taught.

Our approach will also encompass the families of English Language Learners, providing family literacy resources to ensure the concepts and language skills taught at East End Preparatory will also be reinforced at home.

Specific Strategies for Scholars with an IEP: We are aware of the barriers faced by students with special needs. The East End Preparatory model defines success by the accomplishments of *all* scholars,

¹⁹ Honingsfeld, A., and Audrey Cohan. "The power of two: Lesson study and SIOP help teachers instruct ELLs." *Journal of Staff Development*. 29(1): 2008, 24-28; Short, D.J, Fidelman, C.G., and Mohammed Louguit. "Developing Academic Language in English Language Learners through Sheltered Instruction." *Tesol Quarterly*, 46(2): 2012, 334-361; Hansen-Thomas, M. "Sheltered Instruction: Best Practices for ELLs in the Mainstream." *Kappa Delta Pi Record*, 44(4): 2008, 165-169.

including those with IEPs. We will provide a system of supports that will meet the academic, social, and physical needs of scholars with disabilities. Our comprehensive system for supporting scholars with disabilities is detailed in Chapter Six: Special Populations and At-Risk Students.

Explain how the academic plan aligns with Tennessee academic standards

East End Preparatory’s standards and curriculum plan is built on extensive experience, research, and consultation with high performing middle schools. We are fortunate to be in the city with one of the highest performing charter sectors in the country.²⁰ Our academic program rests upon a rigorous, explicit college preparatory curriculum for core subjects focused on Literacy, Writing, Mathematics, Science, and Social Studies. The curriculum is designed to dramatically accelerate the learning of our students. All core academic courses will align with the Common Core and/or TN State Standards as required by TN School Board policy and the Tennessee Public Charter Schools Act of 2002. East End Preparatory’s Leadership, Character, and Social-Emotional Framework is aligned with TN SEL standards for grades 6-8. Art, Music, and PE courses promote a well-rounded, comprehensive education for all scholars and will be aligned with TN State Standards. Members of the East End Preparatory community will do whatever it takes to ensure that upon graduation, all of our scholars, regardless of their level of proficiency upon entry, are academically prepared to enter the most competitive high schools and four- year colleges and universities. East End Preparatory will utilize a standards-based curriculum that is aligned to the most rigorous college-ready standards, including Common Core and Tennessee State Standards. The following table lists the standards that are incorporated into the East End Preparatory High School Readiness Framework, which each student will meet upon graduating 8th grade.

Academic Plan’s Alignment to Tennessee Academic Standards	
Subject	Academic Standards
Literacy	Common Core Literacy Standards, TN State Standards (when available), ACT College and Career Readiness Standards,
Math	Common Core Math Standards, TN State Standards (when available), ACT College and Career Readiness Standards
Science	Next Generation Science Standards, Common Core Literacy in Science Standards, TN State Standards (when available), ACT College and Career Readiness Standards
Global Literacy	Common Core Literacy in History Standards, TN State Standards, NY State Standards
Art	TN State Standards
Music	TN State Standards
PE	TN State Standards
Leadership, Character, and Social-Emotional Learning	Character Education Quality Standards, TN School Age Development Standards for Social Emotional Learning (6-8)

²⁰ Tennessee Chart School Center. “TCSC State of the Sector Report, 2013-14.”

Curriculum Summary			
Course/Subject	Curriculum Used	Descriptor	Rationale
Literacy	Literature Text Sets	Sets of high quality literature text on diverse themes and topics that meet the demands of the CCSS text complexity rubric for 7 – 8 grade	Scholars need exposure to diverse literature (stories, dramas, and poetry) within complexity of their grade level.
	Lucy Calkins Units of Study in Writing Nancie Atwell's Lessons That Change Writers	Writing units of study aligned to CCSS. Includes units of study on narrative, informational, and opinion writing. Each unit guides scholars through the writing process in which they write several pieces within the genre of study.	Highly scaffolded and explicit, direct instruction with a clear focus for teachers and exceptional professional development. Balanced focus on narrative, argumentative, and informational writing. Ample time for scholars to spend honing their writing craft.
	Wordly Wise	Grade level aligned vocabulary lists	Rigorous vocabulary choices, aligns to Vocabulary Acquisition and Use CCSS standard
	Orton Gillingham SRA Corrective Reading Reading A-Z	Remediation and Supplemental Resources to meet individual student needs.	Proven curricula to effectively provide remediation, used by many high performing schools
Mathematics	Engage NY Curriculum Modules	Complete Curricular Modules aligned to the major work of CCSS for the grade; classroom instruction built around Engage NY/KIPP/ Singapore curriculum	Comprehensive curricular modules with assessments tasks, rubrics, and practice sets
	KIPP National Math Curriculum		Excellent 7th/8th grade math curriculum,
	Math in Focus: Singapore Math	Supplemented with blended options (i-Ready, Achieve 3000, Compass, Khan Academy, and ST)	Excellent alignment with Common Core; rigorous
	Achieve 3000, Compass Learning, Khan Academy, ST Math, i-Ready	ACT preparation will use Grockit (in 8th grade)	Used for personalized remediation and extension Excellent adaptive learning platform for ACT Prep
Science	FOSS (Full Option Science System)	A combination of STC and FOSS kits linked to science units and selected based on alignment to Next	Excellent hands-on / inquiry based science

	STC Carolina Curriculum EScience3000	Generation Science Standards FOSS and/or EScience3000 EScience3000 differentiated by Lexile level	Excellent personalization by Lexile
Global Literacy	Time For Kids National Geographic History Alive! Informational Text Sets Achieve3000 Core Knowledge sequence	Informational text periodicals with highly engaging, age-appropriate diverse types of informational writing (explanatory, opinion, surveys, data visualization); Sets of high quality informational text on diverse themes and topics that meet the demands of the CCSS text complexity rubric for grades 5 – 6. East End Preparatory will develop core social studies component curriculum using Core Knowledge sequence Supplement with History Alive and Achieve3000	Provides scholars the opportunity to engage with “real” and current informational text and topics that are relevant to their daily life (i.e. use of media in school) Scholars need exposure to diverse informational texts (biographies, autobiographies, books about history, science) within complexity of their grade level. Rigorous, specific; aligned to Common Core Excellent supplement; inquiry based Personalized by Lexile level
Leadership, Character, and Social-Emotional Learning	The Leader in Me The Virtues Project Six Seconds	Leadership program focused on developing the 8 Habits of Highly Effective People in School Aged students. Virtues Project is a comprehensive knowledge base of virtues and character values	Research-based, Aligned to East End Preparatory key principles Aligned to SEL standards
Art, Music, PE	Spark Quaver Incredible Art Dept	Full Physical Education Program and Assessment Music Curriculum A comprehensive resource base for Art Curriculum	Research-based Research-based, student friendly Research-based, comprehensive

Curriculum Development and Alignment Process: East End Preparatory uses research-proven

curricula suitable for scholars with varying learning needs and aligned with Common Core and Tennessee State Standards. In selecting curricula, we have identified programs that can be easily adapted for scholars with special needs and English Language Learners, align with and/or exceed Common Core or Tennessee State Standards, have strong internal assessments, come with rigorous professional development, and are culturally relevant. When research-proven curricula do not fully or adequately align to Common Core or Tennessee State Standards or fully prepare students for success in college, our content experts will develop additional supplemental curricula. East End Preparatory's curriculum development process is based on the understanding that teachers must be able to answer the following three questions with uncompromising clarity to ensure scholars achieve at high levels:

1. What do my scholars need to know or be able to do at the end of the year? What are my desired results? (Standards and Objectives)
2. What is the most effective way for me to teach scholars these important concepts? What learning activities will lead to mastery of these concepts? (Curriculum and Instruction)
3. How do I make sure that scholars have really learned the concepts I want them to know? What is acceptable evidence of mastery? (Assessment)

The Curriculum Alignment and Development Process is designed to ensure that teachers have a deep understanding of the answers to those questions for an entire course of study before instruction begins. By knowing this, they can make fully informed decisions about assessments, scope and sequence and instructional delivery. At East End Preparatory educators are provided with a curriculum alignment template for their course, rather than develop their own each year. The template will have, in the first year, the suggested sequence, assessments, and instructional methods for a course as determined by East End Preparatory's instructional leaders. The professional development for educators will then focus on studying the current version of the course template and developing suggestions about how to take the current best-of-class template and improve upon it, especially for the current group of scholar's preparation level and also for that educator's strengths.

In subsequent years the course template will have the additional advantage of having improvements and suggestions from the educator who taught the course that year. Over time, the course templates will be living documents that represent the best of the community learning over time of how to effectively teach a course to East End Preparatory scholars.

Before opening our middle school in fall 2017, the Principal will oversee the writing of the sixth grade Curriculum Guide, utilizing internal and external content experts. To identify the precise areas of content knowledge and skills our scholars should master in each course at each grade level, the Principal will perform a detailed item analysis of all standardized assessments that our scholars will take, including the TN Ready End of Year Assessment and the ACT Aspire End of Year Assessment.

Once thoroughly analyzed and identified, those specific, measurable areas of skills and content are combined with the standards of the East End Preparatory High School Readiness Framework to create the specific, rigorous, and measurable internal academic standards for each course in each grade. The Principal carefully consider the best resources and methods for teaching and assessing these standards. Ensuring each course Curriculum Guide meets the needs of culturally and linguistically diverse students will be embedded in the process.

This combination of internally-developed curriculum and the strategic use of research-proven curriculum will give our scholars the foundational skills and knowledge necessary to become advanced readers, writers, and mathematicians, and will ensure that they have the foundation necessary for college preparatory courses. A similar approach is used by three of our collaborative partner schools:

Valor Collegiate, Nashville Prep, and Liberty Collegiate Academy. Both Nashville Prep and Liberty Collegiate have demonstrated excellent results. In 2013, Nashville Prep and Liberty Collegiate were ranked the two highest performing charter schools in Tennessee, according to Stanford University.³⁵

As required by TCA § 49-13-102, our goals ensure that our school will meet or exceed the minimum state standards and improve student learning. Accountability for these goals and objectives are transparent for all stakeholders, including students, teachers, leadership, families, and board members. In order to ensure our goals are ambitious, they are set to show growth, meet an absolute performance bar, and compare results to those of other high performing schools and the district.

Common Core: Thus far, all core subjects at East End Preparatory have been focused on Common Core Standards. Given the legislative change to delay PARCC, this past year East End Preparatory also integrated any TN State S.P.I.s that were not already embedded in the Common Core into our curriculum to ensure our students were mastering the needed skills in tested subjects. In grades 6-8, we will ensure all assessments and goals are aligned to the Common Core Standards in Literacy and Math and to the current TN State Standards in Science, Social Studies, Art, Music, and PE. We recognize that by the time we open in the fall of 2017, we may have to modify curriculum based on the changes. That being said, we will ensure our courses as currently planned are based on rigorous college preparatory standards to ensure our scholars are provided with a premier college preparatory education.

Assessment Goals and Alignment to Standards			
Subject	End of Year TN Assessment Goals	Standards Used	Assessment
Literacy (includes ELA and Writing)	80% of scholars are proficient/advanced on TNReady End of Year Assessment in Reading ACT Aspire and SRI goals set by Principal and Dean of Academics prior to school year	Common Core Literacy Standards, ACT College and Career Readiness Standards	TN Ready Assessment (Reading/ELA), ACT Aspire, SRI
Math	80% of scholars are proficient/advanced on TNReady End of Year Assessment in Math ACT Aspire goals set by Principal and Dean of Academics prior to opening Algebra I EOC assessment goal set by Principal and Dean of Academics prior to 2019-20, the first year of 8 th grade	Common Core Math Standards, ACT College and Career Readiness Standards	TNReady Assessment (Math) ACT Aspire Algebra I End of Course Exam

Science	80% of scholars are proficient/advanced on TNReady End of Year Assessment in Science	TN State Standards as they are developed, Common Core Literacy in Science Standards, Next Generation Science Standards	TNReady Assessment (Science)
Global Literacy (includes Social Studies)	80% of scholars are proficient/advanced on TNReady End of Year Assessment in Social Studies	TN State Social Studies standards, Common Core Literacy in History Standards, NY Social Studies Standards	TNReady Assessment (Social Studies)
Art	Internal Goal Setting when Art Teacher is hired	TN State Standards	Internal Summative Assessment
Music	Internal Goal Setting when Music Teacher is hired	TN State Standards	Internal Summative Assessment
Physical Education	Internal Goal Setting when PE teacher is hired	TN State Standards	Internal Summative Assessment

Describe how the school will implement Response to Instruction and Intervention (RTI) procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance.

East End Preparatory's RTI model ensures we are successful in providing a premier education for all scholars. Our model is built around three domain continuums: academic, behavioral, and social-emotional, through two processes: 1) universal screening, and 2) regular assessment, evaluation, and intervention assignment, school leaders will identify and intervene with struggling or under-challenged scholars in any of the three aforementioned domains.

Every scholar at East End Preparatory will be universally screened in the first two weeks of school using the AIMSweb assessment (both academic and behavioral tools) to establish baseline data for the year. Based upon scholar results on the initial universal screener, the school's RTI team, composed of the Principal, Dean of Academics, Director of Student Support Services, classroom teachers, and other appropriate staff, will determine if students are most appropriately served within the instructional program and supports of Tier I, II, or III.

Tier I: We anticipate that approximately 80% of our students will thrive solely through participation in our core curriculum (Tier I) and school-wide supports which are designed to address the needs of all students. East End Preparatory's curriculum is aligned to Common Core Standards and TN State Standards, provides extensive opportunities for differentiation and small group instruction, and utilizes ongoing assessment of student learning to provide feedback on the effectiveness of instruction. The school-wide Positive Behavioral system, Restorative Discipline system, Behavior Management system, and integrated SEL program will also provide extensive supports to all students on a daily basis. Through

an ongoing usage of data-driven instruction and decision making and the universal screener, the East End Preparatory team will determine if Tier I instruction and support is sufficient and, when it is not meeting students' needs, will identify students for whom Tier II interventions are necessary.

Tier II: Tier II interventions at East End Preparatory are designed to provide additional support beyond the time allotted for core instruction to meet the needs of scholars who are struggling to demonstrate adequate progress towards academic benchmarks or meet behavioral/social-emotional standards. We anticipate approximately 15% of our students will require Tier II support of some kind.

Tier II academic interventions will take place during small group in class intervention with a grade level Lead Teacher and during the 45 minute built in Intervention Block with a grade level Lead Teacher. Through ongoing progress monitoring, we will assess scholar data to gauge whether the in class small group and Intervention block is enough support for each particular scholar. If an additional layer of support is needed within Tier II, the student will participate in intervention during Discovery on Tuesdays and Thursdays through technology based lessons either from a video-taped lesson from a teacher or one of the available learning tools such as i-Ready, Achieve 3000, Compass, Khan Academy, and ST Math.

Tier II behavioral and social-emotional interventions will include weekly SEL character groups led by the Dean of Students and Associate Dean focused on building the SEL skills needed to improve behavior, a restorative discipline project led by grade level team, and additional support interventions tailored to the individual determined by grade level team. Progress monitoring via AIMSweb and other more informal data sources will be reviewed every other week to ensure scholars are responding to the interventions and demonstrating an adequate rate of improvement. This 15% of scholars will be fluid as, based upon progress monitoring, interventions equip students for success in Tier I or, after 12 weeks in Tier II, are identified for Tier III interventions.

Tier III: Tier III interventions address the approximately 5% of East End Preparatory scholars who have received Tier I instruction and Tier II intervention and continue to demonstrate significant difficulty in acquiring core academic and social-emotional skills. This group could also include scholars who come to East End Preparatory with an IEP, who are identified on the universal screener as below the 10th percentile or 1.5 to 2 years behind, or who demonstrate behavioral issues that demand immediate, intensive interventions. At Tier III, a Student Support Team will be convened to progress monitor and closely assess a scholar. Tier III scholars needing intensive academic support will receive daily, intensive, small group interventions targeted to specific areas of need that are more intensive than Tier II interventions. Scholars requiring Tier III behavioral support will have an individualized plan monitored by the Student Support Team that may require daily focused time with the Dean of Students, Director of Student Support Services, or a qualified designee from their team.

The Student Support Team will determine which intensive behavior interventions are most suitable for the individual; support options include Tier II interventions plus behavior contracting, individual or group therapy through the Vanderbilt Counselor, Family Therapy through the Vanderbilt Counselor, and additional supports as determined by the Student Support Services Team. In addition, in collaboration with the scholar's family, a Functional Behavioral Analysis and resultant Behavioral Intervention Plan will be developed in collaboration with MNPS assigned School Psychologist. Progress monitoring will be completed on a weekly basis to ensure adequate progress is being made.

East End Preparatory will attempt to provide all support services in the general education classroom to the greatest extent possible which may involve push in services. However, we recognize that we must be responsive to a scholar's individual needs and will provide a Resource class for Tier III students that may benefit from smaller classroom instruction, who may need additional support and time to master the mainstream content, or in rare cases, may need intensive instructional support to equip them to access the

mainstream curriculum at all. We are experienced working with scholars who are in crisis, providing one on one instruction and appropriate interventions to ensure stability and success.

The Resource class will be provided as determined in each scholar's IEP meeting. If it is determined that a scholar will require the Resource class in order to successfully master the content standards or succeed socially or behaviorally, the Director of Student Support Services will work with the Grade Level team to determine the best alternate schedule for the scholar. In some cases this may mean simply utilizing specific class time for more individualized time, or in other cases it might mean having a student on a completely individualized day during which the scholar receives instruction and support services primarily in the Resource Room Setting. East End Preparatory is committed to providing the most appropriate education to every student and student need will dictate instructional settings.

To ensure our RTI model is implemented effectively, it is critical that there is a clear process for quickly and reliably identifying students that need additional support. Each week on Wednesday afternoon there will be a grade level meeting. During this meeting, grade level and administrative staff will present and review classroom academic and behavioral/social-emotional data and will make determinations about moving scholars between Tiers based on this data. Some of these moves will be automatic (i.e. failing multiple classes, 3+ absences over a specified period, utilized In-School Support 3+ times), and others will be at the discretion of the team. Scholars receiving Tier II and Tier III supports will also be reviewed and it will be determined whether they are able to be moved up or down a Tier as well.

Parents are a critical part of scholar success, therefore, when a scholar is moved between Tiers, their family and other team members will be notified immediately. For scholars that have not been responsive to Tier II interventions after 12 weeks or when a student is moved to Tier III for any reason, a Student Support Team will be convened that will include the family and a meeting will be scheduled immediately. This team will convene on a regular basis as long as a student is receiving Tier II or III support. The Director of Student Support Services will be a part of all Student Support Teams and will be the liaison with the MNPS Exceptional Education Department regarding student needs and East End Prep's responses and plans to meet them. The Student Support Team will determine the need for more individualized planning, including 504 and Individualized Education Plans as appropriate.

The East End Preparatory Leadership team will review compiled RTI data every week and review resource allocation to ensure that existing resources are available to meet need. We recognize that issues and crises that may arise affect a middle school scholar differently than a younger child. A 13-year old feels homelessness differently than a 5-year old and reacts at school in ways that may be more complex and challenging. We draw on our assets, partners, and sponsor agency Martha O'Bryan Center services, to meet every family and child where they are. Our high retention rate is a testament to our commitment in serving each child.

As a result of this careful and ongoing assessment of student need, daily direct instructional time can be greatly increased for students that need the additional support. This type of flexibility and responsiveness should allow scholars that are falling behind or at risk of falling behind to be flagged early and supported in catching up quickly. The table below shows the increased instructional minutes available for each Tier in critical core subject areas.

RTI Minimum Weekly Direct Instruction Times						
	Tier I		Tier II		Tier III	
	Literacy	Math	Literacy	Math	Literacy	Math
Grades 6-8	100 minutes	100 minutes	130 minutes	130 minutes	145 minutes	145 minutes

Chapter Four: Academic Performance Standards and Assessments

Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.

As required by TCA § 49-13-102, all East End Preparatory annual and long-term academic achievement goals will meet or exceed the minimum state standards and improve student learning. Our academic, organizational, and school specific goals all align with our school's mission and support an academically rigorous program that addresses the needs of the whole child. These goals and objectives are set out for accountability for all stakeholders, including students, teachers, leadership, families, and board members. To ensure our goals are ambitious, they are set to show growth, meet an absolute performance bar, and compare results to those of other high performing schools as well as district benchmarks.

Academic and Organizational Goals			
Outcome	Indicator	Metric	East End Preparatory Annual Goals
High School Ready Graduates	Scholars remain at East End Preparatory	% of each incoming kindergartner class who remain at East End Preparatory through 8 th grade	Maintain at least a 70% average
	Scholars attend school regularly and on time	Average daily attendance	97%
		% tardies	<3% average per day
	All scholars demonstrate mastery in core academic subjects	% of scholars who are proficient or advanced on TNReady Assessment in Reading	80% (to be reviewed by Principal and School Leader in June of 2017 when 3 rd of TNReady data is in for current school)
		% of Scholars who are proficient or advanced on TNReady Assessment in Math	80% (to be reviewed by Principal and School Leader in June of 2017 when 3 rd set of TNReady data is in for current school)
		% of Scholars who are proficient or advanced on TNReady Assessment in Science	85% (to be reviewed by Principal and School Leader in June of 2017 when 3 rd set of TN Ready Data is in for current school)
		% of Scholars who are proficient or advanced on TNReady Assessment in Social Studies	85% (to be reviewed by Principal and School Leader in June of 2017 when 3 rd set of TNReady is in for current school)
		% of Scholars who score a 4 or 5 on TN End of Year Writing Assessment	80% (to be reviewed by Principal and School Leader in June of 2017 when 3 rd set of End of Year Writing Data is in for

			current school)
		% Growth each year on Annual ACT Aspire	To be set by School Leader and Principal in June of 2017
		% Mastery on Quarterly Cumulative Assessments	80% (to be reviewed by Principal and School Leader in June 2017 after 2017 state test scores are in)
		% Proficient on SRI Reading Assessment	To be set by School Leader and Principal in June of 2017
	Scholars demonstrate proficiency in meeting TN School Aged SEL standards each year	% satisfactory on end of year portfolio measuring SEL Standards	95%
	Scholars demonstrate proficiency on meeting Leadership growth goals	% of goals met according to end of year portfolio	95%
	EL Scholars demonstrate mastery of Full English	% Full English Proficient on ACCESS for ELLs assessment	95% of ELL scholars attending East End Preparatory for at least 2 years
	Students with IEP's demonstrate proficiency in tested subjects	% Proficient on TNReady Assessment	5% higher than averages in schools within tier for IEP students attending East End Preparatory for at least 2 years
	Great Teachers Delivering Great Instruction Consistently	High performing teachers remain at East End Preparatory	% average retention of high performing teachers each year
			Average years teachers remain at East End Preparatory
		High performing Instructional Culture	Score on Observation/Feedback section on Spring Insight Survey
			Score on Learning Environment section on Spring Insight Survey
			Score on Professional Development section on Spring Insight Survey
			Score on Evaluation section on Spring Insight Survey
			Score on Peer Culture section on Spring Insight Survey

			Response
		Score on Workload section on Spring Insight Survey	At least .2 points higher than National Top Quartile Response
		Score on Teacher Compensation section on Spring Insight Survey	At least .2 points higher than National Top Quartile Response
		Score on Leadership section on Spring Insight Survey	At least .2 points higher than National Top Quartile Response
		Score on Parent and Community Engagement section on Spring Insight Survey	At least .2 points higher than National Top Quartile Response
	Strong Teacher-Scholar relationships	Average % score on classroom student satisfaction survey	90%
Strong and Diverse Student Culture that supports mission	Diverse Certified and Non-Certified Staff	Reflective of the Diversity of the school's student body	At least 2/3 of district-wide average in its tier regarding racial/ethnic groups that represent at least 15% of total enrollment
	Diverse student body	Reflective of the diversity of the student body	At least 2/3 the average of schools within tier (15%)
		Racial and Ethnic balance of student body	At least three racial/ethnic groups that each represent at least 15% of total enrollment
		Aligned percentage of students qualifying for Free or Reduced Meals	At least 2/3 the average for schools within tier
		District aligned percentage of students receiving EL Services	At least 2/3 the average for schools within tier
		District aligned percentage of students classified with a disability	At least 2/3 the average for schools within tier
	Safe, orderly, and positive learning environment	Student Culture Survey (To be created)	To be set as tool is developed
		% Suspensions and expulsions	<1% expulsions, <10% suspensions
		Culture walkthroughs	To be set as tool is developed
Strong Family Engagement and Community	Engaged and involved families	% of families answering agree or strongly agree to the following questions:	
		"I would recommend East End Preparatory for parents of other students in the city"	95%
		"East End Preparatory is a safe place for children"	95%

		“East End Preparatory holds students to very high behavioral standards”	95%
		“I am satisfied by how well East End Preparatory communicates with me throughout the year about the progress of my child and events happening at school”	95%
		“I feel welcome when I visit East End Preparatory”	95%
		“I am pleased with the leadership of East End Preparatory. The leadership does a great job”	95%
		“I can tell that the teachers and staff love my child and work hard to ensure he/she progresses”	95%
		“East End Preparatory has very high academic standards and a rigorous curriculum”	95%
Finance/Operation support mission	Organization is fiscally and operationally sound	Independent Annual Audit receives a “clean” opinion with no significant findings	
		Annual Budget versus Actual	Variance within 5%
		End of Year Fund Balance	>6% of Operating Budget

Describe process for setting, monitoring and revising academic achievement goals.

Throughout the year, East End Preparatory leaders closely monitor progress on academic and organizational goals. The goals are officially reviewed during quarterly Data Days, using the most recent data available to gauge progress and make any necessary programmatic adjustments to increase progress toward goals. The School Leader facilitates this process, supported by Principals. As further data becomes available, goals are continually monitored in real time to assess progress and make any needed adjustments. A major agenda item for the annual January Board of Directors mid-year retreat is to assess progress on current goals and draft goals for the upcoming year in accordance with the School Leader. Each June, at the East End Preparatory Board of Directors end-of-year retreat, board members review attainment of current year academic performance goals based on the end of year data. If necessary, the School Leader and the Board make changes to the goals set during the January retreat for the upcoming school year. A major portion of the School Leader’s evaluation completed each June is the extent to which the school goals were met for the school year.

Describe corrective action plans if school falls below state and/or district academic achievement expectations.

If East End Preparatory falls below the Tennessee and MNPS academic achievement expectations, based on lack of progress toward academic goals set in this charter application and data from the Academic Performance Framework (APF) conducted by the MNPS Office of Charter Schools, the East End Preparatory Board of Directors will conduct an investigation into the root causes during its June retreat

and make an appropriate remediation plan for the school. The School Leader will participate in the investigation and fully cooperate with the Board. If the school fails to meet academic achievement expectations for two or more consecutive years, the Board will work directly with the MNPS Office of Charter Schools on a plan for improvement.

Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).

To be promoted to the next grade level, 6-8 scholars must:

1. Pass all their academic courses with a C- or higher
2. Demonstrate adequate progress on social-emotional learning standards
3. Miss no more than 15 days of school without a medical reason

With the strong foundation of our current K-5 academic program and the multiple levels of intervention provided throughout grades 6-8, the vast majority of East End Preparatory scholars will be successful in all courses. Remediation and intervention structures include a daily 45-minute Intervention Block, in-class small-group support for the most at-risk scholars, and Discovery Program small-groups conducted by lead teachers. Even with these interventions, however, we are prepared for every situation and will provide as many opportunities as possible for scholars struggling academically.

Scholars who fail a class at the end of a nine weeks will be required to attend extended day sessions for that class during our Discovery Program (3:30-4:45) on Tuesdays and Thursdays. After nine weeks, if the teacher deems the scholar has remediated the skill deficits (based on assessment data), the scholar will be exited from extended day sessions. At the end of the subsequent nine weeks, the scholar will receive a final semester grade; if the scholar has not passed the course at this time with a C- or higher, they will be given an F for the semester (there will be no D grades at East End Preparatory, as D grades are not accepted by colleges).

With that said, an F can be brought up by averaging with the final spring semester grade with the fall semester grade. In other words, scholars who fail the first semester can still pass the year by attaining a second semester score that averages with the first semester to have a final yearly average of C- or above. To continue on to the next grade level, a scholar must pass all grade-level courses. To ensure that all scholars have a chance to pass courses they failed during the year, the following options will be supported:

1. **Summer School Coursework:** Scholars who fail 1-2 annual courses may choose to attend an East End Preparatory approved summer school. At the end of summer school, these scholars must pass a final assessment (similar to the spring summative assessment) created by East End Preparatory. Passing an approved summer course, including the final assessment, will give scholars a passing grade for the course they failed during the year. East End Preparatory teachers will also provide extra materials throughout the summer to support scholars' summer coursework. We anticipate that less than 5% of scholars will need to access summer coursework.
2. **Independent Online Recovery:** Scholars may also, upon request from family and/or their Leadership Advisor, take online replacement courses for a class they have failed during the year. Courses must be approved by East End Preparatory school leadership as equivalent in rigor to an East End Preparatory course. Scholars taking an online course will also have to take a final assessment similar to the spring summative assessment to demonstrate mastery of the skills in the course. By passing the online course, including the final assessment, scholars will receive a passing grade for the course they failed during the year.

3. **Repeat Grade Level:** If a scholar is failing more than two courses at the end of a school year, they will have to repeat the grade level the following year. East End Preparatory will work tirelessly to create a culture where retention is viewed positively, as a means to give scholars more time to master material. Indeed, scholars who are retained are respected for their grit and courage, as they demonstrate their commitment to education and college-readiness above social impact.

East End Preparatory will work incredibly hard with scholars and families to ensure that scholars are able to master the content and skills necessary to be successful each year. We do believe, however, that promoting scholars who are not prepared for the next level is a disservice to the scholar and will eventually lead to their academic failure. We will build a culture where mastery of concepts is paramount and college and life preparation is more important to scholars and families than graduating in the standard time frame.

Parent Communication regarding Promotion and Graduation Requirements: East End Preparatory parents will be notified of promotion and graduation requirements in the following ways:

1. **Parent Orientation:** As discussed in Chapter Eight: Community Involvement and Parent Engagement, East End Preparatory will hold orientation at the beginning of the year for all incoming families. At these events, the promotion and graduation requirements of the school will be introduced.
2. **Personalized Learning Plan:** The individual PLP meeting in August, between scholars, families, and their Leadership Advisor, will be an important session for communicating promotion and graduation requirements. The Leadership Advisor will explain promotion and graduation requirements with the scholar and family and will set a plan to ensure that the scholar is moving forward towards graduation.
3. **Student Support Team:** As discussed in Chapter Six: Special Populations and At-Risk Students, when a scholar is severely struggling academically or behaviorally, a Student Support Team meeting will be held with the family, Leadership Advisor, and grade level teachers. These meetings will occur for all scholars who are failing two or more classes in a semester, one to two weeks prior to the end of a semester. An academic or behavior plan will be created during this meeting to help guide the scholar towards success, and the plan will always include a reference to how any decisions made affect the scholar's path towards graduation.
4. **Online Standards-Based Tracking System:** As discussed in the Assessments portion of this chapter, parents and scholars will have real-time access of their progress towards mastery of East End Preparatory standards defined in our High School Readiness Framework. Parents and scholars will be trained on how to view the information online via Kickboard and will be able to communicate with their scholar's Leadership Advisor at any time for help in determining progress.
5. **Email/Phone/Text:** Our online system will also email, text, or call (parent's choice) with warnings and updates regarding their scholars progress towards graduation and the standards of each course. Parents will be trained and also supported via their scholar's Leadership Advisor on how to use this system.

East End Preparatory's on-going communication cycle positively impacts family involvement. According to Amy Reschly at the RTI Action Network, the most effective family-school partnerships include dialogue between family and school, joint monitoring of student progress, and parent intervention centered on specific outcomes, all hallmarks of our model.²¹ The personal connection created between each family and their Leadership Advisor is also key to having trusting and continual communication with East End Preparatory families.

²¹ "Schools, Families, and Response to Intervention." *Schools, Families, and Response to Intervention*. N.p., n.d. Web. 10 Mar. 2015.

Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

To graduate from East End Preparatory, the criteria in the following table must be met:

8th Grade Graduation Requirements	
Course or Requirement	Number of Years/Explanation
Literacy	3 years
Math	3 years
Science	3 years
Global Literacy (Social Studies)	3 years
Art	3 years
Music	3 years
Physical Education	3 years (Minimum of Basic on Spark Fitness rubric)
Discovery Program	Successful completion of Reflection assignments from each Discovery Course taken
Social-Emotional Learning	Successful completion of portfolio of evidence demonstrating proficiency in each of the Tennessee 6-8 grade SEL standards
Habits of Success	Successful completion of Leadership portfolio, demonstrating proficient use of the 8 Habits of Success
Character Strengths	Successful completion of Leadership portfolio, demonstrating proficient use of Character Strengths
PLP goals	Acceptable progress towards all PLP goals

Describe the school's approach to help remediate students' academic underperformance. Detail the interventions and remediation to be implemented and how they will be chosen. Cite the research/rationale for the chosen methods.

The East End Preparatory RTI model and multi-layered academic program, based on research from the RTI Action Network²² and the state's Response to Instruction and Intervention (RTI²) model²³, ensures that scholars do not fall behind on mastering the academic skills needed to be fully prepared for high school, college, and career. Our intervention and remediation opportunities, which will prevent scholars from receiving an F in any course, are summarized below. We expect approximately 30% of scholars will need access to these interventions. See the section above for the remediation plan for scholars who do receive an F in a course after all preventative measures have been taken.

In-Class Scholar Support: Throughout grades 6-8, each lead teacher will have a daily scholar support period, where they push-in to another grade-level classroom to provide the highest need scholars with additional support, including those who are at-risk of failing or have already failed a course.

²² "RTI Action Network." *RTI Action Network*. N.p., n.d. Web. 10 Mar. 2015.

²³ "RTI²." *TN Core*. N.p., n.d. Web. 10 Mar. 2015.

Personal Peer Tutor: At-risk scholars will be assigned an in-class peer tutor to support their daily mastery of skills and concepts. Typically, peer tutors are already highly successfully in the course.

Intervention Block: During the daily 45-minute Intervention Block, all teachers in grades 6-8 as well as designated special education staff will work with small groups of scholars on targeted interventions tailored to individual needs. During this time, scholars who are struggling with coursework and/or have already failed a course will receive targeted intervention to remediate necessary skills.

Discovery Program: Scholars who continue to struggle after the above interventions will participate in small-group intervention during our Discovery Program, targeting specific skill deficits.

Technology: All scholars in grades 6-8 will be issued a laptop, which can be used during all intervention programming, to ensure personalized learning and targeted remediation. Scholars can also use laptops to access online tutorials, interventions program, and video lessons from East End Preparatory teachers.

High School Graduation and Postsecondary Readiness (high schools only)

- **Explain how the school will meet Tennessee graduation requirements. 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.**
- **Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., technical centers, community colleges, military, or workforce).**
- **Outline systems or structures the school will use to assist students at risk of dropping out and/or not meeting graduation requirements throughout the term of the charter.**

Because East End Preparatory will be a K-8 institution, high school graduation and postsecondary readiness requirements are not applicable. With that said, our work will provide a strong elementary and middle school foundation, propelling scholars to excel throughout high school, college, and career.

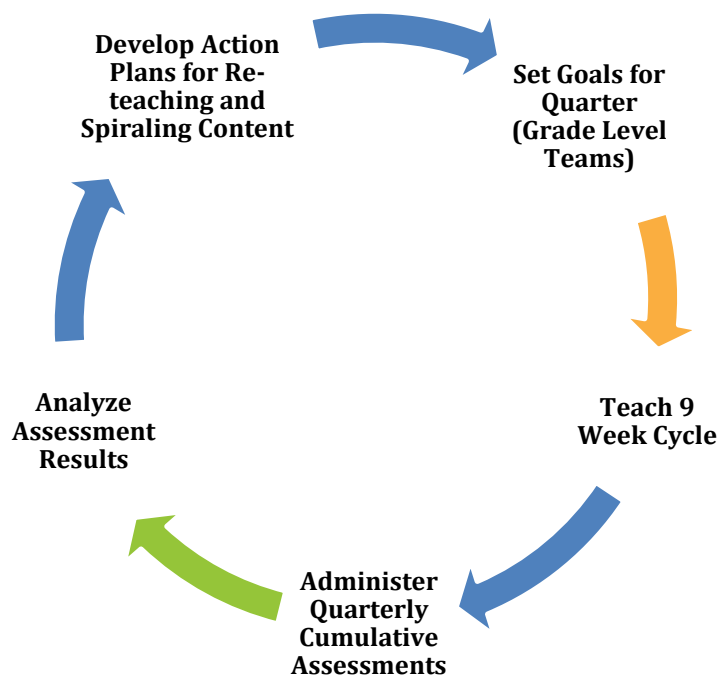
Charter school students must take the same State mandated assessments as students in other public schools. Charter schools also administer additional interim assessments.

Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals and state standards.

East End Preparatory has designed and implemented a transparent assessment system that triangulates data and provides objective longitudinal and comparative measures of student achievement. This system supports our college preparatory mission and ensures an ambitious yet achievable assessment cycle.

East End Preparatory regularly and objectively measures scholars' academic progress using a variety of on-going assessment tools, preparing scholars to succeed on any form of exam, whether it's in-house or standardized. In addition to state and national assessments, East End Preparatory staff administers frequent and relevant baseline, cumulative, and end-of-year assessments aligned with Common Core and Tennessee State Standards. By routinely assessing student progress, teachers are able to strategically use data to inform instructional decisions that ensure scholars master curriculum standards, provide appropriate adaptations/accommodations for scholars with diverse learning needs, and ensure accessibility for scholars with disabilities and English Language Learners. East End Preparatory uses the

data assessment and analysis cycle detailed in *Driven by Data*, written by Paul Bambrick-Santoyo,²⁴ Co-Founder and Managing Director of the North Star Network of Uncommon Schools.



East End Preparatory's assessment system does not rely on any one measure in isolation; instead, we use three measures that work together to create a comprehensive assessment framework:

1. **Absolute Measures:** Absolute Measures are based on a set of predetermined content knowledge and skills and are sometimes also called criterion-referenced or standards-based. Their goal is to measure a scholar's academic proficiency against a standard of knowledge and skills, instead of measuring against other students or progress over time. The Partnership for Assessment of Readiness for College and Careers (PARCC) is an example of such a test. Under No Child Left Behind, it is our goal to make or exceed Adequate Yearly Progress (AYP) on state standards-based assessments in English Language Arts and Mathematics, for all sub-groups of students in the school, as disaggregated by race, income, special education status, and English proficiency.
2. **Value-Added Outcome Measures:** Value-Added Outcome Measures assess the progress of individual students over time as well as that of cohorts of students over time. Because this measures individual year to year growth for scholars, it controls for demographic factors that may influence performance. East End Preparatory measures added value on the TN Ready assessment, or TVAAS, which allows us to compare our student performance to similar grade level cohorts across the state. While rapid value-added improvement alone is not enough to ensure proficiency on criterion-referenced exams, it does demonstrate progress towards that goal and helps inform the effectiveness of instruction.
3. **Internally Developed Measures:** East End Preparatory also uses internally-developed measures to prepare scholars for success in high school, college, and career. We implement these assessments in addition to the absolute and value-added measures mentioned above. Examples are quarterly assessments, unit assessments, and regular quizzes.

²⁴ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print.

Each of these measures allows us to triangulate data, accurately demonstrate student achievement results, and inform the ongoing improvement of our educational program. Data findings determine whether individual scholars have mastered the curriculum, cohorts of scholars have progressed over time, teachers have demonstrated effectiveness, and East End Preparatory is accomplishing our overall mission. Because our assessment system is aligned to Common Core and Tennessee assessment methods, we are able to appropriately compare our academic performance with traditional public schools as well as other charter schools.

Baseline Assessments: At the beginning of the school year, all East End Preparatory scholars take a baseline reading assessment (the Scholastic Reading Inventory) to determine their vocabulary knowledge, fluency, comprehensive, and overall reading level. Baseline data from this assessment allows us to group scholars by ability in both literacy and math and informs any modifications we make to our academic program. East End Preparatory teachers also compare baseline assessment results with scholars' previous end-of-year assessment results, to measure longitudinal academic growth from year to year and continuously improve curriculum. As scholars progress from grade to grade, the breadth and depth of our data increases as well. This will be one of the many benefits of expanding East End Preparatory to encompass grades K-8.

Quarterly Cumulative Assessments: The East End Preparatory Principal and Dean of Academics develop quarterly cumulative assessments using the goals and objectives referenced in our Academic Plan (including our High School Readiness Framework). These assessments provide detailed data on scholars mastery of content taught each quarter. Leaders and teachers analyze data from these assessments to identify scholars in need of additional supports and remediation. Quarterly cumulative assessments mirror the testing environment and question style of state and national assessments, helping scholars feel comfortable and confident when taking end-of-year exams and minimizing the poor scores that sometimes accompany scholars with test anxiety. We collaborate with many of our high performing charter and district partners in Nashville to cross-check the rigor of these assessments, setting a high bar and challenging our students to reach their fullest academic potential.

End-of-Year Comprehensive Assessments: The East End Preparatory Principal and Dean of Academics also develop comprehensive end-of-year assessments using the goals and objectives referenced in our Academic Plan (including our High School Readiness Framework). These assessments evaluate scholars' mastery of content and performance standards for the entire academic year. These assessments are administered at the end of the spring semester. We also use these assessments to create a detailed scope and sequence/curriculum plan for each grade level. East End Preparatory's end-of-year summative assessments are outlined in the following chart.

When Tennessee State standards are released, East End Preparatory will also consider ACT Aspire to serve as its quarterly and end-of-year assessment and facilitate further alignment.

End-of-Year Summative Assessments		
Course	Assessment	Assessment Purpose
Literacy and Writing	ACT Aspire	Benchmarking to ACT assessment, national comparison
	Internal Summative	Mastery of Course Objectives as defined by High School Readiness Framework
	TN Ready	Mastery of Common Core and TN state standards

Math	ACT Aspire	Benchmarking to ACT assessment, national comparison
	Internal Summative	Mastery of Course Objectives as defined by High School Readiness Framework
	TN Ready	Mastery of Common Core and TN state standards
	Algebra I EOC assessment	Mastery of Algebra I course objectives as defined by MNPS
Science	Internal Summative	Mastery of Course Objectives as defined by High School Readiness Framework
	TN Ready	Mastery of TN state standards
Global Literacy (Social Studies)	Internal Summative	Mastery of Course Objectives as defined by High School Readiness Framework
	TN Ready	Mastery of TN state standards

Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.

East End Preparatory uses a variety of assessments to measure academic progress. Each of these assessments is aligned with content and performance standards and provides teachers with ample opportunity to monitor students' progress toward mastery. These assessments are designed to flexibly evaluate individual students, student cohorts, sub-groups, and/or the entire school population, depending on the kinds of data desired. These assessments are outlined in the following charts:

Assessment	Purpose	Target Population	Frequency	Subject
Exit Tickets	to assess mastery of daily objective	individual students, student cohorts, sub-groups, entire school population	daily for new material	English Language Arts, Math, Science, Social Studies
Regular Quizzes	to frequently assess progress on mastery of objectives	individual students, student cohorts, sub-groups, entire school population	typically once a week	English Language Arts, Math, Science, Social Studies
Project Essays and Lab Reports	to assess mastery comprehension, critical thinking, and application of key skills	individual students, student cohorts, sub-groups, entire school population	2-3 per quarter	English Language Arts, Math, Science, Social Studies
Scholastic Reading Inventory	to assess reading comprehension	individual students, student cohorts, sub-groups, entire school	quarterly	English Language Arts

(SRI)		population		
Writing Assessment (TNCore Framework)	Writing competency and fluency	individual students, student cohorts, sub-groups, entire school population	quarterly	Writing
Cumulative Assessments	to assess on-going mastery of standards	individual students, student cohorts, sub-groups, entire school population	quarterly	English Language Arts, Math, Science, Social Studies
ACT Aspire	Mastery of ACT benchmark objectives	individual students, student cohorts, sub-groups, entire school population	annually	English Language Arts, Math
Algebra I EOC	Master of Algebra I objectives	individual students, student cohorts, sub-groups, cohort taking Algebra I	annually	Math
TN Ready	to assess summative knowledge and skills	individual students, student cohorts, sub-groups, entire school population	annually	English Language Arts, Math, Science, Social Studies

Informal Classroom Assessments: East End Preparatory teachers conduct on-going informal classroom assessments, to continuously gauge scholar progress and adjust lessons in response to results. Teachers use the following informal classroom assessments throughout the year:

- **Do Nows:** Providing a brief “do now” assignment at the beginning of each class allows the teacher to quickly assess student understanding of a specific topic.
- **Homework:** Homework assignments serve as a consistent gauge for scholar performance. Since homework reviews subject content already covered, it allows teachers to determine each scholar’s daily performance and identify any necessary student interventions.
- **Reading Logs:** Reading logs are collected each morning as part of a scholar’s homework. These logs allow teachers to have a quick check on the reading level and proficiency of the scholar over time. Scholars must read their independent reading books for at least 20 minutes at home each night. Parents must sign student reading logs each night.

The aforementioned assessments will use to measure progress of student population, including groups who may require additional academic support to ensure success.

Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data

East End Preparatory’s data and assessment tracking systems empower us to personalize the learning experience for all scholars. A brief description follows:

1. **Knowledge Management System:** East End Preparatory currently uses Kickboard, which easily interfaces with nearly all Student Information Systems. Kickboard also has a parent portal, where parents can track their scholar's progress. We use Kickboard in two key ways:
 - a. **Student Information Tracking:** Kickboard stores scholar demographics, grades, attendance, State reporting, and Special Education information. Kickboard also has a detailed module to track daily behavior, positive and negative.
 - b. **Data and Assessment Tracking:** Kickboard has impeccable data and assessment tracking capabilities. Teachers can upload State Standards, Common Core Standards, and Internal Standards the Kickboard system and then link these standards to assessments. Because data and assessments can be uploaded via video scanning, teachers are able to update data in near real-time.
2. **Additional Assessment Management**
 - a. **Mastery Connect:** East End Preparatory will add Mastery Connect to its data and assessment tracking framework for grades 6-8. Mastery Connect helps teachers and leaders ability to design and analyze great assessments and links with Kickboard to allow teachers to track mastery of Common Core and TN state standards. Mastery Connect also connects teachers and leaders to a national network of peers who are designing and analyzing their own Common Core, AP, and TN state assessments.
 - b. **Online Content, Blended Content, and Assessments:** East End Preparatory teachers use multiple online content and assessment providers for specific courses and grade levels. Data from these providers can be uploaded to the Kickboard system to further track scholar mastery on specific skills and concepts.
3. **Behavior Tracking System:** East End Preparatory uses Kickboard for daily behavior disciplinary tracking. Parents can log onto the Kickboard portal to see their scholar's progress toward social-emotional learning standards.
4. **Teacher and Leader Development:** East End Preparatory will add Bloomboard to its data and assessment tracking framework, to dynamically manage teacher and leader development as will be discussed in Chapter Thirteen: Professional Development.

Currently, the School Leadership Team (School Leader, Principals, Deans of Academics, Deans of Students, and Director of Student Support Services) comprises our Data Team and spearheads data collection, analysis, and reporting. As we expand to grades 6-8, East End Preparatory will hire a full-time Data Specialist, to oversee the school's Data Team and manage, analyze, and report all relevant academic and organizational data.

Explain how school will evaluate data to inform instruction and evaluate academic progress for at-risk students, students with disabilities and English Language Learners.

East End Preparatory's robust and responsive assessment and data management systems, as detailed above, greatly benefit our most at-risk scholars, including those with disabilities and English Language Learners, because they allow us to quickly and accurately identify areas of need and develop specific support strategies. Using this data analysis cycle, which includes IEP and ELL goals, we build detailed individual action plans for scholars, which guide us as we make schedule and intervention adjustments as needed. Further details can be found in Chapter Six: Special Populations and At-Risk Students.

Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

The quarterly assessment process is led by East End Preparatory's instructional leaders and implemented by our entire staff, across grades K-8. All teachers are trained to collect and interpret data during July professional development and through on-going support and coaching. Teachers use this cycle at the end

of each grade level unit as well, working with their Instructional Coach to develop, administer, and analyze unit assessments.

East End Preparatory staff participates in quarterly Data Days, following each quarterly cumulative assessment, where staff gathers in our multi-purpose room to analyze data and make detailed action plans that drive student achievement. Data Days are a perfect opportunity for teachers to build relationships with team members, brainstorm new instructional methods with instructional leaders, and reinforce professional development content. Prior to each Data Day, teachers complete the following pre-work: 1) Teachers grade all quarterly cumulative assessments and input results to Kickboard; 2) instructional leaders develop and print quarterly cumulative assessment analysis spreadsheets, broken down by questions and standards, for teachers to use during Data Days; and 3) instructional leaders study data carefully before Data Days to ensure they are fully equipped to guide the process and help teachers look for pertinent information.

During Data Days, teachers complete the following objectives:

- Analyze scholar data and identify each scholar's strengths and challenges regarding standards taught that quarter and identify trends across scholars/classes
- Reflect on lesson planning and execution, drawing conclusions about scholar outcomes
- Decide upon and document changes to lesson plans and execution for next year
- Identify colleagues who had success in the specific areas and collaborate to learn about how material was presented
- Create a comprehensive action plan for each scholar and class to ensure they learn standards from previous unit, including the following options:
 - a) Re-teach to entire class
 - b) Re-teach to in-class small-groups
 - c) Assign self-intervention lessons on one of the online programs
 - d) Spiral key themes into upcoming unit
 - e) Re-teach during Intervention Block
 - f) Re-teach during Discovery Time
 - g) Assign Peer Tutor
- Plan to communicate re-teaching options to scholars' Leadership Advisor and family
- Review upcoming adjustments with the instructional leaders
- Modify long-term plan/create lesson plans for next nine weeks based on data analysis
- Turn in comprehensive action plan to designated Instructional Coach.

After each Data Day, Instructional Coaches review action plans and hold weekly coaching meetings with their respective teachers to provide feedback and discuss modifications, if necessary. This meeting is critical to the skill development of the teacher in terms of increasing data analysis, reflection, and action planning expertise. It takes intensive training to bring teachers from good to great in data analysis and action planning. Our cohort coaching model ensures that Instructional Coaches are able to frequently check in with teachers regarding execution of action plans after each Data Day.

Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.
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East End Preparatory's School Leader is currently completing Relay Graduate School of Education's National Principals Academy Fellowship program. A major facet of this program is building competencies in analyzing data, at both the school and individual classroom level. Using knowledge gained from this program, our School Leader trains Principals, Dean of Academics, and Instructional Coaches to analyze all school assessment data on an on-going basis, creating a continuous improvement

cycle that drives student achievement at a high level. Instructional leaders in turn train individual teachers in this work. East End Preparatory's leadership staff and teachers have also developed a regular meeting schedule, to further support individual teachers in analyzing, interpreting, and using data. This support includes:

- Weekly grade level meetings each Wednesday, to analyze the most recent quiz data and modify instruction accordingly.
- A significant portion of the weekly meetings teachers have with their designated instructional coaches are dedicated to analyzing the most recent student assessment data.
- Bi-monthly professional development days, to further analyze student progress based on recent assessment data and modify instruction accordingly.

Chapter Five: School Calendar and Schedule

Describe how the school will use time strategically to support the vision, mission and education program to drive gains in academic achievement.

Provide the annual academic calendar for the school as Attachment 1

The East End Preparatory Annual Academic Calendar is included as Attachment 1.

Explain how the annual academic calendar reflects the needs of the academic program.

Extended Academic Calendar: By extending our daily and annual academic calendar, we provide a rigorous instructional program with increased access to a variety of experiences, supporting scholars from all socio-economic backgrounds and preparing them to meet the demands of the 21st Century.²⁵ Our School Calendar reflects school days of 9 hours Monday-Thursday and 6 hours on Friday, an average 8.4 hours a day. The state minimum requirement is 6.5 hours per day. Over the school year, this means East End Preparatory scholars receive 348 more instructional hours (50 instructional days) more than the state minimum requirement.

Professional Development: Hiring and developing the highest quality educators drives the effectiveness of all school and mission components. In addition to our on-going coaching, East End Preparatory provides 30 total days of professional development throughout the year, beginning in July, to ensure that teachers are provided the tools to gain effectiveness and deliver on our mission of excellence. Extended professional development time before and during the school year, coupled with co-curricular planning, real-time coaching, and access to online professional development modules through Bloomboard, will dramatically increase teacher efficacy.²⁶

Data Days: At the close of the 1st, 2nd, and 3rd quarter, we dedicate a full day to analyzing and creating plans for remediation, intervention, and spiraling skills based on a detailed analysis of student data. This builds student achievement and team culture focused on outcomes for kids.

Parent Conference Days: As part of the comprehensive parent engagement program at East End Preparatory, our school calendar accounts for two parent conference days, one per semester. Parents are required to attend both full day Parent-Teacher conference days. During this time, families are provided with detailed information on their scholar's progress and participate in a collaborative discussion with the classroom teacher around how the Family and School team can best support the scholar.

Describe goal for student attendance and explain how the school will ensure high rates of student attendance.

East End Preparatory recognizes that attendance is not only a goal, but a critical component of student success. We ensure that there is a clear policy and procedure to intervene when attendance benchmarks are not being met. Therefore, East End Preparatory has adopted a strict policy for ensuring the whole school community is working toward the common goal of student outcomes and success. See Student Handbook, Attachment 4.

²⁵ Rocha, Elena. "Choosing More Time for Students: The What, Why, and How of Expanded Learning." *Center for American Progress*. Aug. 2007.

²⁶ "Providing More Time for Professional Development." *Providing More Time for Professional Development*. N.p., n.d. Web. 10 Mar. 2015.

Since opening in 2011, East End Preparatory has consistently maintained an average daily attendance rate of 95%, two percentage points higher than the state goal. We will continue to prioritize attendance as a key factor in student success. East End Preparatory's focus on building the habits and skills necessary for scholars' long term success starts with being at school and on time. East End Preparatory has set 97% as our overall attendance goal and < 3% tardies per day goal as we build out to 8th grade. Since most of our scholars will have attended East End Preparatory since kindergarten, their expectation in middle school will be 100% attendance, particularly since this marker is celebrated.

Positive Reinforcement: We create an environment that is joyful, emotionally safe, and welcoming, one where every scholar is valued, where scholars want to be at school with friends and caring adults. Though consequences are needed to ensure attendance rates are high, East End Preparatory prioritizes positive habits of being at school and on time every day in our families and students. Part of the goal setting process during Leadership Advisory is around students' setting their attendance goals and mapping progress regularly throughout the year on their progress. This attendance goal setting process and document is shared with the families as to reinforce its importance. During elementary and middle school Community Celebrations on Fridays, Leadership Advisories are recognized and awarded with a trophy to display outside of their room for the week for the most number of 100% attendance days for the week. At the close of the each quarter's Community Celebration, which is a much larger event, with families in attendance, the Leadership Advisory with the most number of 100% attendance days is recognized in front of the school community. These recognition events create a positive forward thinking mindset for students with a goal to work for throughout each week.

Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.

As East End Preparatory expands, our 5-8 grade school day Monday-Thursday will be from 7:45-4:45. On Fridays, student dismissal is at 2:00 and the entire staff participates in professional development and/or structured vertical content planning meetings until 4:00. Our rationale is starting the longer day in 5th grade is to provide another layer of support to ensure all scholars matriculate to 6th grade fully prepared for middle school years. Fifth graders will not attend the Discovery Program and will use the extended day to meet and exceed their academic goals. The following chart summarizes the total number of days and minutes spent on each subject:

Subject	Minutes per week	Average minutes per day	Days per week
Literacy	489 mins (8.2 hours)	98 mins	5
Math	489 mins (8.2 hours)	98 mins	5
Global Literacy (includes Social Studies)	242 mins (4.0 hours)	48 mins	5
Science	242 mins (4.0 hours)	48 mins	5
Physical Education/Physical Activity	120 mins (2.0 hours)	60 mins	2
Related Arts (Art and Music)	105 mins (1.75 hours)	55 mins	2
Structured Intervention Block	225 mins (3 hours)	45 mins	5

Leadership	75 mins (1.25 hours)	15 mins	5
Discovery Program	75 mins (1.25 hours)	75 mins	2

Literacy and Math: These are core, foundational subjects, and as East End Preparatory scholars move into grades 6-8, we increase instructional time. Literacy is structured to ensure 100% of our scholars are reading at or above grade level and prepared for the higher level, deeper text they will be reading in high school and college. Our goal with our literacy program is not just that we are preparing scholars for college, but the top colleges in the country. Math growth in middle school focuses on continuing to build confidence, strong intellectual habits, and tenacity toward mathematics and problem solving.

The Whole Child: The East End Preparatory schedule also dedicates focused time for the many key aspects of the East End Preparatory commitment to whole child education, strengthening the resolve and character of each scholar. As noted in the above table, each week dedicates time to Leadership (includes character and SEL development instruction), Arts, Music, Physical Education and Activity, and extracurricular activities (Discovery Program).

Remediation: Our schedule also dedicates 45 minutes per day on Intervention, to provide the “safety net” to ensure no scholar falls behind. The intervention time allows for an individualized of support and intervention and also enrichment and acceleration for higher achievers. This time is individualized and may involve online intervention or acceleration, small group intervention, or one on one intervention.

Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring, and other academic activities.

Differentiation and scholar support is built into academic and homework structures. However, East End Preparatory sets aside significant time that is solely focusing on Intervention during the school day. This time is incredibly valuable to ensuring no scholar falls through the cracks and 100% of our scholars receive the support needed for them to meet East End Preparatory’s high expectations for student learning. A breakdown is as follows:

Tiered Interventions	Daily minutes	Notes
Intervention Block (Tiers 1, 2, and 3)	45 mins	Individualized per scholar, includes enrichment
Intervention during Discovery (Tier 3)	Varies	May include small-group or one-on-one intervention

Describe a typical day for a teacher and a student

The Day in the Life of Anthony Rushing, East End Preparatory 6th Grade Math Teacher

Anthony Rushing turns off McGavock Pike and pulls into the parking lot just before 7 a.m. Once inside, he walks to the teacher workroom, sipping coffee and reviewing his lesson plans for the day, as well as the planned Go Noodle activity, Intervention Block, and his scholar support block. He walks to his arrival post at 7:40 a.m., so he can greet the scholars as they arrive (school start time is 7:45).

After his class is seated, Mr. Rushing has everyone take out their binders and review their goals for the week. He takes attendance, and logs any incomplete assignments on Kickboard. He sees Arencia sitting in the third row and remembers to talk to her after class, as he knows she is having some problems at home.

Mr. Rushing makes a mental note to talk to the Dean of Students and the Guidance and Transition Counselor at the end of the day, to discuss support strategies.

Mr. Rushing then takes the class through a small sharing time where they discuss how they used the “Synergy” habit in the last week. Most all of them refer to helping each other on schoolwork, especially during Intervention Block. Suzanna talks about last Thursday when she resolved a conflict with two other friends. Mr. Rushing is pleased with how well his group has bonded during Leadership class and their ability to be open and vulnerable. He feels like he has done a good job building the trust with the team. He also knows that he gets to stay with them all the way through 8th grade and watch them grow as a team and as individuals.

At the end of the Leadership Advisory, Mr. Rushing walks to the Teacher work room. He has 47 minutes of individual planning time prior to his first academic class and spends it grading assessments and thinking through his lesson plans for later in the week, specifically how to differentiate some of the processes now that he has seen the latest student achievement data from his short assessment last Friday.

Mr. Rushing inputs homework into Kickboard and is pleased to see that 93% of scholars completed the previous night’s homework. He also spends about 15 minutes preparing for his reflection meeting with his instructional coach, Mrs. Rhodes, the Dean of Academics. The coaching meeting is focused on whole group questioning strategies. Mr. Rushing’s first math teaching block begins at 9:06. He remembers feedback he had received previously from Mrs. Rhodes around making sure his ELL learners can all see the Math Vocabulary Wall he has created from their seats. Mr. Rushing ends the lesson with an online Exit Ticket. He dismisses students on time and high fives them as they leave his room.

Next is Intervention Block at 9:58, where teachers facilitate focused intervention tailored to the individual learning needs of the scholars; pairings are assigned by the Director of Student Support Services. Today, Mr. Rushing will work one-on-one with Henry, who has an IEP and is really struggling to make the math gains expected of him. Mr. Rushing knows Henry well and is fully prepared to take him through a focused lesson on changing decimals to fractions, a concept that Henry is really struggling with. Mr. Rushing believes that despite his challenges, Henry will be on grade level by the end of the year, and deeply believes he will get there with the right support.

At 10:45, Mr. Rushing teaches a second block of math, which finds the scholars taking on more responsibilities in owning their learning and leadership, within the curricular context of math problem solving. He has developed confidence this area after the professional development facilitated two Friday’s ago on transferring cognitive lift to scholars by one of East End Preparatory’s Instructional Coaches.

Mr. Rushing’s co-curricular planning starts at 12:04. Typically, this is time for where he and his partner math teacher, Ms. Garrett, plan and practice upcoming lessons together. They also compare Exit Ticket data and identify common student misconceptions that they can both address in class. This time is very valuable to Mr. Rushing because of the team collaboration and also the overall content and instructional support he gets from his colleague and gives back.

Feeling empowered by his co-curricular planning, Mr. Rushing’s second double math block starts at 12:57. In his afternoon class, he has made a note to assign Bradley an intervention lesson to do at home and turn in by Friday. Bradley has struggled retaining word problems involving multiple operations, and Mr. Rushing wants him to watch the lesson on video again at home and complete a supplemental assignment to show his mastery.

The rest of the afternoon goes well. At 3:30, the Discovery Program begins, where scholars participate in extracurricular adventures and experiences. Mr. Rushing is sponsoring Destination Imagination, a club

where scholars work in problem-solving activities towards a national competition. After Discovery at 4:45, Mr. Rushing helps with dismissal at this assigned bus duty. He is proud of his day's work at East End Preparatory and his life's work committed to offering the best of himself so his scholars grow up with limitless futures. He is also looking forward to the next day and the tomorrows that follow, experiences that combine the rigors of learning with the cultivation of character. The scholars he teaches, their families, and his colleagues are his extended family. He feels supported. He is glad to be at East End Preparatory, growing as a person and an educator.

The Day in the Life of Calvin Welles, an East End Preparatory 8th grader

When Calvin's mom drops him off at schools at 7:40, he is greeted with a smile and a handshake by the School Leader, who welcomes all students as they enter the building for another great day of learning at East End Preparatory. Calvin arrives five minutes early because he is a student leader, who will act as a role model to help greet kindergarteners in their arrival. He has been working on his self-management and leadership and is proud that his teachers have recognized this. As he heads to his locker, Calvin remembers to arrival time requires an "inside voice" transition for all scholars. He is excited to see that today's meal is granola, yogurt, and orange juice.

At 8:00, it is time to clean up and get ready for Leadership Advisory. His teacher is complimenting the class on their efficient clean up. Most of Calvin and his friends have been at East End Preparatory since kindergarten and they are ready to go. Calvin looks up and sees that today the class is revisiting goals for the week and reviewing the "Beginning with the End in Mind" habit. One of Calvin's goals for the week is to get an 80% or higher on his Friday math quiz around graphing quadratics, which is part of his Personalized Learning Plan and long-term goal of becoming a Chemical Engineer.

When it is his turn, Calvin shares the steps he has taken to meet his goal; he asked his peer tutor for help when needed, utilized intervention time to engage in the accelerated math program online, joined a small group focused on graphing quadratics, and watched a video of his teacher's lesson and completed the accompanying supplemental assignment.

Calvin's teammates compliment him on the steps he has taken and give him some encouragement about his quiz Friday. He is excited because he thinks his Leadership Advisory may get the attendance trophy for the week, as they have really been making sure their teammates are at school and on time every day.

Calvin's first class is literacy. Ms. Boster starts class exactly at 8:17 a.m. with all students in their seats. They start with a silent Do Now projected on the screen, responding to the prompt in their Reader's Notebook. Ms. Boster stops everyone exactly as the timer goes off and signals for scholars to move to their class meeting space for the day's book talk and mini-lesson to begin.

Yussuf, another scholar, has signed up on the Book Talk board to give the day's talk. He gives a 30-second "commercial" to class on *The Lord of the Flies*, a book he has just finished. "You should read this book if you want to read an incredible adventure," he says, "and try, just try to figure it out before the end." Yussuf places a copy of *Lord of the Flies* on the "LSU Scholars Recommend _____" bookshelf.

Ms. Boster then signifies to scholars to track her, and begins a mini-lesson within the "Following Characters into Meaning" unit. The lesson objective is for scholars to notice moments when the main character acts out of character. After her quick anecdote, Ms. Boster picks up the class text *The Adventure of Huckleberry Finn*, and begins reading, stopping three times during the lesson to verbally demonstrate her thinking for scholars. Ms. Boster often uses metacognition or "self-talk", to model for scholars how they should be actively thinking while they are reading.

Then, she begins the “Active Engagement” component of the mini-lesson. She posts an excerpt of *The Adventure of Huckleberry Finn* on chart paper. She urges scholars to read the excerpt with their “Talk Partners” and notice when the main character begins acting out of character. She provides a sentence starter for scholars to use if they need it: “Huck is acting out of character when he _____. This is unusual because _____.” Then, she sets her timer for three minutes, and claps three times. Immediately, there is low talking as scholars begin reading the text to their “Talk Partners.”

Ms. Boster quickly circulates to three different talk partners to listen to their conversation and provide feedback to deepen scholars thinking. She also connects text to Global Literacy where the students are studying the Civil War, discussing issues of race and class in America. “The timer buzzes and Ms. Boster claps three times. Scholars immediately stop talking and she finishes the mini-lesson.

Ms. Boster then says “Tigers—I’ll meet you at the Guided Reading table in 30 seconds, make sure you bring your text and Reader’s Notebook. Ms. Boster snaps twice, and scholars quickly begin moving. Scholars in the Tigers group get their book bins and walk over to the Guided Reading table, and Oliver, Eduardo, and Calvin sit and open their Reader’s Notebook. When Ms. Boster sits at the Guided Reading table, she sets the visual timer for 38 minutes, and begins her guided reading lesson.

Halfway through the independent reading time, Ms. Boster sounds her chime three times. Scholars pause wherever they are across the room and turn to Ms. Boster. She begins “Scholars, today I asked you to mine for evidence when the author makes her beloved characters act OUT of character. It’s now time to share about what you’ve found.” They do so. When the timer dings, scholars gather their book bins and go back to their meeting spot. Ms. Boster celebrates a job well done, reminds scholars that they will meet later in the day to work on their narrative writing pieces and get feedback from one another.

Ms. Boster then dismisses the class to Art, which meets at 9:06. Calvin loves Art. In Art class, Ms. Staples reviews the painting project within the first 7 minutes of class. Then, the class engages in projects such as drawing, sculpture, painting. After cleaning up and putting materials away, Calvin and his teammates head to a break transition. He uses the bathroom and walks with one of his friends to the Intervention Block. Along the way, Calvin greets and says hi to all of the teachers he passes, chatting here and there about the day.

As he arrives at Intervention Block, at 9:58, Calvin is excited to get on his computer program to spend additional time working on graphing quadratics. Calvin arrives at the second half of his Literacy Block at 10:45. Today it is all about narrative writing. He is excited about having some of his teammates peer edit his work and help him improve his writing. Feedback is a regular part of life at East End Preparatory. Halfway through the block, the class breaks for lunch. Students walk quietly to the cafeteria area where hot lunch is waiting for them. Lunch smells good, and he is looking forward to getting some time to visit with friends and getting important nutrition to be rejuvenated for the rest of the day. He and his friends sit at a table and start to talk about what are learning today in class. A teacher sits with them as well—chatting about sports and music. With three minutes left in lunch, scholars have to be silent so they can finish and get refocused for their next class. Back in literacy, Calvin works more on peer editing with some of his work group. Ms. Boster reminds the class about completing their Reading Log, and dismisses them to their next block.

It is now 12:04, and Calvin and his teammates walk quietly to Global Literacy block and follow a similar routine to English and Math—crisp, well-designed standards based lessons in a warm and demanding environment. He likes Global Literacy because they get to learn similar to the way they learn in Literacy but in the context of history and real life events. He also likes that fact that many times the lessons connect to each other, such as the Civil War and race unit connected to *Adventure of Huckleberry Finn*. This makes for engaging and connected lessons throughout the three blocks.

Calvin and his classmates walk quietly to their Math class at 12:57, which is also a double block. Math is taught by Mr. Moag and has a similar warm and friendly but focused learning feel as Literacy. Calvin is greeted warmly at the door by his teacher and then knows the exact routine for the class. He is in his seat with his Math folder is open and the Do Now is ready and waiting for him. Mr. Moag is a high energy teacher and leads the students through a similar lesson structure: short direct instruction on a topic, time to work individually on the topic. Once they transition to the second half of math class, they explore how to apply the skills and concepts they are learning about to real world problems. The entire two hour block is again wrapped up with a summary of the learning and an Exit Ticket.

Calvin's last class is Science, which meets at 2:42. He is also excited because it is time for another Go Noodle activity to get the energy flowing again. This time, it's a 10 minute Dance, Dance, Revolution activity that is really fun. Ms. Broderick also does a great job of using hands on activities and lab activities to make science come to life.

At 3:30, Calvin is super excited because it is Tuesday and time for the Discovery Program. He can't wait to spend the time today in Chess Club. He is happy because his computer intervention has given him the help he needs to succeed in math and he can spend his Discovery time with one his favorite passions- Chess. He packs up everything he needs, including his Leadership Binder, and heads to Chess. Today he learns the power of a strong opening in his game.

At 4:45, Calvin is ready to go home to see his parents and brothers and sisters. The school leaders give high fives to the scholars as they go home for the day. Calvin's dad picks him up and on the drive home, Calvin talks about how much he learned that day and how much he loves his classmates and teachers.

Describe any proposed extra-curricular or co-curricular activities or any other students focused programming the school will offer; when will they begin, how often will they occur and how will they be funded?

East End Preparatory's commitment to whole child education is never more prevalent than in our Discovery Program, which will run every Tuesday and Thursday from 3:30-4:45pm. During Discovery, scholars are exposed to a wide variety of experiences, including Coding, Chess, Dance, Book Club, Entrepreneurship, Spanish, and others. The goal of the Discovery Program is 1) to ensure our scholars are exposed to the widest range of experiences similar to those of middle class families with access to greater resources than many of our families and 2) to prepare students for the MNPS Academics of Nashville.

East End Preparatory will also integrate organized sports in tandem with our expansion to middle school, partnering with community organizations and other charters schools to provide football, basketball, baseball, and soccer programming. This will build upon our current basketball and soccer clubs.

If Saturday School or summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including 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?

East End Preparatory will not offer Saturday School or Summer School.

Chapter Six: Special Populations and At-Risk Students

Provide a detailed a comprehensive plan to serve students with special needs including but not limited to those students with federally recognized disabilities; students with Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of dropping out.

It is the mission of East End Preparatory to provide all scholars with an excellent education, one that instills a passion for learning and ensures high school readiness. To achieve this work, East End Preparatory staff and families partner continuously, inspiring every scholar to achieve at the highest level. We must be especially thoughtful in supporting our most at-risk/gifted scholars. The following describes how East End Preparatory supports these special populations.

The extent to which one or more of the founding school team (founding board, instructional leader, etc.) has experience working with special populations.

East End Preparatory Director of Student Support Services, Dr. Louise McLane, has 34 years of education experience and most recently served as the District Director of Special Education, District Director of Student Support Services, and school-based Assistant Principal for the Warrenton-Hammond School District, Oregon. Dr. McLane has a Bachelor's degree in Social and Behavioral Sciences, a Master's degree in Special Education, and a Doctorate in Educational Leadership. Dr. McLane's credentials also include Tennessee administrative certifications as well as teaching endorsements in general and special education (Pre-K-12). East End Preparatory School Leader, Jim Leckrone, has 10 years of administrative experience, including supervising school special education departments, participating in IEP meetings, and overseeing direct implementation and practice.

Since its inception in 2011, East End Preparatory has developed a robust model that focuses on personalized learning and individualized education, which has been especially successful for scholars with special needs. On any given day, one may walk the halls of East End Preparatory and see one scholar tutoring another scholar in need, a staff member teaching a high needs scholar one-on-one or in a small-group setting, or any other number of individual interventions designed solely around the needs of the individual scholar. Our model focuses on deliberately providing many interventions and structures to support scholars with additional needs, so as not to over-identify scholars as special education in early elementary. That said, East End Preparatory follows all IDEA federally-mandated testing and processes around evaluation and identification. East End Preparatory also recognizes that because families sometimes move, it is important to ensure all federally mandated documents are in place and can be easily transferred. In all cases, we will do what is best for each individual scholar.

Methods for identifying students with special needs and avoiding misidentification

How the school will handle over-identification of special education needs.

Prior to School Year: As a part of our enrollment process, all scholars' records are analyzed and any student with an IEP is identified. For students with an IEP, staff conducts a transitional IEP meeting with the scholar and family before the school year starts.

Personalized Learning Plan: If a scholar's files have not been obtained by the start of the school year, they are identified during the scholar's Personalized Learning Plan meeting in August. The Leadership Advisor, Special Education Teacher, and Officer Manager are responsible for obtaining any missing records. Once records have been obtained, parents and teachers of scholars with an IEP meet with our

Director of Student Support Services, to determine appropriate services. We comply with all laws and provisions regarding scholars with IEPs. We implement all IEPs as written. If a scholar's IEP goals and services need to be updated, the IEP team will convene to review and update the document.

In-School Year Identification: The frequent internal assessment inherent in East End Preparatory's RTI service model provides an efficient means to identify at-risk scholars, in compliance with the Child Find requirements of the Individuals with Disabilities Education Act. During weekly RTI meetings, teachers review the progress of their scholars, based on data from class work, quizzes, tests, projects, and homework, and assigns additional interventions as needed. If a scholar is not still not making sufficient academic progress after being moved to Tier III(a), the Grade Level Team consults with the Director of Student Support Services and the Principal to develop a pre-referral strategy, which may include extra intervention time and/or other supports outlined in Tier III(b). The effectiveness of this pre-referral strategy is monitored for up to six weeks, while additional information regarding a scholar's possible learning disability, including parent questionnaires, classroom observations, analysis of work samples, and anecdotal data.

Resource Class for Scholars with an IEP: East End Preparatory keeps scholars in general education classrooms as much as possible and follows a continuum of services in the "least restrictive environment". In addition to classroom support, all scholars receive differentiated instruction and a 45-minute Intervention Block. Scholars who need additional support and time to master content may participate in Resource Class. These scholars have resource minutes detailed in their IEPs, and in very rare cases, may need extensive remediation before they access general education curriculum. East End Preparatory's is provided in accordance with each scholar's IEP. The following options are considered:

1. Scholar takes regular course load and participates in Resource Class instead of attending Intervention Block (45 minutes per day)
2. Scholar does not participate in Global Literacy or Intervention Block and instead takes Resource Class (95 minutes per day).
3. Scholar does not participate in Global Literacy, Science, or Intervention Block (extreme cases) and instead takes Resource Class (145 minutes per day).
4. Scholar takes general education coursework through a blend of in-class push-in and small-group pull-out support.
5. Scholar participates in a fully individualized program that incorporates as much of the general education coursework as possible but is essentially an inclusive service in the Resource Classroom.

Resource Class teachers incorporate the following methods:

1. Providing content and skill support for gen ed classes
2. Providing remediation as needed to build towards access to gen ed classes
3. Providing behavior and life-skill coaching to build towards access to gen ed classes
4. Providing instructional support to meet additional IEP goals not addressed in gen ed classes

We anticipate that approximately 15% of East End Preparatory middle school scholars will have an IEP. Of these scholars, approximately 75% will require time in Resource Class in addition to the general education classroom. Resource Class will be facilitated by a special education teacher.

Gifted Scholars: East End Preparatory identifies gifted scholars using the application process, the scholar's cumulative file, and the annual PLP meeting, similar to our process for identifying scholars with an IEP and ELL scholars. Our commitment to personalized, differentiated coursework provides the main support structure for gifted scholars. Additionally, East End Preparatory provides gifted scholars with the following supports:

1. **Personalized Learning Plan:** During the annual PLP meeting, gifted scholars map out a challenging and rewarding schedule for the year, including many of the options below.
2. **Reader's Workshop:** This provides gifted scholars opportunities to read at their individual level.
3. **Discovery Program:** This will provide a wide variety of options for gifted scholars. Gifted scholars can use this time to pursue a range of challenging coursework that fits their personality and learning style, including book clubs, Chess Club, Destination Imagination, etc.
4. **Intervention Block:** Gifted scholars can use a laptop or designated classroom computer to take an additional online course of their choosing during Intervention Block, including computer programming, participation in Model UN, advanced math or science activities, etc.
5. **Peer Tutoring and Leadership Opportunities:** Through our peer tutoring program, gifted scholars can strengthen their leadership skills by tutoring a teammate in need. Through our Leader in Me program, gifted scholars can assume a leadership role within the school, such as being a morning greeter, computer lab manager, print environment manager, or front office assistant.

Discipline for Students with an IEP or 504 Plan: East End Preparatory follows Federal and State laws to ensure that scholar's rights are upheld. As detailed in our Student Discipline Policy (Attachment 2), we take special care when enforcing expectations and consequences for scholars with special needs, training faculty and leadership to make wise decisions in tough moments. We always seek to treat scholars with special needs as we would scholars who do not have a diagnosed disability but are also careful not to treat them unfairly due to their disability, pushing them to grow while being compassionate. While extreme cases are handled effectively by always having a manifestation determination meeting in cases of lengthy suspension and/or expulsion, we are very compassionate when dealing with behavioral incidents that are considered minor or moderate. During disciplinary cases, the scholar's Leadership Advisor is involved to ensure the scholar has an advocate.

Scholars with Disabilities: East End Preparatory provides scholars with disabilities with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE). We comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). We fully comply with additional regulations and policies of the State of Tennessee and MNPS.

Potential Over-Identification of Special Education Needs: East End Preparatory provides numerous interventions and supports to all scholars, understanding that every scholar has unique learning needs. We know that scholars can often overcome challenges at a young age with the right interventions and avoid being identified prematurely. East End Preparatory is also deliberate in reviewing plans in a timely manner to ensure that scholars exit appropriately in the event that they demonstrate the knowledge and skills necessary for success without the need for additional IEP supports.

Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students.

East End Preparatory's system for supporting the aforementioned special populations includes 1) identification and 2) response to intervention (RTI). We identify at-risk scholars quickly and accurately and then immediately determine, deliver, and monitor effective responses. We categorize special populations in a flexible, dynamic, and highly-responsive way, to meet each scholar's unique needs. Scholars may fit into multiple categories.

Tiered-Service Model: Approximately 50% of East End Preparatory scholars will only need to access Tier I supports during their time in our academic program; another 20% will need to access Tier II supports; and the remaining 30% require more intensive supports (Tiers III(a), III(b), and III(c)).

Tiered Service Model Overview	
Scholar Experience	School Resources
Tier I: 50% of scholars are supported through basic academic program	
Daily classroom experience, including double Math and Literacy blocks each day	32 days of professional development, collaborative planning, and scholar logistics
Intervention Block used for studying, projects, online skill reinforcement, or peer tutoring	Five hours of co-curricular planning per week, vertical team planning once a month
Homework completion	One hour grade level team meetings per week
Flexible ability grouping	Bi-monthly vertical content meetings, across K-8 th grade (K-1 teachers rotate ELA and Math)
Discovery program participation	One hour of independent planning per day
PLP development and annual family meeting	Maximum classroom size of 27 students
Access to online lesson library	One-to-one laptops, uninterrupted teaching time (no assembly schedules, minimum days, announcements, etc.)
Extensive differentiated instruction in all classrooms	Daily Leadership Advisory Class
Leadership Advisory classes	Rigorous curriculum for each course (on-going)
Physical Education classes (two days per week)	Personalize Growth Plans (PGPs) connected to professional development and coaching
Art or Music classes (two days per week, rotating between Art and Music every 9 weeks)	Daily Intervention Block
Tier II: 20% of scholars require Tier I programming plus additional mainstream supports, as outlined below	
Targeted interventions during RTI Intervention block (peer tutoring, online targeted support through iReady, Achieve 3000, Compass Learning, Khan Academy, ST Math)	Grade level teachers are present during Intervention Block to supervise assignments and provide support as needed
	A clear system for supporting assignment completion and collection
	Culture of revision and ongoing support
Tier III(a): 15% of scholars require Tier I and Tier II programming, plus additional Tier III(a) supports, as outlined below	
Targeted interventions during RTI Intervention block, conducted by Lead Teachers (in small groups of 7-10 students)	All Grade Level teachers and special education teachers present to facilitate targeted small groups
Additional support from Leadership Advisor	Scheduled coordinated time with scholars needing additional support
Peer tutors assigned as needed	
Targeted intervention during Discovery Program	
Tier III(b): 8% of scholars require Tier I, Tier II, and Tier III(a), plus additional Tier III(b) supports, as outlined below	
504 or IEP plan with accommodations	15% of administrator and/or special education

	teacher's time
Weekly intervention during Discovery program (small groups lead by teachers)	IEP documentation and regular meetings
Grade level teachers push into classes to provide small-group support	504 plan template
Extensive Leadership Advisory support	Intervention documentation template
Grade level interventions/plans	
Tier III(c): 7% of scholars require all tiers of support, plus special education, as outlined below	
IEP with services	Wrap-around services through the Martha O'Bryan Center
Resource support	Contracted Vanderbilt Therapist
Speech and language therapy	Contracted school psychologist
Occupational therapy	Other contracted services as needed through Centerstone and other partner agencies
Hearing supports	10% to 15% of administrator's time
Vanderbilt mental health counseling sessions (individual and family)	
Modifications to academic program/curriculum	

For all scholars, the East End Preparatory academic program is highly personalized by differentiated instruction, technology, and small-group/one-on-one support during the school day. Furthermore, our daily Intervention Block gives both at-risk/gifted scholars extended learning time, through technology as well as small-group remediation/extension. These supports are often considered part of a school's program to support special populations, but at East End Preparatory, these supports are available to all students. Our approach helps at-risk/gifted scholars build self-confidence and ultimately propels them to reach higher academic and social-emotional goals. To serve special populations appropriately, we must first provide excellent supports for all scholars. When well-executed, these supports bolster the academic and social-emotional progress of at-risk/gifted scholars as well.

Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation

Processes and procedures aligned with IDEA law to exit students who demonstrate sufficient progress.

Plans for promoting graduation for students with special needs (high school only)

Monitoring and Evaluation: When a pre-referral strategy is unsuccessful and the general education teacher and special education faculty believe a learning disability may exist, the scholar is referred, in writing, to the Director of Student Support Services for individual evaluation and determination of eligibility for special education services. A referral request may also be made by the scholar's parent. Such referrals will 1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based; 2) describe any attempts to remediate the scholar's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and 3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be sent to the scholar's parents.

The Director of Student Support Services and the Principal then convene a meeting with the scholar's parents to secure written parent consent to conduct psycho-educational testing to determine the child's

special education eligibility. East End Preparatory then conducts such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting is reconvened with the parents, the Director of Student Support Services, the scholar's Leadership Advisor and other appropriate faculty. At that time, a decision is made as to the scholar's eligibility for special education services. If the scholar is eligible for special education services, an IEP for that scholar is developed. All IEPs are evaluated and revised as needed at least annually. All assessments and evaluations are repeated at least once every three years. The IEP is legally managed by the appropriate special education grade level teacher, but will also be supported by the Director of Student Support Services and the Leadership Advisor of the scholar.

Section 504: Section 504 requires schools receiving federal funds to provide scholars with disabilities appropriate educational services designed to meet the individual needs of such scholars to the same extent as the needs of scholars without disabilities. Section 504 prohibits discrimination on the basis of disability. East End Preparatory adheres to all obligations under the Individuals with Disabilities Education Act and Section 504. We immediately evaluate and identify any scholars protected under Section 504. This includes any scholar determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment. The Director of Student Support Services serves as the Section 504 coordinator to ensure that the legal rights of such scholars are met and that their special needs are effectively served. The process for identifying and developing 504 plans for scholars is the same as described above for IEP scholars. The scholar's mentor oversees all monitoring of the 504 plan. Typically, general education teachers have approximately 27 scholars in their classroom, meaning statistically they will have 3-5 scholars with an IEP or 504 plan. By dispersing responsibility across all teachers for the monitoring and overseeing scholars with special needs, we increase the quality and in-depth knowledge of each scholar and their needs.

How the daily schedule, staffing plans and support strategies (i.e. service providers, nursing and educational assistants) will meet or be adjusted for the diverse needs of the students.

East End Preparatory's Special Education Program is led by our certified Director of Student Support Services, directly responsible for ensuring we are in compliance with all applicable special education laws and requirements. As we add grades 6-8, we will hire two special education teachers to work under the supervision of our Director of Student Support Services. This structure will adequately support the needs of our middle school scholars and is based on our success at the elementary level, where intensive interventions have in many cases prevented scholars from being labeled too early. Whenever possible, we educate all scholars within the regular education classroom, unless the scholar's needs require other accommodations. East End Preparatory's ratio of students per special education teacher is 24:1. If our special education population increases, additional staff will be added.

Special education teachers routinely collaborate with general education teachers regarding direct instruction and inclusion of special education scholars. General education teachers are notified of their responsibilities for particular scholars by the special education teacher and are trained and guided by the special education teacher, the Director of Student Support Services, and/or their appropriate administrator on how to successfully meet those responsibilities. General education teachers will implement any classroom modifications or accommodations in accordance with the scholar's IEP. As required, scholars with an IEP will be provided with out-of-class tutoring, counseling, and physical, occupational, speech, and language therapy services (either by East End Preparatory certified staff or contracted expert professionals). East End Preparatory's K-8 special education staffing structure is outlined below.

Special Education Staffing Structure		
Grades K-2	Grades 3-5	Grades 6-8
1 Director of Student Support Services		
1 Special Education Lead Teacher + 4 hybrid associate teachers per grade level to provide in class support	1 Special Education Lead Teacher + 3 hybrid associate teachers per grade level to provide in class support	2 Special Education Lead Teachers

We also have access to additional supports to meet the needs of our student population, including sponsor agency Martha O’Bryan Center’s social emotional support staff, led by the Center’s Director of Clinical Services. This brings additional counseling, therapy, and consulting.

Hiring Licensed SPED personnel: The East End Preparatory model is led by an experienced Director of Student Support Services with more than 30 years of education experience and will include four other certified and highly-trained special education teachers when the school reaches grades K-8. This model puts emphasis on the knowledge and wisdom of special education staff, as we believe they are experts in breaking learning down into small parts for students struggling to acquire skills. Our well-staffed and qualified behavior and whole child support personnel—three Deans of Students, one Associate Dean of Students, one Director of Social & Emotional Learning, and one Guidance and Transition Counselor—also serve as valuable advisors, with a deep understanding of the roots behind student misbehavior and the myriad of social-emotional struggles that often accompany students from low-income backgrounds. Vanderbilt University provides contracted licensed therapist support, giving scholars and families yet another level of social-emotional expertise. Martha O’Bryan Center’s comprehensive social-emotional programming rounds out our model, providing families with targeted wrap-around supports.

Service Providers: East End Preparatory currently partners with MNPS, Franklin Speech and Language, Vanderbilt University, and Nashville Interpreters to provide appropriate services to scholars with IEPs and will continue to build these relationships as we expand to K-8. Partner services include but are not limited to speech therapy, occupational or physical therapy, translation and interpretation services, medical services, orientation and mobility services, counseling services, parent training to help them support the implementation of their scholar’s IEP, rehabilitation, social work services, and transportation services. As noted in our Charter School Planning and Budget Worksheet and Budget Narrative (Attachment 13 and Attachment 14, respectively), the East End Preparatory Board has built a contingency plan in case the costs associated with supporting a scholar with an IEP dramatically increases.

Methods for identifying ELL students (and avoiding misidentification)

East End Preparatory provides a challenging and high-quality education to all scholars, including English Language Learners (ELL). We serve all scholars with limited English proficiency using structured English language immersion, ensuring scholars achieve English language proficiency as quickly as possible. The East End Preparatory ELL program is designed exclusively to meet our mission, and will include approximately 10-20% of our student population.

East End Preparatory serves ELL scholars based on the U.S. Department of Education’s six steps ELL program progression: 1) enrollment in school, 2) identification of potential ELL scholars, 3) assessment determining need for ELL services, 4) provision of appropriate ELL services, 5) transition from ELL services, and 6) monitoring ability to participate meaningfully. In implementing our ELL program, East End Preparatory complies with all applicable laws, including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

At East End Preparatory, ELL scholars are not excluded from curricular or extra-curricular activities based on an inability to speak or understand the language of instruction and are not assigned to special education because of their lack of English proficiency. Instead, ELL scholars achieve proficiency in the English language through East End Preparatory's tailored teaching methods and services. Families with limited English proficiency receive school notices and information in their native language. Family outreach is also conducted through home visits by a school representative and an interpreter.

Identification of ELL Scholars: East End Preparatory uses the following process for identifying ELL scholars: 1) Home Language Surveys to screen all new enrollees for potential limited English proficiency; 2) If the scholar's native language is not English, appropriate East End Preparatory faculty and a hired interpreter conduct an informal interview in the scholar's native language as well as English; 3) If the scholar speaks a language other than English and/or the scholar speaks little or no English, we coordinate with MNPS to administer the WIDA-ACCESS Placement Test (W-APT). W-APT results inform instruction and ensure all scholars are able to access the academic content and master performance and content standards.

East End Preparatory also uses the RTI identification process to identify scholars with limited English proficiency. Furthermore, the PLP meeting with the scholar's Leadership Advisor and family in August provides an opportunity for the family and school to discuss potential English language acquisition issues. Between the Home Language Survey, RTI process, and PLP meetings, East End Preparatory identifies all ELL scholars quickly and accurately.

Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

ELL Instructional Strategies Overview: At East End Preparatory, all ELL scholars receive the same academic content as those scholars who are native English speakers. We use the Sheltered Instruction Observation Protocol (SIOP)²⁷ as the main strategy within general education classrooms. The co-developers of the SIOP model have conducted and analyzed the impact of sheltered instruction since its inception nearly 14 years ago. SIOP has been validated as a model of instruction that improves the achievement of students. As recent as 2011, a high school in Texas and an elementary school in Washington restructured their ELL programs into comprehensive SIOP models and were met with astounding results for their English Language Learners. Indeed, English Language Learners at the Washington elementary school scored 20% better in reading than other ELL students in the state.²⁸ Similarly, English Language Learners at the high school in Texas have increased passage rates on the Texas Assessment of Knowledge and Skills annually since SIOP was adopted.

Per the SIOP model, all instruction at East End Preparatory is in English, but the level of English used—both oral and written—is modified appropriately for each ELL scholar. This does not mean that the content is “watered down,” but instead that teachers incorporate a variety of strategies that make content more accessible. For example, teachers may use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers who support ELL scholars also adapt lessons, assignments, and instructional groups, reducing language barriers and empowering said scholars to participate fully in the educational program. Scholars are never prevented from speaking in their native language, either inside or outside of the classroom. This ensures we create the most accepting cultural atmosphere possible, such that scholars of all backgrounds and languages feel

²⁷ "About Sheltered Instruction Observation Protocol - SIOP®." *Sheltered Instruction Observation Protocol*. N.p., n.d. Web. 10 Mar. 2015.

²⁸ Echevarria, Jana. "Effective Practices for Increasing the Achievement of English Learners." *CREATEBrief*. Oct. 2012.

welcome and valued. Faculty participates in ELL professional development opportunities during July professional development and spiraled as needed throughout the year.

If an ELL scholar is not initial successful in the SIOP model, additional services are implemented during Intervention Block. We actively recruit at least one full-time teacher at the elementary school level and one at the middle school level who speaks the foreign language most common among our scholars. We expect our Hispanic student population to grow, consistent with district demographics and our success serving all scholars.

To have meaningful relationships with parents and scholars who do not speak English as a first language, we must be proactive in our communication styles and techniques, through the involvement of translators, community organization support, or friends of East End Preparatory. We make sure that all home-school correspondences are translated using a document service company. During the planning year for our middle school implementation, we will secure additional ELL experts to review our ELL service model.

Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services

ACCESS for ELLs Assessment: Every spring, East End Preparatory staff administers the ACCESS for ELLs assessment to all scholars who scored below benchmark on the WIDA-ACCESS Placement Test (W-APT) the previous fall or the ACCESS for ELLs assessment the previous spring. For scholars below benchmark on W-APT/ACCESS for ELLs assessment, East End Preparatory develops a service strategy to ensure each scholar maximizes success. All literacy teachers at East End Preparatory are required to be EL certified and use the SIOP model throughout the day, emphasizing access to academic content and English language development simultaneously. For high needs ELL scholars, the most common option for service is for an EL-trained administrator or teacher to work with ELL scholars on structured English language acquisition during the Intervention Block. Scholars who need additional support receive targeted instruction in Resource Class. Combined, ELL scholars can receive up to 145 minutes of English language acquisition instruction each day.

For ELL scholars who meet benchmarks on the ACCESS for ELLs assessment, general education classroom programming provides appropriate support (SIOP-trained general education teachers, differentiated instruction, personalized learning, daily Intervention Block, targeted vocabulary lessons, and push-in support from an ELL-trained staff member). These scholars are determined to be in Transition Year 1 and are closely monitored during weekly RTI meetings, throughout their time in Transition Years 1 and 2. If a scholar in Transition Year 1 or 2 struggles to access the curriculum, the options described above for scholars below benchmarks are considered.

Exit Criteria: East End Preparatory staff measures the proficiency of ELL scholars receiving pull-out services at least twice a year, to determine whether prescribed services are still warranted. Pull-out and special services continue until a scholar attains English language proficiency, as measured by the ACCESS for ELLs assessment. In addition, we continuously evaluate each ELL scholar's performance in academic content areas, to measure progress. If an ELL scholar continues to struggle in these academic areas, East End Preparatory staff may modify the instructional program. Scholars are no longer considered ELL when they test high enough to exit the program. No scholar exits the ELL program unless they can read, write, and comprehend English well enough to participate fully in East End Preparatory's academic program.

Accountability and Evaluation of the ELL Program: East End Preparatory evaluates the growth of ELL scholars on all assessments, in comparison with non-ELL scholars, to ensure that East End

Preparatory's ELL program is achieving the desired results—ELL scholars are moving toward English language proficiency and making academic progress in the general education classroom. East End Preparatory tracks ELL scholars longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of ELL and non-ELL scholars, as measured by standardized and non-standardized assessments. East End Preparatory also tracks the number of ELL scholars who exit the program as well as the number of instructional years it takes for this to occur.

Means for providing qualified staff for ELL students

East End Preparatory is prepared to address the needs of scholars who are struggling with the structured English immersion program, by providing pull-out instruction and/or assigning a certified teacher or qualified contract consultant who speaks the scholar's native language. Pull-out instruction focuses on increasing building block English language skill—vocabulary, grammar, reading, and writing—so that scholars can participate successfully in their general education classes. In the East End Preparatory staffing model, all literacy teachers are required to be EL certified. The Director of Student Support Services also has her EL certification and, along with grade-level special education teachers, oversee Resource Class for scholars determined to need sheltered instruction and structured immersion.

Methods for identifying at-risk students through academic and behavioral processes

How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided

East End Preparatory uses a Response to Intervention (RTI) process to identify and support at-risk scholars, including targeted interventions at each tier of support. This process takes place each Wednesday during grade level meetings. The identification process and model is outlined below.

Response to Intervention Model				
RTI Tier	Identification Process	Primary Interventions	Approximate % of Students Expected	Responsible Staff
Tier I	Grade Level Faculty administers universal screeners	Tier I supports as outlined above	100	Classroom Teachers, Grade Level Faculty
Tier II	Grade Level Faculty assigns scholars to Tier II as needed; decision made by Grade Level Team using classroom assessment data	Tier I supports + targeted peer tutoring, supervised online support, and intervention programming during Intervention Block	20	Classroom Teachers, Grade Level Faculty
Tier III(a)	Grade Level Faculty assigns scholars to Tier III(a) as needed; decisions made by Grade Level Team with School Administrators	Tiers I and II + Intervention Plan + Teacher Led intensive small group programming during Intervention + personal peer tutor in class	15	Classroom Teachers, Grade Level Faculty, Administrators
Tier III(b)	Tier III(b) support and referrals for 504 or IEP	Tiers I, II, and III(a) + classroom push-in	8	Classroom Teachers, Grade

	made by Grade Level Team, SPED Team, and Administrators, with family involvement	support from Grade Level Lead Teacher + 1 day of extra small-group intervention during Discovery program + 504 Plan or IEP (if deemed appropriate)		Level Faculty, SPED Team, Administrators
Tier III(c)	Tier III(c) support and referrals for 504 or IEP made by Grade Level Team, SPED Team, and Administrators, with family involvement	Tiers I, II, III(a), and III(b) + IEP (if deemed appropriate) + specialized support services and resources	7	Classroom Teachers, Grade Level Faculty, SPED Team, Administrators

East End Preparatory Grade Level Teams hold an RTI meeting each Wednesday, digging into the latest data to identify scholars who are 1) falling below grade level, 2) failing multiple classes, or 3) having consistent behavior problems. After identification, the grade level team then moves students from Tier I to Tier II as needed, matching scholars to appropriate interventions. **As students move from Tier I to Tier II, their Leadership Advisor notifies their family.**

If a student is still not responsive at Tier II, the grade level team may then opt to move the student to Tier III of the RTI service model. When moving a scholar to Tier III, the Grade Level Team involves the Special Education Teacher and begins monitoring the scholar's progress each week. The scholar's Leadership Advisor then notifies the scholar's family. This process continues as described above until the scholar is either successful or moved to a higher tier, with additional supports added.

While the logical progression of our RTI service model works for most students, the most appropriate progression of supports may vary from student to student, depending on their unique needs. The appropriate Grade Level Team, Special Education Teacher, Administrators, and families work together to prescribe appropriate supports for at-risk scholars. Our RTI service model outlines the approximate number of scholars who will need various supports, but the decision to assign specific supports is based on what is best for each individual scholar. East End Preparatory's Student Support Services Team is responsible for predicting when a service tier may exceed the predicted number of scholars. If this occurs, resources will be adjusted in conjunction.

School Culture and Discipline

Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school's mission, goals and objectives. Explain how the school's culture will reflect high levels of both academic expectation and support.

There is an old saying, "We are what we think. All that we are arises with our thoughts. With our thoughts, we make the world". At East End Preparatory, families, scholars, teachers, and administrators are accountable and responsible for the culture and academic achievement of the school. When adults set the tone, modeling positive behavior, scholars buy in and follow suit. We have a positive, encouraging, and joyful school culture that is anchored by a teacher culture that is open, innovative, respectful, and dedicated to the mission.

Since its inception in 2011, East End Preparatory has prioritized developing culture in tandem with academic excellence. As Ron Berger, Chief Program Officer for the non-profit school improvement network Expeditionary Learning, outlines in *An Ethic of Excellence*, students' achievement and character are shaped by the culture around them.²⁹ The East End Preparatory school culture embodies our Core Principles, works to develop and celebrate our Habits of Success and Character Strengths, and supports high academic achievement. By ensuring that our culture is consistent and expectations are clearly defined, students feel safe and confident and are able to focus on learning. For new scholars who come to our school, this serves to minimize distractions and provide a strong foundation for successful assimilation and learning. As scholars mature, they often become the protectors of the culture. You may walk down the hall and hear one scholar say to another, "We don't do that at East End Prep, we're on our way to college". Scholars arriving at East End Preparatory for the first time will find themselves surrounded by other scholars that live by the character strengths that defined our culture

As East End Preparatory expands to 8th grade, we will strengthen leadership and ownership among scholars. Scholars in grades 6-8 will be expected to uphold and lead the school culture, values, and expectations with minimal prompting and managing. Through our supports and systems, we establish a high expectation of self-management and independence, growing leadership skills and self-confidence as students move into the high school years.

East End Preparatory's Middle School Dean of Students (6-8) sits on the school's leadership team and is the primary individual responsible for establishing and sustaining an inclusive and positive school culture of excellence, community, and leadership in grade 6-8. The Middle School Dean of Students works with our Elementary School Deans to implement, assess, refine, and align culture processes across grade levels. At East End Preparatory's July professional development, the first order of business is to ensure all staff members are aligned on the depth of responsibility we have to our scholars and families and what is expected to uphold that responsibility. This alignment process ensures smooth and consistent implementation of school culture and expectations from the beginning and throughout the year.

Staff Core Values and Responsibilities	
No Excuses or Shortcuts	Work hard every day to deliver on the urgent promise to provide an outstanding education for all students; own shortcomings and do not seek to blame external forces.
Team & Family	Care about others and treat everyone with respect. Work hard to preserve a sense of family. Have fun with team and celebrate differences. Collaborate and share best practices; pitch in when teammates are struggling.
People Matter	Honor our own personal, family and community commitments and those of others. Contribute to an environment that is exceptionally professional, collegial, stimulating, and supportive.
Excellence is a Habit	Strive to set the standard in everything we do. Relentlessly pursue excellence and do not settle for "so-so" from students or self.
Sweat the Small Stuff	Pay attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything we do.
First Things First	Recognize that the needs of students always come before adults and prioritizes students first.
Whatever It Takes	Are persistent, insistent, and deliberate in our actions; give 100% every day and goes the extra mile to make the difference in the lives of our students.
Many Minds, One	See self as a partner in a national effort to improve the communities in

²⁹ Berger, Ron. *An Ethic of Excellence: Building a Culture of Craftsmanship with Students*. Portsmouth, NH: Heinemann, 2003. Print.

Mission	which we live and work; are eager to learn best practices from other high-performing schools.
Integrity	Value integrity and model it for students; do not merely post and talk about values but allow them to drive actions and words; are humble, honest, and admit mistakes.

At East End Preparatory, we believe that to build strong scholars, we must prioritize character and habits of success, as well as rigorous academics. East End Preparatory scholars will matriculate to high school with, as our mission states, “habits of the mind that promote strength of character and intellect.” The Habits of Success and Character Strengths foster a strong internal compass and leadership within scholars. Leadership comes in all shapes and sizes and everyone can be a leader. Scholars can be quiet leaders who lead by example or outspoken leaders who lead by using their social influence. Below is the framework that aligns Habits of Success and Character Strengths with the related SEL TN state standards.

East End Preparatory Habits of Success	Character Strengths	Related SEL standard TN Social Emotional Learning Standards for School Age (Ages 11-13)
<p><u>Independence</u> Habit 1: Be Proactive. You're in Charge. I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.</p> <p>Habit 2: Begin with the End in Mind. Have a Plan. I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.</p> <p>Habit 3: Put First Things First. Work First, Then Play. I spend my time on things that are most important. I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.</p>	<p>Assertive determined honorable purposeful responsible self-disciplined resilient</p>	<p>Learning to analyze risk factors</p> <p>Participating in a lengthy project that has a visible outcome (such as skits with costumes, organize community program, etc.)</p> <p>Developing persistence</p> <p>Developing the understanding that there are consequences to their actions</p> <p>Demonstrating the ability to set personal goals</p>
<p><u>Interdependence</u> Habit 4: Think Win-Win. Everyone Can Win. I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.</p>	<p>considerate compassionate helpful honest reliable respectful kind forgiving generous</p>	<p>Identifying self with peer group</p> <p>Showing empathy</p> <p>Learning to make appropriate decisions - to resolve conflicts arising from the influence of peers</p>

<p>Habit 5: Seek First to Understand, Then to Be Understood. Listen Before You Talk. I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.</p> <p>Habit 6: Synergize. Together Is Better. I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.</p>	<p>trustworthy patient flexible</p>	<p>Accepting personal and community responsibility</p> <p>Exploring and examines rules to make sure the rules are fair</p> <p>Learning to accept and value other points of view</p> <p>Communicating with peers through a variety of methods</p>
<p>The Whole Person</p> <p>Habit 7: Sharpen The Saw. Balance Feels Best. I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.</p> <p>Habit 8: Find your Voice and Help Others Find Theirs. "Voice" is the unique personal significance each of us offers, and can bring to bear at work. Finding our unique voice means fulfilling our innate potential. Finding our voice, involves the four elements of a whole person: mind, body, heart and spirit. Mind = Vision</p>	<p>Confident courageous creative humble joyful enthusiastic grateful</p>	<p>Developing leadership skills</p> <p>Beginning to develop personal values</p> <p>Defining themselves through environment, friends, clothes, culture, TV</p> <p>Learning to express individual ideas in appropriate ways</p> <p>Learning to handle emotions such as fear, frustration and rejections</p> <p>Beginning to accept responsibility Learning to cope with hormonal changes</p>

Explain how you will create, implement, and sustain this culture for students, teachers, administrators and parents starting from the first day of school.

This mindful scaffolding of Habits of Success and Character Strengths begins the moment a scholar is enrolled, continues throughout his or her K-8 experience, and lives within the daily culture of school.

Family Orientation: Upon enrollment, each scholar receives a home visit conducted by their Leadership Advisor. Scholars will receive their two uniform shirts for the year during this visit. The school mission, Habits of Success, and Character Strengths are also introduced at this meeting. Families also attend a three-hour parent orientation with other incoming families, where all school expectations and consequences are carefully detailed. We have seen the benefit of families and teachers "speaking the same language" and give our families the opportunity to discuss how the values at school are reflected at home. Many parents are anxious about the middle school years and detailing the values of the school culture

help families to see how they both they can contribute to their scholar's well-being and success of the school but also gives the confidence that their scholar will be supported through adolescence.

Great detail and focus is spent on making sure that every family thoroughly understands the East End Preparatory culture and expectations. All expectations are tied back to explanations for how they support and cultivate the Habits of Success and Character Strengths and ultimately the scholars' success in high school, college, and life. Families are part of the circle of adults who are committed to their scholar's success. We are happy to see all families at school. East End Preparatory parents know when they walk in the door at East End Preparatory, they are greeted with a warm and welcoming smile, whether they come to volunteer in a classroom or our office or attend a specific event. As parents attend events, they are consistently immersed in the consistent and uplifting culture and ethos of East End Preparatory.

Scholar Orientation: The first two weeks of every school year, regardless of how long scholars have been at East End Preparatory, are devoted to re-committing all scholars to the school culture values, expectations, routines and procedures, and goals, as well as creating experiences that bring the entire scholar team back together after the summer. Culture Camp, the two days before returning scholars come back, is specifically devoted to all kindergarten scholars and all new scholars. The first goal of Culture Camp is to invest the new scholars in East End Preparatory. Scholars enjoy chants, stories, and team games that build community and invest the scholars in the school. The second goal of Culture Camp is to ensure all new scholars have ample time to "practice" and internalize all routines, procedures, and expectation that are a part of the East End Preparatory structured, orderly, and learning focused environment. An ice-breaker game and get-to-know you session help scholars break through the normal "cool/uncool" paradigm of adolescence and will inspire scholars and parents to find joy in school, and to emphasize the proper way to conduct themselves and contribute to the culture and team on a daily basis.

Every scholar does a writing assignment at the beginning of the school year, outlining their hopes and dreams. As a symbol of their commitment, they put their fingerprint (in school colors) on "The Rock of Hopes and Dreams", a big rock pulled from the East End Preparatory creek. This rock is displayed at weekly Community Celebrations as a reminder for the scholars to work hard every day.

Culture-Building for Scholars: A strength of high performing schools is the shared commitment across classrooms for consistent expectations and consequences.³⁰ At East End Preparatory, expectations are carefully detailed and practiced in the first two weeks of school in every classroom. Elementary and Middle School Expectations and Consequences are listed in our Student Discipline Policy (Attachment 2). Expectations and Consequences are tied to support learning, community, and the Habits of Success and Character Strengths. When developing any type of strategy or system at East End Preparatory, the question "is this good for our scholars' growth?" must be answered in the affirmative for the strategy or system to be acceptable. East End Preparatory uses a positive behavior support approach to discipline. A positive behavior support system approaches behavior from an educational, proactive perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Therefore, East End Preparatory's Code of Conduct defines expected behaviors first, then school rule infractions, followed by possible strategies for correcting the behavior. As with academics, we believe that scholars should be praised and rewarded for meeting behavior expectations.

For example, scholars get **Leadership Points** for meeting/exceeding school expectations, demonstrating the Habits of Success, and demonstrating character strengths. When an entire class is meeting expectations, they are rewarded at the end of the day with an all-school "100% shout out" by the Dean of Students. During Friday's school-wide Community Celebration, the week's 100% class shout outs are

³⁰ Berger, Ron. *An Ethic of Excellence: Building a Culture of Craftsmanship with Students*. Portsmouth, NH: Heinemann, 2003. Print.

tallied and the winning class gets to display a trophy outside their classroom the following week. The standard 100% trophies are for attendance, homework, dress code, and the highest amount of weekly leadership points earned.

Each week, all scholars gather for a **Community Celebration**. This is a sacred time at East End Preparatory that scholars look forward to all week. During this time, we celebrate successes, highlight accomplishments, and motivate and inspire scholars and staff to continue working hard toward the mission. Classes also perform their college chants, leaders facilitate activities and discussions that support school culture and the academic program, skits such as cultural event re-enactments, and motivational themes are messaged around upcoming assessments or school events. A significant component of the Community Meeting is recognizing and rewarding the great culture accomplishments that scholars and classes have done. In addition to academic recognitions, culture and behavior recognitions and awards are celebrated. As we build grades 6-8, middle scholars will play a significant role in planning and implementing. Not only will middle school scholars assist in planning what topics and themes should be included in Community Celebration, but they will lead many key parts of the meeting empowering more scholar ownership as students matriculate through to 8th grade.

Restorative Justice: A major component of maintaining the school culture at East End Preparatory is to ensure that scholars understand how their actions, positive or negative, impact the entire school community and team. Nowhere is the depth of commitment and responsibility to the East End Preparatory Team and Family more evident than through the process of Restorative Justice. As discussed in the student handbook, in grades K-5, we implement restorative circles within individual classrooms for behavior that has significant impact on the fabric of the culture and community. In grades 6-8, scholars who demonstrate a behavior that significantly affects the school culture and community will take responsibility for their actions in front of the grade level. The event is concluded with the school community forgiving the scholar and providing encouragement and offers of support moving forward. Restorative Justice is not meant in any way to shame scholars, but to use discipline events as opportunities for growth for individual scholars as well as the entire team and community.

Throughout the week, scholars submit written shout outs for one another for showing Habits of Success and Character Strengths. A select number of shout outs are read in the front of the group (as time allows) and the written shout outs are handed to the scholar who received the shout out. During Community Celebration, the **Greatness Sweater** is given to one scholar in each grade level each week who has demonstrated exceptional character strengths throughout the week, as identified by faculty. The scholar wears the Greatness Sweater for the next week. During Community Celebration, the **Leadership Blazer** is also given to one scholar in each grade level who has demonstrated exceptional leadership strengths throughout the week. A volunteer team of 6-8 scholar culture leaders will also work with the School Leader to keep a pulse on the scholar culture from a middle school perspective.

As scholars progress through the Gradual Release model at East End Preparatory, the expectations and consequences will become more and more internal. Our Expectations and Consequences for classrooms in these later grades will be reviewed prior the fall of 2017, as the scholars who are now in 3rd grade demonstrate their self-management and independence over the next two years. Our Expectations and Consequences for our middle school will reflect the emphasis on self-management and independence in the gradual release model, in essence the Expectations and Consequences built for grades 6-8 provide more flexibility around consequences and many times will involve student choice around consequences. A significant benefit of having a K-8 school is that as scholars matriculate and internalize the Habits of Success and Character Strengths each year, they own their behavior and choices and can operate from their central locus of control without being told every step of the way. This creates ownership and responsibility for our middle school students and allows them to develop as young adolescents that can thrive and flourish long after they have graduated from East End Preparatory.

Culminating 8th Grade School Trip: At the end of 8th grade, all scholars will take a class trip to a city having major historical significance, such as Washington D.C., Jamestown, or possibly an international city such as London or Paris. This culminating trip will be for the purpose of seeing and experiencing places that have been studied and read about through courses at East End Preparatory and serve as a culminating culture building experience prior to graduating from East End Preparatory. We will utilize our donor base to provide needed funding for this major trip. All scholars will attend this trip and financial challenges will not prevent anyone from participating in the trip.

Culture-Building for Faculty and Staff: East End Preparatory will conduct professional training for new faculty in the weeks leading up to the start of school, including culture building. A high trust faculty and staff culture is important to having a strong scholar culture. See our detailed professional development schedule in Chapter Thirteen: Professional Development.

Culture building for staff is not limited to teachers. All East End Preparatory staff, including bus drivers, custodians, and cafeteria workers are an active part of building culture and collaboratively aligning everyone with the core values, mission, and vision. In July, faculty and staff will spend focused time on what each core value means and what it looks like in practice every day. This is also the time we spend on the mission and vision to ensure all staff members are working toward the common goal. Faculty will be led through sessions on how to develop a high trust culture, and how to ensure its continual growth.

The Expectations and Consequences for scholars will be introduced in this training, with time for discussion, feedback, and input for changes. Faculty will spend considerable time practicing how to effectively deliver clear expectations, and fair and compassionate delivery of consequences. Faculty will work in teams and practice scenarios of giving feedback to scholars (faculty playing the role of scholars). Faculty will also practice giving feedback to each other regarding common issues that affect faculty, including parent interactions. East End Preparatory faculty will be well prepared to handle all the “small stuff” in a consistent manner because practice builds trust in the faculty culture.

Professional development is offered to faculty throughout the year and much of this time will focus on responsive training, scholar culture, and faculty culture. For example, if bullying is an issue in 6th grade, the 6th grade team will spend time developing an effective plan to address the issue in a way that builds the 6th Habit (“Synergize”) in all 6th grade scholars. If academic integrity is a worry in 7th grade, then the 7th grade team will develop a plan for the upcoming nine-week session to address it. If a school-wide issue is noticed (i.e., lack of joy in classrooms) then the entire faculty will schedule a session to address the culture issue. By having consistent breaks in the schedule to address common culture issues, we ensure our culture remains strong throughout the year.

Faculty will be trained in how to have “courageous conversations,” especially with fellow faculty members and parents. Strong cultures are not devoid of problems but instead are defined by how they pay attention to and address problems as they occur. East End Preparatory will regularly train faculty and encourage them to have open, honest conversations with fellow faculty members in order to promote a healthy, transparent culture.

East End Preparatory staff meets each Friday for a Morning Huddle. These meetings will start with a five-minute rapid fire session of “shout-outs” to fellow East End Preparatory staff members for actions that personify our Core Values. If a staff member is inspired by something they saw another staff member do, they can also send an email to shoutout@eastendprep.org to be read that Friday. After the shout outs, a team building game is facilitated by designated grade level on a rotating basis.

Describe the plan for acculturating students who enter mid-year.

Mid-Year Acculturation: For scholars who enter East End Preparatory during the school year, the following strategies will be used to assimilate them into the school culture.

1. **Shadow Day:** Incoming scholars will be given the opportunity to shadow during one of our East End Preparatory Shadow Days. These days occur twice per month and are designed to give scholars a clear idea of the East End Preparatory culture, expectations, and academics.
2. **Personalized Learning Plan:** in the first week of a new scholar's enrollment they will have their Personal Learning Plan meeting with their Leadership Advisor. This will be the main source of information and acculturation for the new scholar and their family.
3. **Scholar Leadership Team:** part of the role of the scholarship leadership team will be to appoint a current East End Preparatory scholar to be a "buddy" for the new scholars. This scholar will share a Leadership Advisor with the new scholar and will be responsible for checking in on the scholar daily for the first month and communicating with their Leadership Advisor if any issues arise.
4. **Saturday Orientation with Parents:** Parent Saturday Orientation sessions will occur one Saturday per month as needed and will include a culture session run by school leadership. Each new family will be paired with an existing family for assistance as they integrate.

Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

East End Preparatory's school culture embraces at-risk students, including students with disabilities and English Language Learners. The success of at-risk students is essential for the success of the entire community and this will be consistently articulated and reinforced. We celebrate diversity and our curriculum and culture recognizes that every student has unique learning needs. The unique characteristics of each scholar are seen as attributes and learning opportunities rather than liabilities or hindrances. Therefore, we emphasize the strengths of every scholar and family and work together to build upon those strengths to the benefit of the entire school community. Furthermore, at East End Preparatory, all scholars are expected to be models for how to treat peers with kindness and respect. Specific strategies to foster inclusivity include:

1. **Leadership Advisory:** Even in a school that is as emotionally and physically safe as East End Preparatory, adolescents can stumble at times, and it is the Leadership Advisory's responsibility to be especially watchful for their fellow scholars, and to talk with their Leadership Advisor if they see any bullying or unkindness, especially to scholars who may have difficulties in social settings, or have disabilities that can make them possible targets for unkind behavior.
2. **Personalized Learning Plan:** When developing the Personalized Learning Plan (PLP), the Leadership Advisor, scholar, and family will all look to set goals that will help the scholar grow in all areas of their life. For example, a scholar with Asperger's Syndrome may have a 504 Plan that specifies how teachers should interact with him during class time, and perhaps a Resource Class would be assigned two times a week to develop skill in recognizing facial expressions. The PLP may be used to set goals around making friends, and taking risks in class. Typical goals on the PLP in this case may be: "I will introduce myself to one new scholar per week this fall and ask them to eat lunch with me. I will ask Jade in my Leadership Advisory for help with choosing scholars to introduce myself to", and "I will raise my hand at least once in every class". These goals are monitored by the Leadership Advisor and family.
3. **Scholar Leadership Team:** The Scholar Leadership Team (SLT) will help when requested. For example, if a scholar with social challenges has set a goal to eat lunch with new people this fall, the SLT may find volunteers to eat lunch with the scholar. Conversations about "gifts and talents and

everyone has different challenges” must be broad based, community wide so that the culture is truly, not superficially, inclusive. At East End Preparatory, all scholars are responsible and expected to protect our “one team, one family” culture.

Describe the philosophy for student discipline that supports your proposed school’s model. Provide the student discipline policy as Attachment 2. The discipline policy should include:

Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

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.

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

A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level)

Our elementary school program is more prescribed, leaning on a “check” system” and positive “Eagle Chart” which provide positive reinforcement for positive behaviors and a “check” for negative behaviors. Both are given in the moment to provide a system that is age appropriate and designed to prepare scholars for the gradual release to more independence and self-management. That being said, use of the system becomes more flexible as scholars enter 4th and 5th grade. Aligned with our philosophy of gradual release, the East End Preparatory Middle School Student Discipline Policy will allow for much more individual decision-making and logical consequences on the part of teachers and scholars. The middle school discipline policy is built to give students more ownership and opportunities to take responsibility for their actions and how they relate to the greater school community.

Our Student Discipline Policy is included as Attachment 2.

Chapter Seven: Marketing, Recruitment, and Enrollment

Describe the marketing, recruitment and enrollment practices of the proposed school.

East End Preparatory is open to all students. Since 2011, we have set our goals on academic excellence and social emotional well-being for all students, stressing diversity of culture, race, and socio-economic background to create an environment where all children can succeed. Along these lines, we have developed marketing, recruitment and enrollment strategies that ensure students have equal opportunity to attend, as detailed in the chapter to follow.

East End Preparatory is nonsectarian in its programs, admission policies, employment practices, and all operations. East End Preparatory shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, nationality, race or ethnicity, religion or sexual orientation. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Each student who enrolls, however, is given a preliminary assessment to inform which grade level is most appropriate for the scholar. Grade level placements remain static until the end of the subsequent year for obvious learning and social emotional stability purposes, though scholars who complete that year's curriculum are able to progress to the next year's work.

Describe how parents and other members of the community will be informed about the school.

Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties and benchmarks and timelines that will demonstrate suitable progress over time. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

Parents: Scholars' success requires full partnership between faculty and parents. During the registration process, all parents or guardians shall receive a copy of our Team and Family Compact. At the conclusion of parent orientation, all families will be asked to sign this Compact, indicating their understanding of the school's philosophy, program, and policies and procedures. Scholars will not be denied admission or unenrolled for failing to sign the compact.

In our first four years, we have received overwhelming positive feedback from families around our overall program and family-school partnerships. Indeed, these relationships have also led to the voices of our parents requesting we file this addendum application (see our Family and Community Petition as part of our Letters of Support in Attachment 6). These results are a product of our continued commitment to working with and building deep relationships with our families. In 6th grade, this process will commence with a personal home visit for every family from their scholar's Leadership Advisor.

Middle school years are a time of great change for scholars, physically, socially, emotionally, and intellectually, and students from low-income homes often have a more complex transition to navigate. Since its inception, East End Preparatory has been concerned about the high mobility rates for elementary and middle school students. Students who frequently change schools during the school year are at greater risk for academic and behavioral problems.³¹ By expanding East End Preparatory through 8th grade, we will be able to provide stability and strengthen the culture for both students and parents, and ensure commitment and consistency. Being able to enroll families from kindergarten through 8th grade provides opportunity to build and strengthen deeper school and family relationships and student relationships over

³¹ Hartman, C. and Alison Leff. "High Classroom Turnover: How Children Get Left Behind," *PRRAC*. N.p., n.d. Web. 23 Mar. 2015.

a longer period of time. This will ensure that we know our families and scholars well enough to offer guidance and expertise when the decision for high school comes. Our model will contribute to less mobility in East Nashville by providing families with one high-performing school with a vibrant learning and social emotional culture to attend from Kindergarten through 8th grade.

Putting this in context, schools that our students are zoned for have mobility rates above 30%; by contrast East End Preparatory had a mobility rate under 5% in 2014-15. This illustrates family's commitment to the school and their satisfaction with the education their children receive.

Marketing and Recruitment Plan: East End Preparatory marketing strategies achieve a racial and ethnic balance among its students that is reflective of the general population residing within neighborhoods we presently serve. Approximately 75% of our population is from Greater East Nashville, as reflected in the Stratford, Maplewood, and Hunters Lane clusters. We also have a strong conduit of students coming from the Cayce Place area, where sponsor agency Martha O'Bryan Center is located. These families often access East End Preparatory through the variety of services the Center offers, such as our pre-k Early Learning Center, Tied Together parenting program, and THRIVE out-of-school time programming. That said, because of the reputation and results of East End Preparatory scholars since 2011, we've seen families coming from a wide range of areas beyond East Nashville, including Madison, Antioch, and North Nashville.

Recruitment for **elementary scholars** involves the following strategies:

- A well-publicized enrollment process at the school, including email and website postings, and a timeline that allows for a clear broad-based application process;
- Distribution of promotional and information batch materials reaching out to the various racial, ethnic, and socio-economic groups represented in the geographic areas mentioned.
- Local advertising including newspaper, television and social media;
- Disseminating information to volunteers and community partners.
- Holding meetings at Head Starts, daycares, and Metro pre-K facilities (for kindergarten students)
- Sending staff to recruitment fairs across Metropolitan Nashville
- Using sponsor agency Martha O'Bryan Center network of programs and partner

This addendum application is spurred by parent desire to expand the school to K-8, so many of our middle school students will simply matriculate from the elementary grades. This is achieved through ongoing parental involvement and communication. That said, we realize families move or are faced with circumstances that require them to make other school choices.

Recruitment for **middle school scholars** involves the following strategies

- Specified outreach with organizations that are middle school "age specific", i.e. local sports league, youth church groups, community centers.
- We partner with the East Nashville Chamber of Commerce to conduct outreach to the business community (and families) in our primary service area, Greater East Nashville.
- We conduct targeted e-mail and web postings to present specific middle school and high school preparation information to parents of 4th and 5th scholars, in support of our pathway to college.
- Distribution of middle school specific promotional and information batch materials reaching out to the various racial, ethnic, and socio-economic groups in our service area;
- Local advertising including newspaper, television and social media.
- Disseminating information to volunteers and community partners.
- Sending staff to recruitment fairs around Metropolitan Nashville
- Using sponsor agency Martha O'Bryan Center network of programs and partner

East End Preparatory, as part of its programmatic audit, analyzes the success and/or weaknesses of its outreach initiatives.

Enrollment Process: Upon selection for admission pursuant to public lottery, pursuant to TCA § 49-13-113(d)(1-3) the registration process will include the following: No test or assessment shall be administered to students prior to acceptance and enrollment into the school. However, an assessment is administered after enrollment to determine appropriate grade level and small group placement. The school shall be nonsectarian in its programming, admission policies, employment practices, and all operations. East End Preparatory will not charge tuition, and will not discriminate against any pupil on the basis of disability, gender, nationality, race or ethnicity, religion or sexual orientation. The application process is comprised of the following:

- Completion of a student enrollment application
- Typically families attend at a community information meeting or private meeting or tour with East End Preparatory School Leader, Dean of Students, or designee before or after applying but this is not a required step. Many families enroll online or in person without a prior meeting. The meeting is another way to be thorough in informing families about East End Preparatory policies, practices, and philosophies.

Upon selection for admission pursuant to public lottery, pursuant to TCA § 49-13-113(d) (1-3) the registration process will include the following:

- Proof of Immunization
- Home and Family Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, i.e. birth certificate
- Attendance at the Parent Orientation Night (first meeting of the school community)

East End Preparatory will admit all pupils who wish to attend the school subject only to capacity. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. We partner with MNPS to conduct a public lottery for a random selection process each year in early January for each grade level having openings. Families who are not selected in the lottery are randomly placed on the waiting list facilitated by MNPS lottery staff. Once the waiting list is established, families are chosen in order if and when spots become available. East End Preparatory meets all requirements for a random draw lottery as outlined in TCA § 49-13-113. Lottery enrollment preferences shall be allowed in the following order of preference: 1) siblings of currently enrolled students, and 2) children of paid staff of East End Preparatory. This practice is aligned with MNPS's current policies and practices.

Scholars qualifying for more than one preference group will be considered part of the highest preference in which they qualify. At the conclusion of the lottery, all scholars who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order according to their draw in the lottery. This wait list will allow students the option of enrollment in case of an opening during the school year. In no circumstances will the wait list carry over to the following year. Our matriculating 5th grade scholars will have first priority for seats in 6th grade, pursuant to TCA §49-13-113 (2)(A)(ii): "Pupils attending during the previous school year: (a) another charter school that has an articulation agreement with the enrolling public charter school; provided, that, the articulation agreement has been approved by the chartering authority." East End Preparatory will work with MNPS to include the articulation agreement referenced above into our Charter Agreement with the District, created after the approval process is complete.

One important responsibility of the East End Preparatory School Leader will be to retain scholars. There will be no counseling out of scholars. Through our extensive academic and social-emotional support programming, students in need of more tailored interventions will have an individualized plan to address barriers allowing him or her to continue to learn in a supportive environment. We go to great lengths to ensure all scholars can access our premier academic program and thrive in our learning focused and vibrant culture and environment.

Describe how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English Language 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.

East End Preparatory outreach efforts follow the approach of the school, meaning we combine strategies to meet families where they are. In other words, “all means all.” We serve a diverse population and offer fully functioning, differentiated instruction regardless of a scholar’s background or aptitude. This includes Personalized Learning Plans, IEP services, 504 Plans, outsourced speech and language therapy, and occupational therapy. In addition, East End Preparatory outsources with Vanderbilt University to provide full-time on-site therapy to meet any scholar’s required social-emotional needs. This will be provided to elementary and middle school scholars. East End Preparatory can also draw on the services of Martha O’Bryan Center’s crisis management and counseling team.

Sponsor agency Martha O’Bryan Center is an anti-poverty organization focusing on education and employment supports for our city’s most vulnerable population—residents of Cayce Place and surrounding East Nashville. East End Preparatory draws on Martha O’Bryan Center’s cradle-to-career continuum of programming and partners to fill gaps in resources for families in need.

Since 2011, East End Preparatory has also recruited families from the Cayce Place community and surrounding East Nashville. At the time of this addendum, the school is K-3; 86% economically disadvantaged, 52% female and 48% male; 77.3% black, 12.5% Hispanic, 9.4% white, 0.8% Asian. We currently have 16 scholars (4.2%) receiving ELL services and 27 scholars (7%) who receive special education services. We expect our ELL and SPED populations to increase as our school builds out to K-8. Outreach strategies to reach non-English speakers include:

- Flyers in English and Spanish about upcoming informational meetings.
- General information sheets, and other key documents, including the school vision and mission statement in Spanish.
- Translators at all general school and community meetings.

Provide as Attachment 3 the school 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.

Nondiscriminatory admission policies, pursuant to TCA § 49-13-107

Any proposed articulation plans or agreements, pursuant to TCA § 49-13-113

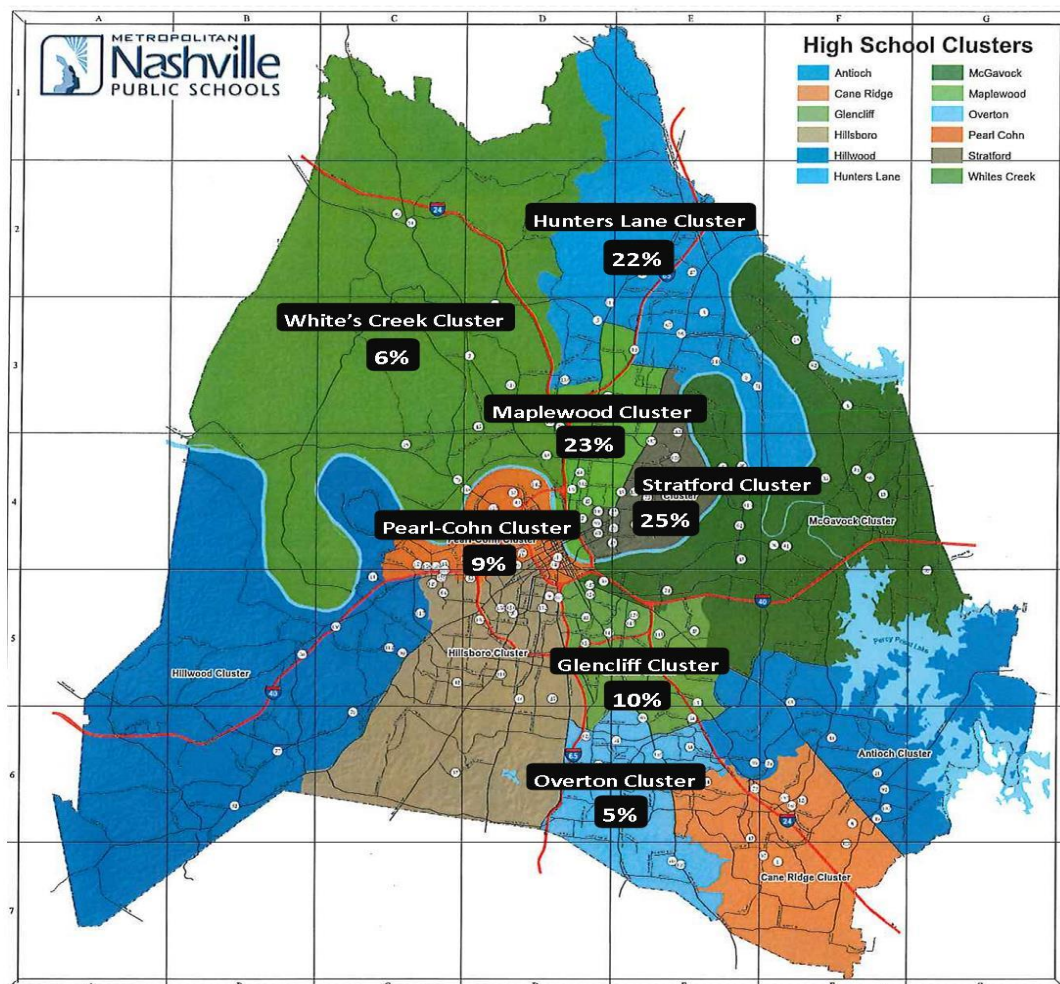
An explanation of the purpose of any pre-admission activities for students or parents; and

Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers

The East End Preparatory School Enrollment Policy is included as Attachment 3.

What school zones within the LEA will the school target? Consider schools both at your tier level and in the tier level below. Why were these schools selected?

As a public charter school, East End Preparatory will be open to all scholars living in Metropolitan Nashville Davidson County but enrollment outreach will be primarily targeted to the Stratford, Maplewood, and Hunters Lane clusters. This includes zoned elementary schools such as Kirkpatrick Elementary, Warner Elementary, Shwab Elementary, Glenn Elementary, Inglewood Elementary, Napier Elementary, Buena Vista Elementary, Caldwell Elementary, Hattie Cotton Elementary, Lockeland Elementary, Tom Joy Elementary, Dan Mills Elementary. No point in our targeted enrollment zone is more than a 20-minute drive from the Dalewood campus where East End Preparatory presides. We will provide bus transportation for all scholars, to ensure they are easily able to attend. These schools/service areas were chosen because they represent our city's most distressed communities, with the lowest TCAP scores, graduation rates, and college attainment rates. This aligns with the original vision of East End Preparatory to provide a college preparatory education in East Nashville. Currently, East End Preparatory families live in the following areas:



As illustrated in the map above, the main areas where our families reside are Lower East Nashville, particularly Cayce Place, areas near and around Ellington Parkway and 65 North, Madison, and Napier Homes area in South Nashville. We also have families from the Antioch area and North Nashville area near Metro Center and Hadley Park. With 86% of our families considered economically disadvantaged, East End Preparatory continues to focus on the most at risk families and neighborhoods to serve.

Sponsor agency Martha O'Bryan Center is located in the heart of Cayce Place (and the Stratford Cluster), surrounded by a diverse array of neighborhoods that include small apartment buildings, single family homes, Section 8 housing, and low-rent private housing. Traditionally, families served by Martha O'Bryan Center programming are also an integral part of our community of families. In addition to encompassing the highest need school and at-risk communities, the surrounding middle class population represents an opportunity for us to marshal assets and resources and increase school diversity.

What outside groups would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Below lists several of the community agencies we have developed partnerships and work with over the years to ensure thorough outreach and awareness of East End Preparatory.

Pre-Kindergarten	Daycares	Community Centers	Churches	Libraries
Berry Headstart	Child Care Alliance Preschool	Cleveland Park	Brush Hill Church	East Branch
Dudley Headstart	Early Learning Daycare Center, Inc.	East Park Community Center	Dalewood Baptist Church	Inglewood
El Jardín de los Niños	Family Affairs Ministry	Margaret Maddox YMCA	Dalewood United Methodist	Madison
North Headstart	Fannie Battle Day Care	Kirkpatrick Community Center	Eastland Baptist	Looby Center
Ross Headstart	Gartland Child Development Center	Madison YMCA	Inglewood Baptist	
Susan Grey Headstart	Holly Street Daycare	McFerrin Park	Inglewood Presbyterian	
Tom Joy	Kid's University	Martha O'Bryan Center	Inglewood United Methodist	
	McNeilly Center for Children Nashville Child Center		Riverside Drive Church of Christ Riverwood Church of Christ	

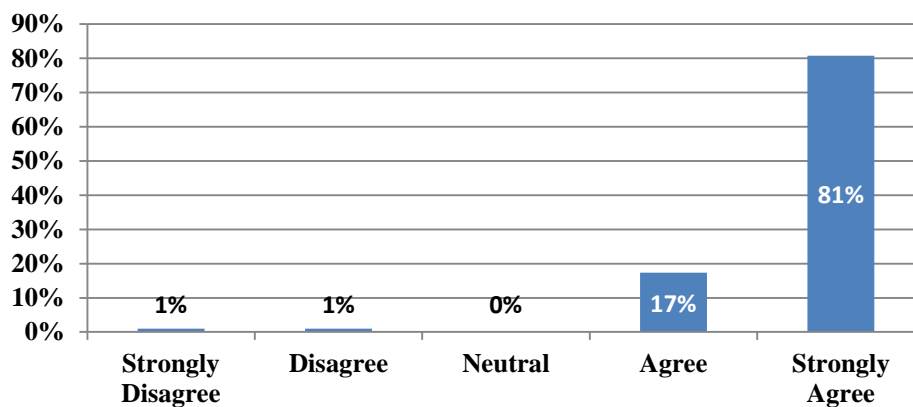
Chapter Eight: Community Involvement and Parent Engagement

Describe how parents and community members were engaged and contributed to the development of the proposed school.

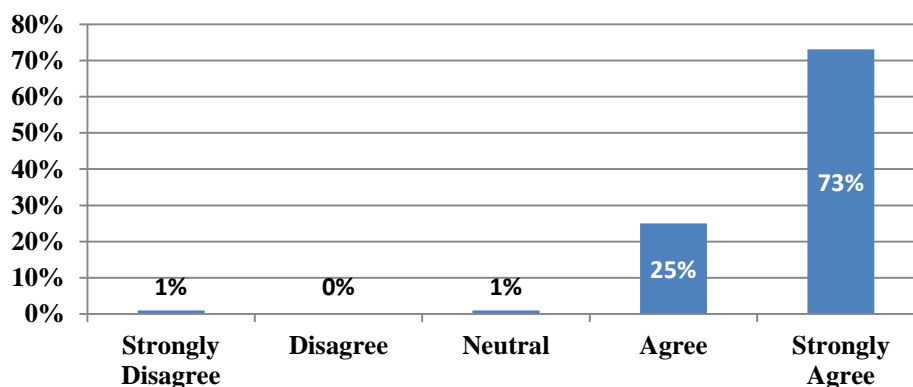
East End Preparatory's application to expand services through middle school is spurred by a growing desire for families to maintain the consistency, culture, and environment of excellence that is in place for grades K-3. East End Preparatory understands that it is only through partnership with our families and the community that we are able to maximize our scholars' potential. The scholars we serve spend considerably more time with their families and in their communities than they do in school. By seeing our families and the community as partners, we can extend the responsibility for learning far beyond school walls and into all the contexts where our scholars live.

As we continually engage parents' voices, we assess satisfaction and room for improvement on an ongoing basis, focusing on all key elements of our mission—academics, teacher quality, character education, and culture. Results from our 2013-14 parent survey are as follows:

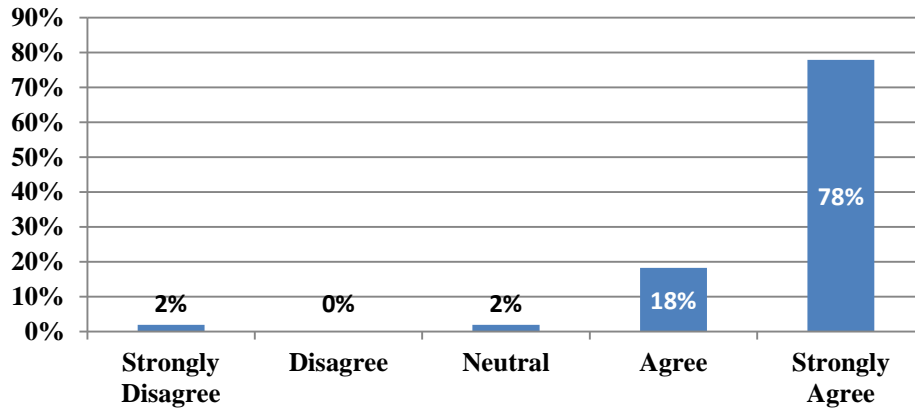
I would recommend East End Preparatory for parents of other student in the city



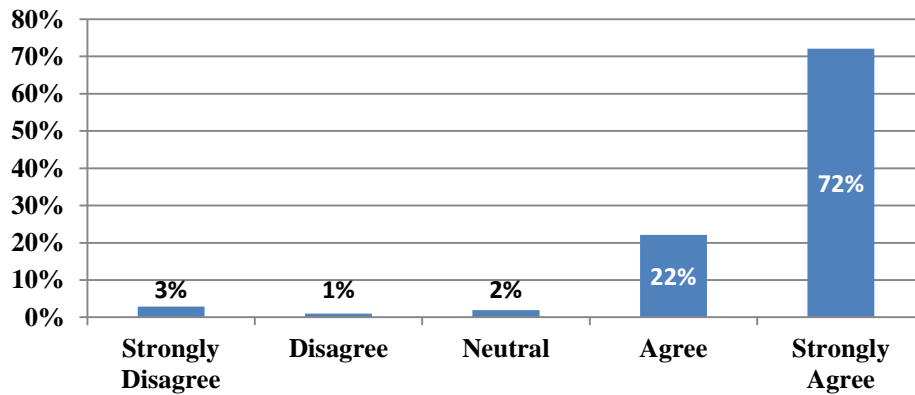
East End Preparatory is a safe place for children



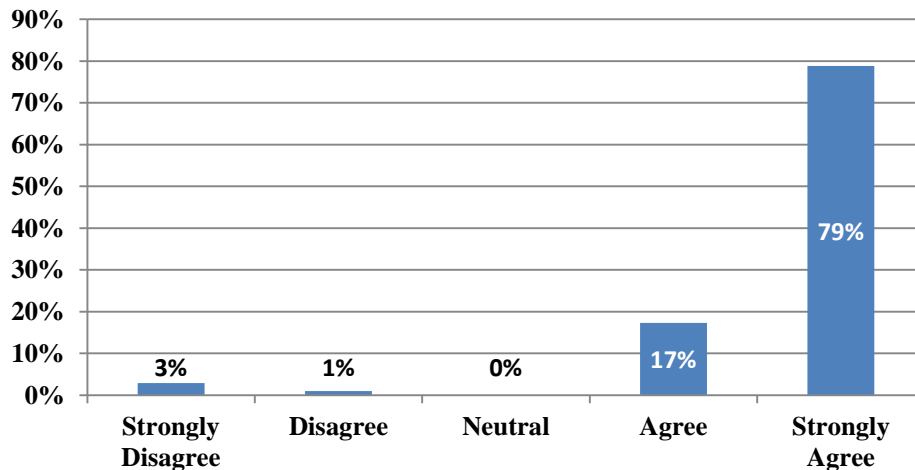
East End Preparatory hold students to very high behavioral standards



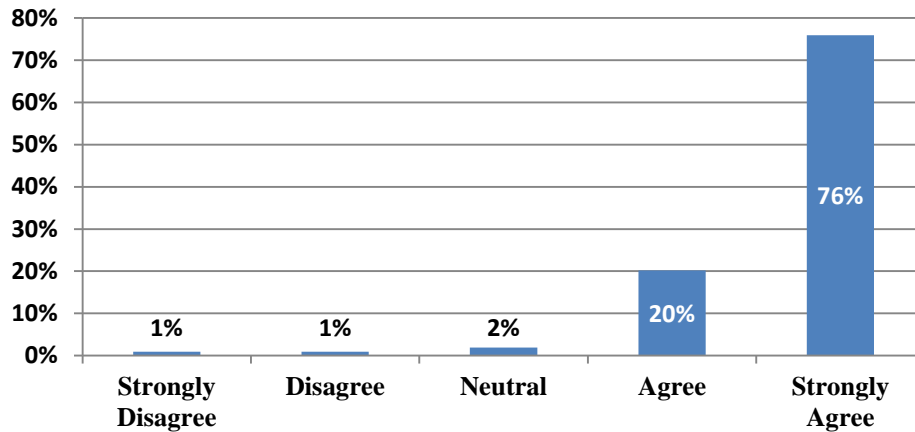
I am satisfied by how well East End Preparatory communicates with me throughout the year about the progress of my child and events happening at school



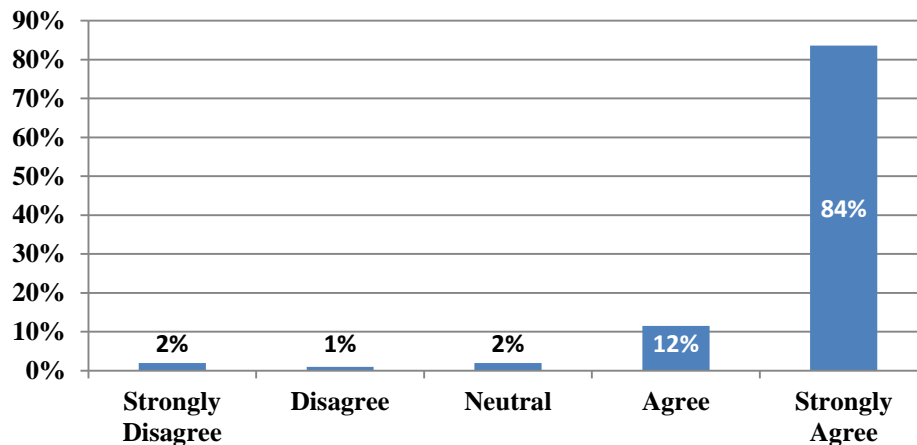
**I am pleased with the leadership at East End Preparatory.
The leadership does a great job.**



I can tell that teachers and staff love my child and work hard to ensure he/she progresses



East End Preparatory has very high academic standards and a rigorous curriculum



Describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

East End Preparatory operates from the vantage point that families are the primary experts on their children, partners in education, a valuable resource. This is consistent with the Brazelton Touchpoints approach, developed by Dr. Terry Brazelton; sponsor agency Martha O'Bryan Center is the only certified Brazelton center in Nashville.

Upon enrollment, each family signs the Team and Family Compact, which includes detailed policies, expectations, and opportunities for participation. All new families attend a “meet and greet” in the spring after the enrollment process is complete. Family Orientation begins the summer before the school year starts. Including outlining the school’s policies, procedures, and practices, families are asked to share their expertise about their children—how they learn best, how they are motivated, what upsets them, and what calms them. At this time, scholars are also given a preliminary assessment so that staff can place the scholar in the most appropriate small group or flexible ability grouping. We also identify basic information like primary contacts and emergency information. In August, we conduct a home visit to partner with families and scholars to begin developing their Personalized Learning Plan. In middle school,

the Leadership Advisor conducts the home visit. In elementary school, the child's homeroom teacher conducts the home visit.

During the development of each scholar's Personalized Learning Plan (described in more detail below), families are assigned roles and action steps for supporting scholar achievement and character development. Families are also an integral part of our planning for scholars who are struggling academically or behaviorally. Scholars that need additional support will be served through a family-based problem-solving methodology. School staff and family members will work together to devise a collaborative plan, based on their shared knowledge, to support scholars through difficult times.

Personalized Learning Plan: As described above, we recognize that families are the experts on their scholars, and we therefore partner with them to develop the Personalized Learning Plan (PLP). There will be components of the PLP that families will be asked to lead (homework support, for example) and parts that will be led by school staff (math instruction, for example). The initial home visit and summer Family Orientation will be a key part of the process in creating the PLP, and it will be refined throughout the year through numerous contact points between the scholar, teachers, and family. The PLP will be reflective of a collaborative process and partnership that is at the heart of the East End Preparatory experience. Multiple times throughout the year, families will be updated on student progress at school and will have the opportunity to update the school on progress at home and in the community.

Leadership Advisors: In grades 6-8, the Leadership Advisor will develop meaningful relationships with each family and will work to integrate them into their scholar's learning. These teachers receive support from the Dean of Students and Director of Student Support Services to facilitate regular communication with the scholar and family regarding progress, strengths, needs, and plans. Though these relationships are the primary point of contact, it is all staff members' responsibility to develop meaningful relationships with families, the foundation of our "team and family" culture.

Meeting Parents "Where They Are": We provide services at school, in families' homes, at special events, and through online communication. We realize that many of our parents may have had negative experiences in school themselves and that others may assume they are not welcome or needed as part of their child's learning team. Still others may simply have limited time, or limited ability to physically get to school due to transportation issues. We want every family to feel a central part of the "success team" for their students and actively participate in their child's, and their own, learning. As the cover of our family handbook states, "Teamwork Makes the Dream Work."

Beginning in 6th grade, all key lessons will be videotaped and stored on a private account on Vimeo for parents to access as they are supporting their scholar at home. Parents will also have their scholar's login information for all online academic modules and programs used by East End Preparatory. This is a way for parents to receive needed support with rigorous academic standards and exactly the methods and strategies used for scholars to master the objectives. Furthermore, East End Preparatory currently has a multi-purpose room and gymnasium for parent events and computers and tables are available in the front office for parents to use at any time.

Parent Advocacy: All parents are invited to participate on the East End Preparatory Parent Teacher Organization (PTO). The PTO's Leadership Council serves as a conduit to school leadership. The PTO meets monthly with every other month being an open meeting for all parents to come and share ideas. In the months between open meetings, the Leadership Council meets. This meeting is open to all parents also but focused on Leadership Council tasks. The PTO supports teachers, holds special events (movie night, carnival), and coordinates school fundraisers. Last year, the PTO raised significant money for our playground initiative. They also act as a conduit between faculty and parents, by their constant presence at the school, supporting teachers, meeting with other parents, and providing practical resources. As we

expand to grades 6-8, East End Preparatory will create a Dad's Club, as we recognize the need to further integrate fathers into our school community. This group will give East End Preparatory fathers an opportunity to volunteer.

Family Events: There are many pre-set events and programs for families to engage in during the year. These opportunities include, but are not limited to:

- **Family Workshops:** held several times during the year, covering topics such as children's health, home reading strategies, handling difficult behavioral issues, developing parenting skills necessary to promote independence. These workshops also build community among parents.
- **Grade Level Family Nights:** held once a semester, families and scholars participate in grade-level workshops, community building activities, information rights, and showcases of scholar work.
- **Academic Family Nights:** held four times a year, Academic Family Nights are held to invite scholars and families to work with teachers on focusing on core content areas, as well as helping students to prepare for standardized testing. Academic Family Nights are designed to provide professional development for families around supporting their scholar's academic growth at home. Families leave with materials in hand to help support their work with their scholar at home. Academic Nights include Reading "Step it up" Night, Math Matters Night, Writing across the Curriculum Night, and Science Night.
- **Community Family Nights:** held at different times during the year, these are just community building events focused on fun and fellowship. Our Fall Festival is one of the biggest hits at East End Preparatory and family attendance was near 80% this past fall.
- **Grade Level Events:** at the end of each quarter and scholar quarterly interim assessments, there are several events for families to celebrate and connect with each other—Dessert and Dines (during the school day) and Ice Cream Socials (on weekends).
- **Reading Events:** Each Spring on **Read across America Day**, East End Preparatory holds Celebrity Reads Day where we invite local "Celebrities" to come read their favorite book to our scholars. On this day, all scholars go home with a brand new book to keep, courtesy of a donation made each year by the non-profit organization "Book 'Em". Past participants include Mayor Dean, State Senator and East End Preparatory Board Member Jeff Yarbrow, State Representative Bill Beck, MNPS Board Members Jill Speering and Elissa Kim, Former Vice Mayor Howard Gentry, News Channel 5 meteorologist Lelan Statom, City Councilman Anthony Davis, and children's author Judy McInerney. Each May, East End Preparatory holds a **Book, Bike, and Bite** event where scholars ride their bikes, enjoy activities with their families, have a picnic, and read as a family. All families receive a new book to take home during this event courtesy of the nonprofit "Book 'Em".

Family Literacy: East End Preparatory shares the Family Literacy movement's belief that "the caregiver is the child's first teacher". Therefore, we work to empower caregivers and family members to be engaged in their own learning and development. Our Academic Family Nights offer resources for parent's continuing education, in addition to providing a forum for them to invest in their children's learning. Our grade level newsletters, which go out weekly, cover neighborhood resources and linkages to other services. Parents also have the advantage of being able to access sponsor agency Martha O'Bryan Center's cradle-to-career continuum of education and employment services. Families are able to access to an array of services and programs to help them build on their own strengths and capacities.

Martha O'Bryan Center's **Tied Together** parenting program provides parents and caregivers with the tools and education they need to raise healthy families, by teaching positive parenting skills, building community and mentoring among parents, and supporting positive health outcomes among mothers. Tied Together combines four core strategies: 1) the use of prevention and early intervention to address the education, health, and safety needs of children, 2) the use of evidence-based curriculum and training to

empower and strengthen families, 3) the development of supportive social networks and community connections, and 4) the use of a place-based intervention approach to diffuse new parenting practices in the community. Child care, transportation, and scheduling of classes are built around families' needs.

Martha O'Bryan Center's **Adult Education** has been successfully teaching adult learners from Cayce Place and surrounding East Nashville for 20 years, providing individualized instruction, group classes, and social enterprise opportunities on two pathways to success: adult basic education or high school equivalency testing. Adult Education provides common core aligned contextualized instruction to improve academics and build skills for employment and post-secondary success, as well as helping low-income individuals prepare for and attain a State of Tennessee high school equivalency diploma, passing the HiSET exam. Its blended learning model provides for a wide range of academic levels, learning styles, and goals. Instructors arrange for guest speakers, special projects, family literacy activities and cultural and educational venues in Nashville. Martha O'Bryan Center also has a dedicated **Post-Secondary Success** initiative, which helps case manage first-generation college students of all ages, providing them with the tools and resources to reach graduation.

Every year, the Nashville Adult Literacy Council's (NALC) **English Language Learner (ELL) program** serves hundreds of immigrants, from over 70 different countries. NALC offers our English Language Learners Conversation Club, small-groups, classes, and our interactive computer lab. Adults who would like to access these services will schedule an initial assessment, which covers all aspects of English fluency in everyday life situations. We test everything from basic communication skills to life coping skills, such as reading calendars or street signs. Through this series of tests we determine an English comprehension level, which allows us to better serve learners based on their individual needs. After the assessment is complete, ELL learners are assigned to a class, the *Start Now Program*, or the interactive computer lab. All services are provided free of charge.

Provide as Attachment 4 the Student Handbook and/or forms that will be provided to or required of students and families including any "contracts" with students and parents.

East End Preparatory Student Handbook (Team and Family Compact) is included as Attachment 4.

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

Family engagement in school is driven by meaningful relationships and clear, consistent communication. East End Preparatory emphasizes the importance of parents as partners, and communication as the conduit to understanding and efficacy. Ensuring that students, families, and teachers all have the right information at their fingertips is critical in creating a meaningful partnership. East End Preparatory utilizes a number of processes to ensure families are informed, educated, and committed to our shared vision. This includes:

- **Daily Folder:** Each East End Preparatory scholar has a homework/assignment folder that he or she brings home daily. Parents are required to sign off on homework and reading logs each night. The folders also carry progress notes from teacher to parent
- **Weekly Grade-Level Newsletter:** Grade level newsletters are printed and sent home with each scholar on Fridays. The grade level newsletters include neighborhood resources, communication on key skills and concepts taught during the week, upcoming assessments, and positive recognitions for scholars (character and academic).

- **Monthly Parenting Newsletter:** A Parenting Newsletter is sent to parents each month in English and Spanish, offering a myriad of parenting resources for families to access, articles and source material on test-taking, reading strategies, and study habits.
- **School Leader Update:** Once a quarter, the School Leader sends out a report to communicate overarching developments at the school, such as playground project progress, long term lease updates, school-wide data on academic achievement, and other pertinent data.
- **Online and Phone Communications:** East End Preparatory has a website, Facebook page, and Twitter account. These resources are updated regularly by the Director of Operations, offering information on events, scheduling, and resources. Some faculty currently post lessons on You Tube, and as we build out all teachers will post key lessons on Vimeo for parents and students to view. We will also fully integrate use of laptop technology for middle school students, to better capitalize on Internet resources. East End Preparatory Blackboard Connect to regularly inform parents via automated calls and emails about important school events, initiatives, or other time sensitive news.
- **Parent Portal:** Our Director of Operations continue to work with Kickboard to ensure the parent portal is fully functional for grades 6-8, giving families more fluid access to reports, information, and communications with staff.

Volunteer Opportunities and Family Involvement: Family involvement is one of the strongest predictors of a child's success in school.³² We are committed to connecting families to resources and activities to support the child's total development and the family's participation in the life of the school. Promoting involvement in school activities can also add to the family's social and cultural capital, allowing them to participate more fully in their community.

Volunteer efforts at East End Preparatory have historically included chaperoning field trips, event planning, set-up and facilitation, teacher in-class support, office and workroom support, classroom project support, and community awareness and engagement activities. Planned activities for the future include coordinated family literacy projects, i.e., exploration of a particular theme with families and children working separately and coming together to scaffold ideas. "Beautify our school" weekend days will be scheduled for fathers who like to "putter in the yard" and mothers who have a green thumb.

As our middle school Discovery Program is implemented we will conduct a needs assessment among parents to see where their talents lie. Be it chess or croquet, it is likely that there is "human capital" and expertise we can access among our East End Preparatory families. We are mindful about scheduling volunteer opportunities beyond the typical school day, as our parents' schedules are varied and we will respect our families as we do our students.

Through respectful engagement and thoughtful planning, East End Preparatory families will want to engage in their children's learning and in the larger school community. We fully recognize that every family will have different capacities to be engaged due to work schedules and transportation. At East End Preparatory, parent engagement goes much deeper than being physically present and we build strong, meaningful relationships with all families regardless of whether or not they can physically come to the school on a regular basis. We will encourage all families to engage at the basic level of involvement at a minimum. If transportation is a challenge for families, we will arrange to ensure they can attend at least the baseline engagement events. We accomplish this through staff members, running a bus route, and utilizing the Martha O'Bryan Center bus. Family members that want to go beyond being deeply integrated into the education of their children can elect to become more integrated into parent leadership

³² Heather B. Weiss, Suzanne M. Bouffard, Beatrice L. Bridglall, and Edmund W. Gordon. *Reframing Family Involvement in Education: Supporting Families to Support Educational Equity* (Columbia University), 2009. http://www.equitycampaign.org/i/a/document/12018_EquityMattersVol5_Web.pdf

opportunities at the extensive engagement level. Family members at this level will be an active part of the PTO. The different tiers are reflected in the chart below.

Family Involvement Level	Tier 1: Baseline Engagement	Tier 2: Integrated Engagement	Tier 3: Extensive Engagement
Engagement opportunities	<p>Before first day of school home visit (PLP created)</p> <p>Family Orientation</p> <p>Two Parent conferences per year (Fall and Spring)</p> <p>Regular signing of HW and Reading Logs</p> <p>Regular phone communication with teacher</p>	<p>All Tier 1 plus:</p> <p>Regular attendance to school-wide events</p> <p>Volunteering as chaperone on field trip or other volunteering avenue</p> <p>Occasional attendance to PTO meetings</p>	<p>All Tier 2 plus:</p> <p>Regular attendance to PTO meetings and opportunities for parents leadership</p> <p>Volunteering to help with or spearhead events and engage other community members</p> <p>Help lead fundraising efforts for the playground</p> <p>Directly support classroom teacher regularly with classroom tasks</p> <p>Serving as a parent board member</p>

Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parent involvement.

Parents are vital to the education process and families need support and professional development, as do staff. Outside of regular communication and the strong, meaningful teacher-family relationships, perhaps the area we have had some of the greatest success in integrating the family into the academic education of their scholars is with our Academic Nights. Parents leave with a folder of materials with handy guides around ways they can help their scholar at home with their work and to meet their overall goals. All academic nights are videotaped and uploaded to our You Tube channel, Vimeo in the future, for parents to access by the morning after the event. For families who don't have internet access, students are given a CD copy of the video. We have found is that many families can access the videos through their cell phone even if they do not have internet access.

Discuss the community resources that the school will cultivate for students and parents. Describe any partnerships the school will seek to establish with community organizations, businesses or other institutions. Specify the nature, purposes, term, and scope of each partnership, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include any documentation of pledged support from prospective partners as an Attachment 5.

East End Preparatory Partnerships: Since 2011, East End Preparatory has mindfully reached out to private and public community partners, to widen the breadth of experience for staff and scholars alike. We have attached letters of support from key partners. Those partners include, but are not limited to: Book ‘Em (book donations); Cleveland Park Community Center (awareness, advocacy); Dalewood United Methodist (content for backpack program—families in need receive extra food, materials; assist with community events such as Spring Day); East Nashville Chamber of Commerce (community engagement and awareness); East Nashville Mom’s Club (parent and family awareness); East Precinct of the Metro Police Department (student safety); East Public Health Center (student health); Family and Student Affairs ministry (after-school care services); Fannie Battle Day Care (afterschool care services); Foster’s Street Community Center (community awareness); I-STEP Kidz (Discovery partner for dance classes, 6-8 forthcoming); Inglewood Baptist Church (community awareness); Margaret Maddox YMCA (family recruitment); Montgomery Bell Academy (summer leadership camp opportunities, book donations); Nashville Ballet (Discovery partner for dance classes, 6-8 forthcoming); Nashville Chess Center (Discovery partner for 6-8 forthcoming); Nashville Opera (current partner for school-wide events and future Discovery partner); Nashville Symphony (annual performance provided for scholars); Pencil Partners (corporate partnerships and teacher resources); Vanderbilt University (social emotional, counseling); Wayne Reed (family awareness).

East End Preparatory continually supports teaching staff in developing necessary partnerships with local and larger partners as projects are conceived and planned. Because of our expansion to include grades 6-8 and our dedicated Discovery Program, we anticipate this partnership list to grow. We will also cultivate partnerships via sponsor agency Martha O’Bryan Center.

Sponsor Agency / Other Community Partnerships: Sponsor agency Martha O’Bryan Center has very deep connections to many community partners and we are also able to leverage these connections, as needed, to effectively match families and students to resources and provide community enrichment and learning opportunities. Some of our current community partnerships include: Adventure Science Center (hands-on science workshops); Art Institute of Nashville (culinary workshops relating to cooking and math and science); Belcourt Theater (exposure to film and film careers); Circle Players (theater classes and performance); Doubletree Hotel (green service projects); Family and Children’s Services (socio-emotional support); FedEx (HR resources for interview workshops/junior achievement); First Tee (golfing for kids); Frist Center of the Visual Arts (art trunks and visits for cultural enrichment)/ FIZEEK Fitness (nutrition education); Harpeth Hall (community service partnership); HCA Foundation (volunteerism); Metro Parks Aquatic Center (summer swimming lessons); MNPS (variety of educational and enrichment activities across the cluster); MTSU STEM Center (science workshops); Nashville Children’s Theater (public speaking); Nashville Film Festival (passes for children, other opportunities); Nashville Rescue Mission (community service); Oasis Center (college connections via MOBC ASU program); Planned Parenthood (six week summer workshop, re; body image, abstinence, sex education); Sexual Assault Center of Nashville (boundaries, appropriate behavior); Velocity Sports Training (health/speed – mathematics based)

<p>Include, as an Attachment, 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 reflects a community’s needs and interests.</p>

East End Preparatory’s Letters of Support, including our Family and Community Petition, are included as Attachment 6.

SECTION TWO: OPERATIONS PLAN AND CAPACITY

Chapter Nine: Governance

Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. List all current and board members and their areas of focus or expertise on the enclosed table.

Governing Philosophy, Legal Status, Procedures: East End Preparatory operates under sponsor agency Martha O'Bryan Center's 501(c)3 status, as part of its broader educational outreach mission. Martha O'Bryan Center's Board of Directors has delegated general oversight and support to the founding East End Preparatory Board of Directors. East End Preparatory's Board currently governs the school, ensuring accountability to its academic mission, community outreach, financial viability, and terms of the charter.

Board Operation and State Law: The East End Preparatory Board has at all times operated in accordance with the Tennessee Open Meetings Law (TCA Sec. 84-44-102). The Board has recorded minutes of all meetings and makes them publicly available, in addition to any other necessary documents, in accordance with any request pursuant to the Tennessee Open Records Act (TCA Sec. 10-7-101).

The Board structure delegates to the School Leader the day-to-day operations and academic leadership of the school. As such, school policy has been developed by School Leader Jim Leckrone with the input of the Board of Directors. Policies that impact the charter laws and education statutes are brought by the School Leader or a Board member to the Board for board action. The Board has one employee, the School Leader. It is the Board's responsibility to support and evaluate the School Leader on an annual basis. This has been and will continue to be the practice of the Board, such work executed in May of each year.

The Board's responsibilities lie primarily with administrative oversight, strategic mission, financial oversight, and resource development and as such, ensure East End Preparatory successfully executes the school's mission, is compliant with all state charter laws and adheres to the school's charter agreement with the authorizer, MNPS. The governance and operational policies of East End Preparatory are designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

Meeting and Voting: The Board meets no less than six times each year. A majority vote of those present at a Board Meeting will constitute approval action by the Board. The Board may not act unless a quorum of Directors is present (50% of directors plus 1). All Board level decisions at East End Preparatory are made only after ensuring thorough, accurate information from school management and open discussion. In the first year of the middle school extension, information will be presented monthly to the Board that includes a data dashboard prepared by the School Leader and their administrative and academic leaders, highlighting information important to the academic and organizational health of the school. It is the policy of this Board to review all financial statements, such as a cash flow analysis and statement of revenue and expenses against budget on a monthly basis. This will continue as we expand to grades 6-8.

Written Policy: In the event the Board recommends adopting a written policy, the process include four steps: 1) Board level discussion which includes all pertinent information needed from the School Leader, 2) assignment of drafting task (generally the School Leader if it is school policy and a Board member if it is a Board level policy), 3) writing of the first draft; including drafting an impact statement from the parent representation, and 4) presentation to the Board for approval.

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

Board Composition and Size: The founding East End Preparatory Board (2010) began as six members and has since increased to ten members, qualified individuals that meet the variety of skill set necessary to help facilitate the work of a successful elementary school. They are also reflective of the stakeholders in the school community. Board members serve three-year terms and can be asked to serve multiple terms. In accordance with our focus on parents as founders, the Board has two family representatives from the school community on the Board. All parent board members are selected by the School Leader and approved by the entire school board. If new to board service, orientation training is made available to parents in school board leadership by the Martha O'Bryan Center CEO and school board chairperson. Martha O'Bryan Center's CEO or her designee will serve an unlimited term on the Board. Parents will serve a one-year term with the option at the direction of the Chair to serve a second year. This term is shorter to give a larger number of parents the ability to serve the school in this capacity. Should there be a vacancy for any reason, members may join the Board filling a short term, by appropriate Board recruitment and approval. Such members are still eligible to serve an additional full three-year term.

East End Preparatory serves a diverse community; its staff reflects that diversity, as does its Board, crossing age, race, gender, and socio-economic status. Members are from 30 to 65 years of age. At this time, there are four women and six men on the East End Preparatory Board. Members represent a wide range of economic diversity and experience with poverty, immigration, and education. Board members identify as African-American and white; rural and urban. This is a dedicated group of individuals reflecting all aspects of the American experience, bringing expertise and success in education, business, and finance, but sharing commitment to educational opportunity for all children and youth.

Sponsor agency Martha O'Bryan Center has been in existence for 121 years. Experience has taught us the importance of constantly engaging and recruiting bright passionate Board members with talents and skills for successful launch, operation and oversight. We have found that a mixture of young professionals new to Board leadership and experienced Board members are the right blend of drive, passion, wisdom and resilience to get things done and done well. We realize from experience that a well-functioning Board is comprised of individuals who understand the start-up commitment needed, share passion for the goals of the school (and the best-interest of children), while bringing varied gifts. Our board is composed of members with organizational, financial, business, facilities and community experience, along with parent members, who are parents, grandparents, other family members or caregivers of an enrolled child at East End Preparatory. East End Preparatory's Board also has access to the Martha O'Bryan Center Executive Team and the Martha O'Bryan Center Board, for additional strength, expertise, and resources.

East End Preparatory Board Member Bios

Mark Bacurin, Board Chair (Founding Member): Mark Bacurin has worked as a successful financial services professional in Nashville for two decades. Mr. Bacurin graduated from Bentley University in 1994 and earned his Chartered Financial Analyst (CFA) designation in 1998. He has since been recognized several times in the *Wall Street Journal's* "Best on the Street" annual analyst survey for his equity research and stock picking abilities. In 2015, he co-founded Milemark Partners, LLC, a firm that provides strategic financial management consulting services. He presently serves on the Boards of East End Preparatory, eMarker, LLC, Martha O'Bryan Center, and St. Paul Christian Academy. Mr. Bacurin contributes financial oversight and leadership to East End Preparatory. When the Board was founded, he led the Finance Committee as Treasurer and presently serves as Board Chair. He also contributes experience in business decision-making, financing capital needs, and long-term business planning.

Ben Cundiff (Founding Member): Ben Cundiff is a successful lawyer, banker, and farmer. He received his Bachelor of Engineering and Juris Doctor (law degrees) from Vanderbilt and has been a dedicated advocate for school reform in Kentucky and Tennessee. He has served on many Boards focused on education reform, including, but not limited to, the Prichard Committee (education issues statewide) in Kentucky. Mr. Cundiff is founding director of the Gatton Academy of Math and Science in Kentucky, the highest rated public high school in America the last three years, the Kentucky Governor's Committee for the Transformation of Education in Kentucky, the Kentucky Governor's Early Childhood Advisory Committee, the Kentucky Governor's Scholars Foundation, and the Center for Gifted Studies at Western Kentucky University. He serves on the Boards of the Community Foundation, Explore! Community School, Martha O'Bryan Center, and Nashville Symphony. Mr. Cundiff is also the founding Chairman of East End Preparatory Board and has served the school since its inception. He brings a lifetime of business acumen, law, banking, and start-up experience and is a strong asset in fundraising and strategic thinking.

Marsha Edwards (Founding Member): Marsha Edwards, CEO at Martha O'Bryan Center, serves on the Board to help foster continuity of educational mission and integrate the services of the parent organization and the needs of the school family. Ms. Edwards was the founding President of the KIPP Nashville Board of Directors and has served the East End Preparatory School Board from its inception. Her leadership has created an organization known for its network of partnerships and extensive collaboration with MNPS. It is her vision that MOBC sponsored schools will add to the successes of our large school district and be seen as contributors rather than a school that is set apart from MNPS, neighborhoods and the integral involvement of parents. Ms. Edwards brings organizational, fundraising, and strategic planning skills as well as start-up experience to this well-functioning Board.

Melissa Halsell (Board Member since 2014): Melissa Halsell is an economic development professional, who brings several decades of programming experience to the East End Preparatory Board. She was educated at University of Tennessee Knoxville (B.S. in Communications) and presently oversees retail development efforts across portions of seven states for the Economic Development Division of the Tennessee Valley Authority. She currently serves on the Board of East End Preparatory School and participates in 100+ Women Who Care in Middle Tennessee. Ms. Halsell brings organizational, financial, and communications experience to the Board. She is also a valuable resource in terms of helping facilitate leadership strategies for staff and Board.

Ted Helm (Founding Member): Ted Helm is a Founding Board member at East End Preparatory, bringing a strong history of commitment to educational issues in Nashville. Mr. Helm graduated from the University of Louisville with a B.A. in Psychology; he is owner of Modular Designs, A Contract Flooring Company that does business nationally and has been located in East Nashville for nearly twenty years. Mr. Helm first got involved in Nashville public education as a board member of the Nashville Chamber and as Chair of The East Area Business Council. He served on the Chamber's Report Card Committee for seven years and as its Chair for three years. He has also served as Chair of Oasis Center and President of Mid South Division of the American Cancer Society. Mr. Helm brings his history of school reform advocacy in Nashville, his business experience, and his knowledge of East Nashville.

Ebony Sims-Jackson (Board Member since 2014): Ebony Sims-Jackson is a parent of Laila and Jada Jackson, East End Preparatory students. She lives in Madison, TN and enrolled her children in the fall of 2013. Ms. Sims-Jackson graduated from the University of Mississippi with a Bachelor of Business Administration and has worked in the healthcare industry in operations, training, and most recently, as a medical coder. As parent representative, she is a full voting member, committed to the school and the long term objectives of East End Preparatory. Ebony also serves on the East End Preparatory PTO. She was selected by the School Leader, Jim Leckrone in July of 2014.

Robert Laird (Founding Board): Robert Laird represents private and public business clients and investors in corporate transactions, corporate governance, issuances of securities, mergers and acquisitions, information technology, and venture capital investments. He has substantial experience in structuring and negotiating mergers and acquisitions, advising companies on capital formation and securities offerings, and advising boards of directors of private and public companies. Mr. Laird received his BA in English from Tulane University and his Juris Doctorate and MBA in Finance from the University of Tennessee. Prior to co-founding McKenzie Laird, PLLC, Mr. Laird was a shareholder at Drescher & Sharp, PC and Vice-President and General Counsel for HealthStream, Inc. Mr. Laird has served as President of First Steps, Inc. and Treasurer of CASA, Inc. as well as on the boards of directors for The Ear Foundation and the Performance Excellence Committee of the United Way of Metropolitan Nashville. Mr. Laird has been a speaker at legal education programs sponsored by the Tennessee Bar Association and Nashville Bar Association. He was voted by his peers in the Nashville Business Journal's "Best of the Bar" in 2009. He brings his expertise to issues of Board governance and recruitment.

Jennifer Morrison (Founding Member): Jennifer Morrison brings extensive experience in finance and law to the East End Preparatory Board, of which she is a founding member. She earned her Masters of Taxation from Baylor University and her Juris Doctorate from Baylor University of Law and has over two decades of finance experience garnered at Arthur Andersen LLP, Ernst and Young LLP, ELCOT Golf, Inc., and most recently, Deloitte Tax LLOP. She is a former Board Chair from Martha O'Bryan Center (six years) and chaired the Martha O'Bryan Center finance committee for three years of that tenure. Ms. Morrison is committed to educational opportunity and education reform, and contributes her financial, business and legal expertise to the Board. She is an asset as a strong problem solver, with considerable experience with all the issues revolving around the opening and operating businesses.

Gary Schalmo (Founding Member): Gary Schalmo is a founding East End Preparatory Board member who brings extensive knowledge in project oversight and construction management. Mr. Schalmo earned his degree in civil engineering at Southern Illinois University and began work as a project engineer for American Bridge, working on projects in Iowa, Kentucky, Wisconsin, and Illinois, including the longest bascule bridge in the U.S., Chicago's Columbus Drive Bridge. Since then, Mr. Schalmo has amassed 25 years of experience as project executive (Graycor Construction in the Chicago area), Clark Construction (Bethesda MD), and Alex S. Palmer & Co. (Nashville). He and brings a passion for education reform, along with experience in operational oversight, contract administration, and project delivery.

Jeff Yarbrow (Founding Member): Jeff Yarbrow is a Nashville attorney (Bass Berry & Sims) and most recently, State Senator for District 21. Mr. Yarbrow grew up in Dyersburg, Tennessee and is a graduate of Tennessee public schools. He attended Harvard University where he earned a B.A. in Government, studying public policy and public service at the Kennedy School of Government. He is also a graduate of the University of Virginia School of Law, where he served as Editor-in-Chief of the Virginia Law Review. Through Nashville's Pencil Partner program, he became a volunteer tutor at Antioch Middle School. He has been deeply involved in education reform working to redesign MNPS's comprehensive high schools and to implement smaller learning communities. He chairs the Partnership Council, organized by the Pencil Foundation and the Chamber of Commerce, to involve Nashville-area businesses and non-profits in education reform. Recognizing that improving our schools will take the coordination of every part of our government, Jeff has served as an education adviser to Mayor Karl Dean. Mr. Yarbrow contributes his deep commitment to school reform, his legal expertise, his ability to network for the benefit of the school and his strong analytical talents.

<p>Describe how the board will evaluate the success of the school, the school leader, and its own performance.</p>

The East End Preparatory Board of Directors is responsible for ensuring that the school is faithful to its vision and mission to provide excellent educational opportunities for every child, while providing a welcoming environment that embraces community and diversity. The Board will execute all its tasks under four main themes—mission oversight, strategic planning, financial and operational management oversight, and resource development. The Board will support the objectives of the school leadership team in the following ways:

- Evaluating the performance of the School Leader during May and June of each fiscal year which will include setting annual goals for the upcoming year. In the first year of operation and every third year thereafter, the Board will prepare a 360 review process (faculty, board, students and parents review) to encourage continuous improvement
- Providing timely and substantive oversight of all applicable laws relating to its charter and federal, state and local law
- Reviewing and approving an annual budget with the Martha O’Bryan Center Chief Operating Officer and the School Leader. Reviewing monthly, the balance statement, the cash flow statement and the operational P & L statement :and if any, capital budgets
- Working with school leaders, setting long range (five-year) organizational goals and developing strategic plans to meet these objectives
- Providing expertise and professional advice in areas such as law, accounting, business, finance, recruiting, general HR and marketing
- Reviewing and approving contracts that impact the mission, location or development of the school
- Development of fundraising plans and executing the plans, as needed
- Building strategic plans with staff for all aspects of the school community—scholar’s achievement, professional development of staff and engagement of families, neighborhoods and community
- Facilitating the partnership with MNPS in order to contribute to a collaborative strong network of schools in the city core.
- Becoming an “active advocate” for the school, its success, and the community of students, parents and teachers.

Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.

Capacity & Expansion: East End Preparatory is currently governed by its founding Board (as is Martha O’Bryan Center’s other charter school, Explore! Community School). As East End Preparatory expands to K-8, we do not expect a need to increase or substantially change the composition of the Board. Currently, our East End Preparatory Board by-laws allow for a maximum of nine members, not including parent representatives, with the capacity to increase members, if needed. Because our school operates without any formal fundraising effort, the board members are primarily responsible for general academic and financial oversight and the hiring and supervision of the School Leader. A small board of highly engaged people has been a very successful model for East End Preparatory. That said, we have revised the By-Laws to ensure that one of our parent board members will come from our grade 6-8 parent body.

It has been our plan from the beginning of the New School initiative at Martha O’Bryan Center to move the school boards under the formal Martha O’Bryan Center Board of Directors when the schools transition from the start-up phase to the established phase of school growth/development. Our East End

Preparatory Board and the Martha O'Bryan Center Board have many representatives with substantial start up experience and we know that any new school initiative requires a laser focus on a very detailed set of success objectives. This has worked exceptionally well over the past four years. To promote greater continuity, efficiency and integration with our family services, our plan is to move the existing East End Preparatory Board under the Martha O'Bryan Center as a super committee of the Martha O'Bryan Center Board of Directors in 2016.

The composition and autonomy of the East End Preparatory Board will remain the same. Because we are already one legal entity and substantial reporting is already in place between the East End Preparatory Board and the Martha O'Bryan Center Board, this will not substantially change functionality. Additionally, our Martha O'Bryan Center by-laws already allow Board committees to have non-Martha O'Bryan Center board members, so some East End Preparatory members will also be Martha O'Bryan Center Board members, but Martha O'Bryan Center board membership won't be a requirement beyond the current number of two members. That decision will be at the discretion of the sitting board members at the time of change. This flexibility serves our first priority which is to have a school board composed of the best, most engaged, and skilled people leading and overseeing East End Preparatory whether they can serve the larger organization or not.

We believe as our schools move beyond the extraordinary Board tasks of opening a school (hiring the school leader, setting protocols, finding and financing property) onto the general operational oversight tasks of a great school, it is good business to bring school governance within the oversight system of the Martha O'Bryan Center Board of Directors. Martha O'Bryan Center, as the legal entity, is solely liable for any misstep of the school or school leaders. This shift will still provide the two level review on finance, audit, and accounting issues that we currently employ. The advantage of this shift is to ensure mission alignment, effective services to families, especially families in crisis and to hold down the costs of non-classroom expenses through a single system of back office and executive support.

Comprehensive reporting to the Board from the School Leader and his operating team will continue. Those reporting categories include student demographics, enrollment, retention of students, exit interviews, hiring and retention of teachers and school marketing, as well as academic assessments and projected changes or investments. In the event of a new investment or change in strategic direction requires school board action for approval, those decisions will be reported to the Martha O'Bryan Center Board at the executive committee's next meeting and of Martha O'Bryan Center's Board for ratification. The Chair of the school board is a member of the Martha O'Bryan Center executive committee currently.

Describe the training or orientation new board members will receive. What kind of ongoing development will existing board members receive?

East End Preparatory Board members meet annually with the Tennessee Charter School Center to review charter law and Board member requirements. In addition, the Board meets in an annual retreat format to review in depth the performance of the school, to assist with visioning/building strategic plans and assist school leaders with long-term operational planning. As necessary, the Board will secure additional consultants in particular areas of need to assist planning. Pursuant to Tennessee law, at least one Board training certified by the Tennessee Charter School Center will be held each year. We have also used the resources at BoardSource to insure good education for board members.

To aid all Board members, a manual for participation (Board Book) is being created with input from the school leader and distributed to all members and prospective recruited members. The manual will include goals and objectives, by-laws, board policies, strategic plan, financial statements, research, and statistics. The work of the Board is done most efficiently in small committees and presented at Board meetings in

the form of written reports, research and recommendation. Committees are established on a limited basis with a single Board member as the point person for particular events or objectives.

The East End Preparatory Board operates with one or two individuals taking the lead on different projects, such as leader evaluation, parent fundraising, marketing, etc. For example, Jenn Morrison, East End Preparatory finance leader, Board Chair Mark Bacurin, and Martha O'Bryan Center Chief Operating Officer Vickeeta Coleman comprise the finance team and work together to insure timely and accurate finance information, a strong audit and budgeting. The School Leader and his designee will staff all formal Board committees. Board members have the option to ask non-Board members to serve with Board members on these committees in order to expand the talent and resource development abilities of the committee. Additional information regarding officers and committees can be found in the By-Laws, included as Attachment 7c. Pursuant to Tennessee law, at least one Board training opportunity certified by the Tennessee Charter School Association will be held each year. We have also used the resources at BoardSource to ensure good education for board members.

Executive and Business Support: Martha O'Bryan Center pioneered a model of management services support at East End Preparatory, that allows the School Leader to focus on building academic achievement, distinctive school culture and a collaborative teacher/leader culture. The Board also benefits from this team of experts as they routinely draw upon the experience of the Center executive core in areas of finance and strategic planning.

The Martha O'Bryan Center Management Services Team operates all aspects of non-profit governance and school reporting, as well as the areas of financial management, HR recruiting and talent management, facilities and technology support and marketing/fund development. Key Martha O'Bryan Center executives act as resources to the Board of Directors and school leaders: Vickeeta Coleman, Chief Operating Officer, for financial, audit and operational support, a full-time Director of Operations, for facilities management and long term capital budgeting, Peter Martino, Director of Talent and Innovation, for hiring and general HR management; Michael Gross, Chief Program Officer, for educational funding and administrative systems management, and Ken Saefkow, Director of Clinical and Community Services, for wrap-around family services and clinical counseling services.

Martha O'Bryan Center CEO Marsha Edwards has extensive experience in building and managing multiple Boards. Currently, the leadership at Martha O'Bryan Center successfully manages the 30-member Martha O'Bryan Center Board of Directors, the six-member Martha O'Bryan Foundation, the 10-member East End Preparatory Board, six-member Explore! Community School Board, and the six-member Martha O'Bryan Foundation Board. We also have five years of developing a mission driven system of alignment and orientation to ensure that there is clarity and continuity of processes, priorities and communication between the East End Preparatory and the Martha O'Bryan Center Boards. We have developed these structures to facilitate the clarity, transparency, and good communication necessary in producing a positive school faculty culture and successful student outcomes.

Those structures include the following:

- **Similar by-laws** across Martha O'Bryan Center, East End Preparatory and Explore! Community School—including terms, succession, board conduct, and committees.
- **Common orientation and training** for all board members, teachers, social workers, staff, administrators and other staff.
- **Formal liaisons between Boards:** We currently have a designated liaison between the East End Preparatory Board (the Chair) and the Martha O'Bryan Center Executive Board Committee and in addition, the East End Preparatory treasurer sits on the Martha O'Bryan Center finance committee.

- **Regular cross-communication between Boards:** The East End Preparatory Board Chair attends two Martha O'Bryan Center Board meetings a year and our by-laws require two East End Preparatory board members also be current Martha O'Bryan Center Board members. The East End Preparatory Board Chair also formally report out to the Martha O'Bryan Center Board twice a year and East End Preparatory School Leader provides academic updates at all Martha O'Bryan Center board meetings.
- **Common executive support:** The Martha O'Bryan Center CEO sits on both school boards and is a second liaison between sponsor and schools. The executive support—HR, Finance, Operations and Marketing—of Martha O'Bryan Center and both schools are managed by the same teams, therefore processes, internal controls, messaging, development and recruitment are consistent

Good communication is the key. Though there are strong lines of reporting in our system, each school, its leader, and its board are independent decision-making bodies. The by-laws and our mode of practice are evidence of strong mission alignment but separate decision-making authority.

Academic Oversight & Evaluation: East End Preparatory School Leader Jim Leckrone is currently in place and shepherding the vision of the school, through his extensive public educational background. As School Leader, Mr. Leckrone is responsible for communication of all academic data to the Board on a regular and timely basis. In addition to the dashboard reports, the East End Preparatory Board receives semester and annual cumulative academic and school climate reports. Such reports are extensive, including a report on teacher retention and recruiting, student retention and exit report and a report on enrichment and other school culture information. In order to provide internal checks and balances, the School Leader will also assist in preparation of same summary reports for presentation by one of the dual serving board members at Martha O'Bryan Center Board meetings and the monthly P & L to Martha O'Bryan Center Finance Committee meetings.

In year two of operation, the Board prepared an assessment form and process for the school leader and that evaluation is executed in May of each year and provides feedback from the whole board to the school leader. The compensation of the school leader is determined by this process also. As a part of the evaluation of the School Leader, the Board sets goals for leadership for the upcoming school year. Some elements that are included in the Board's evaluation include consideration of the following nine points:

- Recruitment of a student body that reflects the cultural diversity of our primary catchment area.
- Retention of all students enrolled.
- Successful hiring of staff and faculty (faculty are well-qualified, effective and committed to student success and cultural inclusion).
- Leadership and professional development of the faculty
- Quality and quantity of parent engagement, involvement and leadership
- Gap-closing academic achievement of all students by each year end.
- Successful operational and fiscal management of school
- Marketing of school to prospective teachers and parents.
- Successful collaboration with supporting partners and Martha O'Bryan Center

The Board also considers non-school based leadership evaluation tools such as the Kouzes and Posner's *The Leadership Practices Inventory* to create on-going real time feedback that promotes continual improvement of school leadership.

Financial Oversight: The strength of our model allows for a double checks and balance system. Financial oversight will be delivered in a timely fashion with the entire Board taking responsibility for understanding the financial status of the school. Full financials will be prepared for the East End

Preparatory Board on a monthly basis. A second look at the financials occurs at the Martha O'Bryan Center Finance Committee's monthly meeting. Documentation includes the monthly statement of profit and loss against budget and year to date, a cash flow statement and a balance statement.

All operations of Martha O'Bryan Center are audited annually, including East End Preparatory. Outside of the annual audit, the regular fiscal operations include four levels. Revenue and expense documentation is presented by the School Leader to Martha O'Bryan Center Sr. Accounting Officer on a weekly basis for review and capture in the school's financial data software (Sage). Second, the Martha O'Bryan Center Finance Department, with the input of the Board treasurer, completes all monthly reporting. Third, the East End Preparatory Finance Committee/Treasurer reviews the entire monthly report and presents it to the full Board at their meeting. Fourth, this information is also submitted to the nine-person Martha O'Bryan Center Finance Committee for inclusion in their monthly review of all financial matters. A full financial quarterly report is presented to the Martha O'Bryan Center Board with a summary and any recommendations attached. The East End Preparatory Board will be governed by the By-Laws that can be found in Attachment 7c. These By-Laws can be amended by board action.

How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents, and/or stakeholders.

The East End Preparatory policy for processing and responding to complaints about the school, its policies, the actions of its leadership and faculty is guided by these principles: a respectful hearing of the issues; a well-developed understanding (inquiry and research); a prompt response (within 48 hours); and an opportunity for a hearing before the Board when requested.

1. Parent communicates the problem to the School Leader who hears the complaint with respect and understanding.
2. School Leader agrees to investigate and get back to the Parent within 48 hours. At this time, if the complaint is well founded and serious, the School Leader notifies the Chairman of the issue.
3. School Leader and Parent and possibly other staff sit down face to face to resolve the issue raised. The approach is one of collaborative problem-solving
4. Parent, if unsatisfied with the result of the face to face meeting and resolution, then has the option to contact the Board Chairman to request a hearing of the Board of Directors.
5. Board Members meet with the parent and school leader to resolve the issue. Board issues a written decision at a second meeting with the parent outlining the Board's rationale and any options.

List all current and identified board members and their areas of focus or expertise roles on the table below (adding rows as needed).

Name	Current Job and Employer	Focus/Expertise
Mark Bacurin, Chair	Partner, Milemark Partners LLC	Finance and Leadership
Ben Cundiff	Owner, Cundiff Farms	Strategic Planning, Financial Leadership
Marsha Edwards	President & CEO, Martha O'Bryan Center	Leadership, Strategic Planning, and Community Development
Melissa Halsell, Community Awareness Chair	Economic Development Program Manager, Tennessee Valley Authority	Community Outreach
Ted Helm	Owner, Modular Designs	Strategic Planning

Ebony Jackson	Parent Representative	Community Outreach
Rob Laird, Governance Chair	Member, McKenzie Laird PLLC	Finance and Legal Oversight
Jennifer Morrison, Finance Chair	Community Volunteer	Leadership and Finance
Gary Schalmo, Facilities Chair	Senior VP, Alex S. Palmer and Co.	Facilities Planning and Development
Hangama Wahidi (former)	Parent Representative	Community Outreach
Jeff Yarbrow	Attorney, Bass, Berry & Sims	Strategic Planning

The following governance documents are included as Attachment 7

7a. Articles of Incorporation

7b. Proof of non-profit and tax exempt status

7c. By-laws

7d. Code of Ethics

7e. Conflict of Interest Policy

7f. Organizational charts delineating the relationship between the board, lead administrator, subcommittees and advisory committees.

7g. Board member resumes (including references)

7h. Board policies (including policies on open meetings and open records)

Chapter Ten: Start-Up Plan

Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals). Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

The following tables outline East End Preparatory's Middle School Start-Up Plan, pursuant to this addendum expanding the school to K-8. This plan includes tasks, timelines, responsible individuals, and compensation for those individuals. The School Leader will consistently review this plan to ensure progress and make necessary adjustments. The East End Preparatory Board will evaluate progress and propose improvements on an on-going basis as well. Upon approval of our proposed addendum, the School Leader and the Board will collaborate to create detailed action steps for each identified task.

Throughout East End Preparatory's four-year operating history, we have built a healthy fiscal reserve, which will allow us to properly compensate all individuals detailed in our Middle School Start-Up Plan. Many of the faculty tasked with implementing this plan are already on staff at our elementary school and will therefore add no additional financial burden to our annual budget. Additionally, our fiscal reserves will allow us to hire one key position (our Middle School Principal) one year prior to our middle school implementation, to properly facilitate this plan. For detailed salary information for all faculty involved in this plan, please reference our Public Charter School Planning and Budget Workbook (Attachment 13).

Middle School Start-Up Plan ORGANIZATION			
Timeline	Task	Responsible Individuals	Notes
Phase 0 Prior to Approval of Charter July 2014 – June 2015	Discuss Middle School Addendum with Faculty	School Leader	Gather Feedback
	Conduct Community Outreach and Parent Interest Surveys Pursuant to Middle School Addendum	School Leader	Gather Feedback
	Research High-Performing Middle Schools and Visit to Interview School Leaders	School Leader	Local and Regional
	Research Curriculum Options Pursuant to Middle School Addendum	School Leader Elementary School Instructional Leaders	
	Research Positive Behavior and School-Wide Cultural Frameworks Pursuant to Middle School Addendum	School Leader Elementary School Dean of Students	
	Research Professional Development Options Pursuant to Middle School	School Leader Elementary School Instructional Leaders	

	Addendum		
	Officially Propose East End Preparatory's Middle School Addendum in 2015 Charter School Application	School Leader Martha O'Bryan Center Grants Team	
Phase I June – August 2016	Hire Middle School Principal	School Leader Board of Directors	
	Secure Necessary Financing for Middle School Implementation	School Leader Martha O'Bryan Center Grants Team	Submit Grant for Additional Charter Funding, Identify Other Grant Revenue, Organize Fundraisers, Solicit Donors
	Implement Martha O'Bryan Center Management Services Agreement for Middle School Grades	School Leader	
	Identify Community Partners for Middle School After-School Discovery Program	School Leader Middle School Principal	Book Club, Chess, Coding, Dance, Entrepreneurship, Spanish
Phase II August – December 2016	Community Outreach, Student Recruitment, and Student Retention	School Leader Middle School Principal Elementary School Dean of Students	Home Visits, Open Houses, Information Sessions, Referrals, Marketing, Student Lottery
	Modify Student, Family, and Employee Handbooks to Include Middle School Grades	School Leader Middle School Principal East End Preparatory Directory of Operations	
	Source, Interview, and Hire High-Performing Middle School Faculty	School Leader Middle School Principal Martha O'Bryan Center Human Resources Dept	Ongoing
	Meet with Community Partners for Middle School After-School Discovery Program	School Leader Middle School Principal	Book Club, Chess, Coding, Dance, Entrepreneurship, Spanish

Phase III January – March 2017	Modify Systems and Logistics Manual to Include Middle School Grades	School Leader Middle School Principal East End Preparatory Director of Operations	
	Identify or Renew Public Bid Suppliers and Vendors for Middle School Implementation	East End Preparatory and Martha O'Bryan Center Operations Team	Office Equipment, Technology, Phone Service, IT Support, Custodial Support
	Finalize Summer and Year-Round Professional Development Plan for Middle School Faculty	School Leader Middle School Principal Middle School Dean of Academics	Teacher Orientation, Subject-Specific Training, Resource Sharing
	Finalize Community Partners for Middle School Discovery Program	School Leader Middle School Principal	Book Club, Chess, Coding, Dance, Entrepreneurship, Spanish
Phase IV March – June 2017	Further Develop Parent Involvement Resources for Prospective Middle School Parents	School Leader Middle School Principal Elementary School Dean of Students	Parent Contract, Parent Surveys, Parent Task Force
	Distribute Key Information and Dates to Middle School Parents	Middle School Principal	Parent Orientation, School Calendar
	Modify School Safety Plan to Include Middle School Grades	School Leader Middle School Principal East End Preparatory Director of Operations	Fire Drills, Crisis Drills, Lockdown Procedure, etc.
Phase V June – July 2017	Audit Database Capacity to Ensure Reliability throughout Middle School Implementation	East End Preparatory Director of Operations	To Track Absences, Tardies, Grades, Test Scores, Disciplinary Referrals, etc.
	Confirm Increase in Breakfast and Lunch Needs with Vendor	East End Preparatory Director of Operations	
	Add Middle School Parents to Parent Directory	Middle School Office Manager	

Challenges Regarding Organization Start-Up Plan	<p>East End Preparatory leaders have already successfully opened and operated an elementary charter school and are therefore well-equipped to expand services to support middle school students. Our educators are some of the best in the country, and therefore our challenge will be to attract the same level of talent for our middle school expansion. To address this challenge, we will collaborate with Martha O'Bryan Center's Human Resources Team, to conduct a nationwide search for the best and brightest middle school educators. Martha O'Bryan Center's Human Resources Team has vast experience in this realm, as they have sourced candidates from many states and several foreign countries in the past.</p>
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Middle School Start-Up Plan ACADEMICS AND CULTURE			
Timeline	Task	Responsible Individuals	Notes
Phase I August – December 2016	Refine Positive Behavior and School-Wide Cultural Frameworks for Middle School Students, in Alignment with Current Elementary School Framework	School Leader Middle School Principal Elementary School Dean of Students Director of Student Support Services	
	Refine School-Wide RTI Structures for Middle School Students, in Alignment with Current Elementary School Framework	School Leader Middle School Principal Elementary School Dean of Students Director of Student Support Services	
	Develop Curriculum Guide and Scope/Sequence for Middle School Grades	Middle School Principal Middle School Dean of Academics	Aligned to Tennessee State Standards and Common Core Standards
	Determine and Purchase/Create Assessments for Middle School Grades	Middle School Principal Middle School Dean of Academics	
	Purchase Curriculum Materials for Middle School Grades	Middle School Principal Middle School Dean of Academics	Review Instructional Materials by February; Order by March 1 st .
	Finalize Related Arts Programming for Middle School Grades	Middle School Principal Middle School Dean of Academics	

Phase II January – May 2017	Set Lesson and Unit Planning Expectations for Middle School Teachers	Middle School Principal Middle School Dean of Academics
	Create Standards-Based Report Cards for Middle School Grades	Middle School Principal Middle School Dean of Academics
	Tailor Current Teacher Observation and Feedback Processes to Support Middle School Teachers	School Leader Middle School Principal Middle School Dean of Academics
	Develop Special Education Program for Middle School Grades	School Leader Middle School Principal Director of Student Support Services
	Meet with Principals at Stratford, Maplewood, and Hunters Lane to Properly Align Middle School Programming with High School Expectations	School Leader Middle School Principal Middle School Dean of Academics
	Select Supplemental Instructional Resources and Materials for Middle School Grades	Middle School Principal Middle School Dean of Academics
	Finalize Daily Student and Teacher Schedules for Middle School Grades	Middle School Principal
	Finalize Master Schedule for Middle School Grades	Middle School Principal Teacher Assignments, Planning Periods, Field Trips, After-School Programming, Events
Phase III June – July 2017	Finalize Professional Development Schedule for Middle School Faculty	School Leader Middle School Principal Middle School Dean of Academics

	Finalize Professional Development Video Library Structure for Middle School Teachers	Middle School Principal Middle School Dean of Academics	Centralized Bank of Exemplar Classroom Videos (Vimeo)
	Finalize Lesson Plan Library Structure for Middle School Teachers	Middle School Principal Middle School Dean of Academics	Centralized Bank of Exemplar Lesson Plans (Server)
	Finalize Interim and Summative Assessments for Middle School Grades	School Leader Middle School Principal Middle School Dean of Academics	
	Conduct Middle School Student and Family Orientations	School Leader Middle School Principal East End Preparatory Deans Parent Task Force	
	Conduct All-Staff Professional Development	School Leader Middle School Principal East End Preparatory Deans	Last Three Weeks of July
	Successfully Complete First Day of Middle School!	All School Faculty	July 26 th , 2017
Challenges Regarding Academics and Culture Start-Up Plan	Our challenge here will be providing a smooth transition from elementary to middle school, a gradual release process that will ensure scholars leave middle school ready to succeed in high school. Our School Leader has extensive prior middle school experience and is well-equipped to guide this process, drawing in community partners and feeder schools throughout. We will also communicate regularly with successful middle schools (local, regional, and national) to garner a variety of perspectives and best practices.		

Middle School Start-Up Plan FACILITIES AND OPERATIONS			
Timeline	Task	Responsible Individuals	Notes
Phase I June – August 2016	Conduct Needs Analysis on Middle School Building	School Leader Middle School Principal East End Preparatory and Martha O'Bryan Center Operations Team	Classroom Furniture, Technology, Office Equipment, Books, Accessories

Phase II August – December 2016	School Leader Begin Facility Preparations East End Preparatory and Martha O'Bryan Center Operations Team	
	School Leader Modify Transportation Plan to Include Middle School Grades East End Preparatory Director of Operations	
	School Leader Modify Food Services Plan to Include Middle School Grades East End Preparatory Director of Operations	
Phase III January – May 2017	Order All Classroom Furniture, Technology, Office Equipment, Books, Classroom Supplies, Accessories East End Preparatory and Martha O'Bryan Center Operations Team	Contract with Apple or Microsoft for 1:1 Laptops for Middle School Students
	Prepare Middle School Building for Opening East End Preparatory and Martha O'Bryan Center Operations Team	Paint, Clean, Hang Signage
Phase IV June – July 2017	Finalize Arrival and Dismissal Plan to Include Middle School Grades School Leader East End Preparatory Director of Operations	Include Traffic Flow, Adjust and Account for Increase in Traffic
	Tag and Inventory All Technology for Middle School Building East End Preparatory Director of Operations	Computers, Monitors, Projectors, etc.
	Ensure Functionality of Network and Technology for Middle School Building East End Preparatory Director of Operations	Include Laptops for Differentiation and Remediation
	Finalize Health and Safety Inspections for Middle School Building School Leader East End Preparatory Director of Operations	
Challenges Regarding Facilities and Operations Start-Up Plan	In January 2015, MNPS Board of Directors graciously approved East End Preparatory's request for a ten-year facilities lease extension at 1460 McGavock Pike. This will allow us to proactively plan the facilities and operations action items necessary for middle school expansion. Our challenge here will be preparing our middle school building for student use (cleaning, painting, hanging signage, securing educational/office equipment, etc.). Fortunately, the East End Preparatory and Martha O'Bryan Center Operations Team has deep experience with preparing facilities for professional use and then maintaining those facilities on an on-going basis.	

Chapter Eleven: Facilities

This section does not require a formal agreement for a facility; however, a viable option should be explained. Include in your explanation reasonable space requirements, a plan for space utilization, a discussion of potential costs including build-out, and a timeline for when a facility will be ready for student use.

East End Preparatory has operated at the site of the former Dalewood Middle School—located at 1460 McGavock Pike in East Nashville—since our school opened in 2011. As this was originally a middle school site, it has given us ample resources for East End Preparatory as a K-5 school and will have sufficient capacity for the K-8 expansion presented in this addendum proposal. In January 2015, MNPS approved our request for a ten-year extension of our current lease.

Describe the 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. Discuss both short-term and long-term facility plans.

Additional classroom needs including science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

Description of Facility: East End Preparatory spans two buildings connected by corridors—a one-story structure with 36,000 square feet and a two story structure with 144,000 square feet. Presently, we are utilizing 36,836 square feet or 20.5% of the building, for grades K-3. There are 16 general education classrooms in our one-story building (which will cover grades K-3) with a computer lab, one music room, and one art room. Our two-story building will be dedicated to grades 4-8 and includes 20 general education classrooms, a student support services room, an Internet Café, a music room, an art room, a curriculum room, a staff workroom, and a gymnasium. Simply put, we will have K-3 scholars in our one-story building, 4-5 scholars on the first floor of our two-story building, and 6-8 scholars on the second floor of our two-story building. Across buildings, we also have two student support services rooms, a multi-purpose room, and two redirection rooms, for students. For staff, there are 15 offices, a copy room, two kitchen spaces, two professional development rooms, and a curriculum room.

Sponsor agency Martha O'Bryan Center, in partnership with the East End Preparatory Board of Directors and MNPS, will manage the process to make any necessary modifications to the building to accommodate growth. The standing management services agreement between East End Preparatory and Martha O'Bryan Center allows for a process to oversee any/all the construction, upgrades, repairs, or retro-fits necessary to create a safe and comfortable educational environment that meets all state and local regulations. The facility will be in compliance with all building, fire, and ADA codes.

Basic Requirements: East End Preparatory's enrollment will increase from 386 students (presently) to a projected 900 students, and as such, there is ample free space to address this growth. Classrooms vary in square footage, dependent upon the age and number of students in each room. Elementary school classrooms include group seating at tables to help incorporate conversation and learning. We also have a dedicated computer rooms in each building, to meet specific technology needs. In middle school (6-8), students will be issued their own laptops. Middle school classrooms will be set up specific to subject area. For example, science labs will have group tables for experiments. Each grade level (K-8) will have four classrooms with approximately 25 students in each class. This totals 36 general education classrooms, consistent with current specifications.

Our hallways are presently wide enough to accommodate student flow between classes and have lockers for each student. We presently have a main reception area where all visitors are greeted and utilize an access control system for security. Current facilities have ample office space for the school leader, deans, and all other administrative staff as well as open offices for our collaborative partners, including multiple meeting and common room spaces. We also have kitchen and cafeteria space on the first floor, as well as a gymnasium and multi-purpose room that can be used for community dinners, partner meetings, and parent celebrations. Sponsor agency Martha O'Bryan Center owns a commercial kitchen and can use its many years of food service and food transportation experience to provide food for events and meetings.

East End Preparatory also has dedicated storage space, offices, professional development rooms, kitchens and copy rooms sufficient to staff needs. Each of these spaces purposefully supports the environment to foster East End Preparatory's growth to span K-8 and continue to be a high-performing school where students, parents and partners are engaged in the spirit of learning and shared success.

The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.

Facility Rental: East End Preparatory requested and received approval from MNPS to extend our current lease at 1460 McGavock Pike by 10 years. Facilities costs detailed in our Public Charter School Planning and Budget Worksheet (Attachment 13) and are based on MNPS rental rates. We will factor \$5.30 per square foot for occupancy and facilities for the 2017-18 school year. This will increase by 2% each year.

Maintenance Costs: Maintenance costs are reduced by resources provided by sponsor agency Martha O'Bryan Center, which has its own maintenance team composed of a variety of skilled staff members. This team is currently serving Martha O'Bryan Center sponsored East End Preparatory and Explore! Community School. This allows our budgeted maintenance rate to remain very reasonable. Beyond our maintenance team, we also have several large teams of regular and project-based volunteer groups that take on larger projects at no cost such as painting and wiring an entire school, furnishing space for teachers, landscaping, and playground maintenance. Organizations that stand ready to assist us every year include HCA, Hillsboro Presbyterian Church, Fifth Third Bank, Healthways, Vanderbilt University, etc. We also have a large group of collegiate spring break students and faculty who return to Martha O'Bryan Center each year to hang drywall, set-up computers, and paint hallways, along with hundreds of other maintenance tasks. These corporations, college students and our weekly regular "volunteer maintenance men and women" hold down our costs enabling us to operate on the budgeted maintenance rate.

A plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per TCA 49-13-107.

East End Preparatory will comply with all building, fire, and ADA requirements and will submit to all required inspections by Federal, State, and Local Agencies that relate to the health and safety to staff and students. We understand these are rules and statutes that cannot be waived. We will also be in strict compliance with TCA § 49-13-107 and be consistent with MNPS standards. These requirements will be enforced through policies/handbooks/and written practices.

Timeline with reasonable assumptions for facility occupation.

Timeline for Facility Occupation	
Dates	Activities
April, 2010	East End Preparatory K-5 grant approved

June 2011	Lease with Metropolitan Nashville Public School signed
August 2011	Inaugural Kindergarten class reports
2011-2014	Classrooms utilized as school expands to K-3
April 1, 2015	East End Preparatory K-8 addendum application filed
June, 2016	Director of Operations begins plans for build out
August, 2016	Director of Operations completes plans
September, 2016	Director of Operations start bidding process for upgrades
October, 2016	Director of Operations closes bid process
November, 2016	Director of Operations begins renovations
January, 2017	Director of Operations renews contracts/solicits vendors for telephone, internet, waste removal, janitorial, etc.
February, 2017	Vendor contracts signed
May 2017	Additional furniture, supplies, technology purchases completed
June, 2017	All upgrades completed
July 2017	All furniture and technology installations completed
July 5, 2017	Final facilities walkthrough
July 28, 2017	K-6 student body reports, first day as a K-8 school

Chapter Twelve: Personnel & Human Capital

Describe the school's proposed leadership structure, and the school's plan for recruiting and selecting faculty and other staff.

East End Preparatory has successfully managed personnel and operations activities since its approval as an elementary school in 2010. From our inception, we have placed a premium on hiring the very best teachers and equipping them with the resources and professional development opportunities required for continued growth and success. Teachers are supported by a robust leadership team and instructional coaches that will span the K-8 continuum. We realize that investment in our teachers is the highest leverage investment in our children's' success. As we have goals for our children, we have clear goals and outcomes for teachers and leadership team in terms of facilitating continuous learning, self-evaluation, relationship building, and curricula support.

This addendum application outlines the Leadership Team structure necessary to continue providing the combination of academic and social-emotional support our students need to succeed throughout the K-8 grades. Leadership fully dedicated to grades 6-8 includes the Middle School Principal, Dean of Academics, Dean of Students, and the Guidance and Transition Counselor. This team leads and supports the 18 General Education Lead Teachers, 2 Special Education Lead Teachers, 1 PE Teacher, and 1 Art and 1 Music Teacher who cover grades 5-8. The School Leader, Director of Operations, and Director of Student Support Services supports all grades K-8.

East End Preparatory also benefits from our unique Management Services Agreement with Martha O'Bryan Center, which includes financial, operational, fundraising, human resource, and social service integration, affording East End Preparatory the opportunity to draw on the talents of some of the most successful and creative individuals in the non-profit sector. This also allows East End Preparatory leadership to focus more efficiently on student achievement and school culture.

Leadership Structure and Roles

School Leader: The Founding Board of East End Preparatory worked with sponsor agency Martha O'Bryan Center on conducting a national search that led to the hiring of founding and current School Leader, Jim Leckrone, in 2010. Mr. Leckrone brought extensive experience in both classroom teaching and leadership in the Elementary, Middle and High School level. Before coming to East End Preparatory, Mr. Leckrone taught math for eight years in high school and middle school levels in Cheatham and Williamson Counties, served three years as the Founding Assistant Principal at Independence High School, served three years as the Assistant Principal at Hillsboro K-8 school in Leiper's Fork, TN. Mr. Leckrone has successfully led East End Preparatory through its first three years of operation, garnering exceptional math and reading results, providing economically disadvantaged students can succeed, given the support and tools.

The School Leader is directly accountable to and evaluated by the Board of Directors at East End Preparatory. The School Leader is responsible for student achievement and program oversight, including financial accountability. This person will ensure strict adherence to the school's culture, mission, and vision among faculty, students, and families. In addition, our School Leader will supervise leadership staff and teachers and direct all investments in human capital, making sure that all faculty and operational hires are inconsistent with the values, academic rigor, and mission of the school.

School Leader Criteria

- Uncompromising commitment to the mission, vision, and culture of East End Preparatory

- A track record of success in school and organizational leadership
- Demonstrate an understanding of how to develop people, including the provision of intellectual support and stimulation
- Passionate and lifelong learner, committed to continuous professional development based on data-driven performance evaluation
- Ability to develop a coherent personal philosophy of leadership that is in alignment with the school culture and mission, adapt in various organizational situations, and resolve organizational conflict
- Demonstrated ability to develop and sustain professional and positive relationships with families
- Bachelor's degree and 3-5 years of teaching experience, demonstrated school leadership responsibilities, master's degree preferred
- High level of personal and professional integrity
- Commitment to a relentless approach to student achievement; a "whatever it takes" attitude
- Results-driven leadership; can make the tough choices to the service of student achievement
- Apply and monitor all aspects of school discipline, serving on Behavior Support Team as needed
- Proven efficacious use of data to drive academic achievement
- Strategic and analytical; demonstrated ability to solve problems and face challenges with confidence and composure

Key Responsibilities

- Implement and monitor school budget, including responsibly managing all Federal, State, and District educational funds
- Recruit and retain high quality leaders and staff
- Set ambitious school-wide and organizational goals for student achievement, culture, and operation
- Oversee and supervise overall school performance and operational performance and relentlessly find ways to continuously improve to ensure maximum student success
- Completes all required reporting in a timely and efficient manner
- Provide feedback on effective instructional practices through observation and evaluation
- Supervise all compliance with Federal, State, and District program and laws, including IDEA.
- Supervise, develop, and sustain meaningful relationships with families, including ability to engage in detailed dialogue regarding student progress and social-emotional development
- Supervise, develop, and sustain meaningful relationships with community leaders and partners
- Apply, sustain, and monitor all aspects of school culture and behavior, including serving on Behavior Support Team as needed
- Continue to develop and sustain overall school professional development program
- Supervise and monitor quality of parent engagement model
- Speak on behalf of the school in various community forums. Communicate effectively with district personnel and other key stakeholders in the charter community and beyond

Principal (K-5, and 6-8): These are new positions that are designed to support the academic build-out. The K-5 Principal and 6-8 Principal will be in place for the 2016-17 school year. The 6-8 Principal will serve as an additional instructional leader in K-5 for half time, and the other half time will be building curriculum, hiring teachers, and preparing for the 6-8 expansion.

Principal Criteria

- Uncompromising commitment to the mission, vision, and culture of East End Preparatory
- Proven outcomes measured by student performance gains in an urban school setting

- Master's degree and 3-5 years of urban teaching and leadership experience
- Ability to work in a diverse collegial environment, supporting and developing teachers
- Strong knowledge of standards and curriculum for respective grade levels
- Ability to develop and help implement individual learning plans for children of diverse abilities
- Proven efficacious use of data to drive academic achievement
- Strategic and analytical; Ability to solve problems and face challenges with confidence/composure
- Excellent public speaker, writer, and editor with professional presence and attitude
- Proven ability to write and develop curriculum
- Energy and endurance, commitment to "do the work", whatever it takes

Key Responsibilities

The Principals will be the instructional and cultural leaders of their respective schools and will report to the School Leader.

Educational Leadership

- Lead and develop the respective Instructional Leadership Team, ensuring best alignment with best practice and consistent high quality coaching and teacher support;
- Provide instructional leadership, coaching, and support to teachers, drawing on best practices and methods that ensure the proper amount of differentiation and support to ensure all students are performing at high levels and developing as critical thinkers;
- In collaboration with the School Leader, recruit, hire, retain, support, and supervise talented teaching staff and outside consultants in implementing an educational program that is consistent with East End Preparatory core philosophies, including differentiation, personalized learning, balanced literacy, and social-emotional development;
- Facilitate the use of a wide array of assessments that reflect the educational philosophy of East End Preparatory and prepare students to excel on standardized measures. Use multiple sources of data to develop a plan for the ongoing improvement of student achievement by overseeing the collection, analysis, and utilization of this data in relationship to specific students, teachers, and curricula. This will include analyzing data by sub-groups including English Language Learners, special education, and cultural groupings;
- Supervise and lead site-based teacher professional development (including 3 week summer training), and external professional development opportunities. Create and support ongoing professional development plans and opportunities for each individual educator in the school.

Communication, Outreach and Community-Building

- Facilitate the development of supportive communities among students, faculty, staff and external stakeholders to ensure that all members are engaged and valued;
- Communicate the school's vision and goals in a way that ensures understanding and commitment from a racially, culturally, and socio-economically diverse community of parents, students, faculty, staff and board members;
- Oversee the development of regular family education workshops, town hall meetings, newsletters and other forms of communication with families, ensuring that all such communication and work with families is accessible and understandable to all families; and
- Maintain positive relationships with MNPS and other charter organizations, serving as an active leader in the Nashville community and sharing East End Preparatory best practices.

School Management

- Collaborate with the Director of Operations on the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Collaborate with the School Leader and Director of Operations on school budgets, outreach, partnerships and other duties as required;

Dean of Academics (K-5 and 6-8): East End Preparatory’s current Dean of Academics serves grades K-3. The Dean of Academics for grades 6-8 will be in place for the 2018-19 school year. Until the 6-8 Dean of Academics is hired, the Middle School Principal will serve as the Academic Leader, with support from the School Leader, Elementary School Principal, and Elementary School Dean of Academics. Our Deans of Academics are responsible for the development and implementation of curriculum and instruction; they monitor classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas. The Deans of Academics are responsible for direct oversight of all instructional staff in grades K-8 and report to their respective principals.

Dean of Academics Criteria
<ul style="list-style-type: none"> • An unwavering commitment to East End Preparatory’s mission and values • A high level of personal integrity and professionalism. • An unwavering commitment to high academic achievement and high expectations of all students. • An ability to motivate and lead staff to yield high academic results from all students. • A team-oriented approach and the ability to effectively set and communicate goals for the team. • Ability to give constructive feedback to facilitate student growth and academic achievement. • Openness to feedback on issues that will facilitate growth and achievement of students and faculty. • Experience in teaching elementary grades students in urban environments. • Evidence of advancing student achievement on state assessments required. • Experience in teacher mentorship and/or instructional coaching. • Experience in designing and implementing teacher professional development. • Bachelor’s degree required, Master’s degree preferred.

Key Responsibilities

Results-driven Curricular Planning

- Analyze local, state, and national content standards to identify performance objectives;
- Using student and school-level data and standards-based goals and objectives, collaborate with their respective Principal to create a performance-based scope and sequence framework;
- Using scientifically-based research, identify potential instructional supplies and resources aligned to the school’s mission and academic model;
- Collaborate with other Dean of Academics to prepare students for TNReady Assessment;
- In collaboration with their respective Principal and external expertise, create and monitor interim assessments for respective grades;
- Develop curriculum, horizontal and vertical, for respective grades. Continually look for ways to improve rigor and clarity of course curriculum templates each year.

Internal Assessment System

- Work with the Principals to design and implement the East End Preparatory Data Dashboard School-wide Instructional Dashboard.
- Through collaboration with teachers, facilitate a continuous process of monitoring and improving interim assessment quality.
- Analyze internal and external assessments to identify gains and performance gaps.

- Through collaboration with Principal and teachers, facilitate and evaluate assessment-driven and student-specific methods for re-teaching, enrichment, and further individualization.
- Work with teachers to design and administer formative assessments following re-teaching.
- Create and facilitate report card content and process.

Instructional Quality Assessments

- Conduct weekly performance-based observations of teachers' instruction and provide substantive, data-driven feedback.
- Using observation tools and data, perform trend analyses and classroom-level performance targets to improve teaching effectiveness.
- Review and provide feedback on all lesson plans on a weekly basis.
- Compile and analyze student data on a weekly basis.
- In collaboration with the Principal, lead DDI process to target instructional needs by grade level and subject area.

Professional Development

- Collaborate with the School Leader and respective Principal to design, implement, and evaluate school-wide teacher professional development consistent with the school's mission and model.
- Design, coordinate, and conduct summer professional development sessions.
- Design, coordinate, and conduct ongoing and sustained professional development.
- Coordinate and support individualized teacher professional development, and assist teachers in the development and assessment of professional development plans.
- Coordinate and monitor teacher mentorship and instructional coaching, collaborating with external agencies and partners as needed.
- Conduct on-going observations and provide substantive, actionable feedback to teachers.
- Coach and develop staff to maximize effectiveness and increase student achievement.
- Calibrate teacher assessments, including alignment of individual goals with school-wide objectives.
- Serve as constant professional development resource for lead and associate teachers (modeling lessons, co-teaching, targeted observation, coordinating out of classroom professional development for all staff on curriculum and instruction, etc.)

Dean of Students (K-2, 3-5, 6-8): East End Preparatory presently has a K-2 Dean of Students in place. We will hire two other Deans of Students during this expansion to K-8, to focus on specific social-emotional needs of those students at different stages of development. The Dean of Students positions focus on family engagement, family education and student behavior and cultural leadership and support, with distinct emphasis on building school culture. The Dean of Students models how to build strong, mutually respectful relationships with students and families and supports teachers to do the same. The Deans of Students draw on school resources, community resources, and social-emotional supports (including but not limited to Martha O'Bryan Center staff and programming). The 6-8 Dean of Students oversees the Guidance and Transition Counselor, sharing responsibility for all rising 9th grade student transition services to high schools after East End Preparatory.

Dean of Students Criteria
<ul style="list-style-type: none"> • Uncompromising commitment to the mission, vision, and culture of East End Preparatory • Exemplary instructional and classroom management skills. • High level of personal organization and planning. • Excellent communication skills with diverse constituents (teachers, parents, children, board members); clear writer, facilitator and public speaker.

- Proven ability to lead by example, effectively manage adults, and respond positively to feedback.
- Team player; maturity, humility, strong work ethic, and “roll-up-my-sleeves” attitude.
- Ability to develop and implement school’s character development program and ensure it builds and reinforces positive self-identity and necessary character strengths.
- A bachelor’s degree from a competitive college or university; master’s degree preferred.
- At least three years’ experience working with students from low-income backgrounds, with a track record of success.

Key Responsibilities

- Establish a structured, positive and inspiring school culture:
- Lead recognition assemblies, parent workshops, family and community service events and other school-wide culture-building activities.
- Partner with parents and families to build authentic school-wide community.
- Implement a school-wide behavior management system with meaningful incentives/consequences.
- Work closely with students who have behavior challenges and their families; partner with Director of Social and Emotional Learning, The Guidance and Transition Counselor, the Director of Student Supports, and teachers to execute individualized behavior interventions when needed.
- Facilitate staff trainings on student-teacher relationships, classroom management, parent partnership and school culture.
- Conduct school culture walkthroughs to ensure all staff maintains a high bar of excellence.
- Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure order and positivity.
- Accurately monitor and analyze daily student attendance, homework and discipline records; create new systems and structures to proactively address school’s areas of need.
- Serve as an active member of the school leadership team.
- Lead staff trainings at start and end of school year and on professional development days.
- Assist coaches, support positions, grade level leaders in developing leadership skills.
- Model the East End Preparatory professional and core values at all times; be a visible and highly engaged leader in the school community.

Director of Operations: East End Preparatory Director of Operations oversees all school operations in collaboration with the Martha O’ Bryan Operations team. The Director of Operations at East End Preparatory ensures that all school operational systems are effective and efficient and fully support the academic program to ensure instructional staff can focus on student achievement.

Director of Operations Criteria
<ul style="list-style-type: none"> • Uncompromising commitment to the mission, vision, and culture of East End Preparatory • Professional presence, attitude, and presentation; understands role at East End Preparatory • Commitment to supporting instructional staff, to ensure instructional staff maintains full focus on student achievement; • An eagerness to set ambitious and tangible goals, and a relentless drive to achieve them; • An ability to thrive in a fast-paced, high energy environment and a capacity to remain calm and focused when faced with unexpected challenges; • Strategic and analytical; demonstrated ability to solve problems and face challenges with confidence and composure; • Excellent interpersonal and communication skills and strong writing and editing skills; • Proven ability to build and navigate the technological systems necessary to ensure optimal performance for the organization;

Key Responsibilities

- Manage and execute a detailed plan to ensure the school starts each year fully prepared;
- Manage the school budget processes daily, monitor each department to ensure alignment with operational philosophies and financial parameters;
- Oversee all purchasing and procurement in accordance with Tennessee state procurement laws;
- Work with appropriate staff at the school to create and distribute the personnel handbook;
- Oversee the purchase and maintenance of technology equipment and infrastructure;
- Manage the implementation of a technology initiative that will provide cutting-edge opportunity for East End Preparatory;
- Develop and manage a plan for space usage within the facility;
- Develop a calendar facility needs for 6-8 expansion that ensures the school facility will be fully prepared by the start of school;
- Secure student transcripts from prior schools/provide student transcripts to students' future schools;
- Supervise office manager, food services staff, custodians, and other non-instructional staff.
- Manage all systems within the school, including but not limited to arrival and dismissal procedures; breakfast, lunch, and snack distribution; uniform dispersal; student enrollment; coverage for absent staff members, and more;
- Ensure that school-based employees receive payroll and benefits in a timely and accurate manner;
- Work with appropriate staff to ensure hallway and general facility decorations, including student work, are updated and maintained regularly;
- Oversee systems to ensure the school is adhering to its fiscal policies and procedures, and ensure that school invoices are paid on time;
- Complete all compliance information for food and transportation including collection of free and reduced information to determine family eligibility; and
- Manage student information database system and generate reports as needed.

Give a thorough description of the process for hiring the school leader. Explain how the school leader will be supported, developed, and explain the evaluation model used for the school leader.

Hiring: Our School Leader was hired by the East End Preparatory Board of Directors in 2011, after approval of our charter. Our Middle School Principal (6-8) will be hired by the fall 2016, one year prior to opening 6th grade.

Evaluation Model: The East End Preparatory Board is responsible for school leader evaluation and support. The Board and School Leader set goals for leadership development before each school year. The Board monitors the School Leader's progress on meeting goals throughout the year. At the end of each school year, the board conducts the School Leader's evaluation with input from the Principals and other key school leaders, along with a sampling of staff, students, and families. The School Leader and Board will then collaborate to identify professional development opportunities and develop a professional growth plan. The School Leader will also collaborate with his or her counterparts at MNPS to share best practices and professional development opportunities.

The East End Preparatory Board supports the objectives of the school leader and his leadership team in the following ways:

- Providing timely and substantive oversight of all applicable laws relating to its charter and federal, state and local law
- Reviewing an annual budget and reviewing monthly, the operational and if any, capital budgets
- Setting long-term (five-year) organizational goals and developing strategic plans to meet objectives
- Providing expertise and professional advice in areas such as law, business, finance, and marketing

- Reviewing and approving contracts that impact the mission, location or development of the school
- Development of fundraising plans and executing the plans, as needed
- Building strategic plans with staff for all aspects of the school community—student achievement, professional development of staff, and engagement of families and community.
- Being an “active advocate” for the school, its success, and the community of staff and families.

Describe your strategy, plans and timeline for recruiting and hiring additional key staff, including but not limited to, operational staff, administrators and teachers. Include school’s plan for hiring appropriately licensed “highly qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

Recruitment: East End Preparatory will conduct a thorough search, both inside and outside the Nashville area, to secure the most highly effective staff, including the Principals, who will support our growth from our present K-5 structure to ensure we produce similarly high academic results across the K-8 years. We have included our School Organization Chart (Attachment 10) to illustrate current and future positions, and a table outlining our plans is also included in this chapter. All East End Preparatory staff is required to meet the “highly qualified” requirements set forth by the Elementary School and Secondary Education Act (ESEA). All classroom teachers are required to be certified in accordance with MNPS and State of Tennessee guidelines. The plan outlined will provide the high quality staff needed to meet our goals of providing all East End Preparatory scholars with an excellent college preparatory academic, social, and cultural foundation necessary to excel post East End Preparatory. The recruitment process for every position begins with members of the school community by encouraging them to reach out to their personal and professional networks. Leadership will invest time and energy in referrals received from leaders, faculty, and staff connected with other excellent charter and district schools and organizations.

East End Preparatory advertises job openings on the employment boards of Fisk University, Tennessee State University, Vanderbilt University, David Lipscomb University, Belmont University, Spelman College, and Morehouse College, both in the general alumni sections and if applicable, schools of education, business or law. East End Preparatory also publicizes openings on highly trafficked websites such as Teach for America’s Job and Opportunity Board, Public Charters.org, Tennessee Charter School Incubator, the Center for Education Reform, the Center for Nonprofit Management, Indeed, and Simply Hired, as well as social media platforms such as Facebook, LinkedIn, Twitter, and the East Nashville list serve. We will also publicize on the Latin American Chamber of Commerce website and network through partners such as Conexión Américas, and CWA-Cayce Learning Center (Somali-American population), to ensure community-driven diversity. We will craft our outreach communications and job announcements towards diverse populations, sensitive to, and dependent upon audience.

East End Preparatory will also proactively develop talent pools of high quality candidates for all teaching positions, leveraging recruiting techniques, networks, and tools already developed in our first four years of service. Martha O’Bryan Center and East End Preparatory have developed strong relationships with leaders at talent-producing organizations, such as key faculty members at the schools of education at Tennessee State, Lipscomb, and Vanderbilt. These leaders will continue to be critical in our research and outreach for new talent. Further, Martha O’Bryan Center and East End Preparatory together have recently invested in the Compass Talent system, an online web platform that allows us to track and analyze more data on our recruiting efforts and talent pipelines, revealing strengths and weaknesses in our outreach efforts and the candidate experience. This new tool will further enhance our efforts in ongoing, proactive research and outreach into talent communities and to stellar educators for current and future job openings.

Selection: East End Preparatory conducts a full and thorough search for every open position; the school will publicize the position to potential candidates in a variety of arenas to ensure we receive a significant number of resumes to secure qualified candidates. The general outreach process will be conducted through the Management Services Agreement between East End Preparatory and Martha O’Bryan Center.

For selection, Martha O’Bryan Center’s Human Resources Department will review and screen all resumes received for open positions for preliminary and minimal qualifications including by not limited to appropriate education level, demonstrated alignment with the school’s mission and core values, and a clear and proven records of competence and achievement. From that initial review, Martha O’Bryan Center’s Human Resource Department will conduct phone interviews to further probe candidates’ qualifications and explore a potential match between East End Preparatory and the candidate. From that pool of interviewees, a contingent of 4-6 finalists will be selected who will be invited to participate in a more in-depth person interview involving East End Preparatory Leadership. For teaching candidates, a sample lesson is taught with actual students and a debrief including feedback is conducted following the lesson with the School Leader and key Leaders at East End Preparatory. The School Leader will be involved at each level past the initial screening interview. In some cases, applicants may be requested to submit teaching video in lieu of the in person sample lesson, so we can assess their classroom performance in their current setting. After the final interviews have been conducted, the School Leader and his team will review and analyze all information and feedback and make the hiring decision. Sometimes, a final round of interviews is conducted to differentiate between two of three candidates who have proved to be East End Preparatory material but a limited amount of spots are available. At least three reference checks, one being the candidate’s most recent supervisor, are completed at the time a preliminary decision is made to hire the candidate before extending a formal offer.

Associate Teachers: East End Preparatory has high expectations for all staff contributing to our unique and powerful educational philosophy and culture. We prioritize promoting from within the team, mainly as Associate Teachers develop the skill set and become qualified to apply for Lead Teaching positions. New teachers can come in as associate teachers and receive ongoing support, development, and coaching based on the East End Preparatory instructional and cultural model. They can do this for one or two years as they prepare to take on all the demands of being a Lead Teacher. This model has been successful in facilitating teacher development on a strategic timeline that makes sense for new teachers as opposed to learning everything on the fly, as some teachers may feel if thrust into a classroom of 27 children as first-year teachers. Some of our strongest current Lead Teachers started as Associate Teachers.

Administrative and Operational Roles: East End Preparatory’s approach to hiring administrative and operational roles follows the same process as above with the exception of the sample teach portion. For instructional and cultural leadership roles, candidates go through a process that mirrors their potential respective job description. For example, for the Instructional Coach position, candidates review a sample video of a teacher before coming in to the interview and provide a written plan for what and how they would provide feedback to the candidate and the plans for next steps and follow up with the teacher. During the interview, the candidate role plays the feedback meeting with the teacher exactly how they would facilitate the conversation, with one of the interviewers playing the role of the teacher.

In general, the goal of the hiring process for all positions at East End Preparatory is that we structure the interview process to glean the most and best information of how the candidate will perform the respective role he/she is applying for. We attempt to simulate the primary roles of the respective positions within the interview process as much as practical and appropriate.

Describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individual responsible for academic programming (if available) as Attachment 8.

The School Leader and current Assistant Principal have had a vast array of experience effectively serving students from all backgrounds spanning across all levels of K-12 education. Their experiences include extensive classroom teaching, cultural and behavioral leadership, instructional leadership, talent recruitment, and organizational leadership.

Jim Leckrone, School Leader: Mr. Leckrone was hired as Founding School Leader of East End Preparatory in 2010. As such, he has been instrumental in every aspect of building a high performing charter school to serve all students, regardless of racial or socio-economic background. This includes decision-making and leadership pursuant to curriculum, hiring quality teachers, securing adequate facilities, and planning for build-out, through elementary, and now, to 8th grade. He sits on a MNPS PSC (Public Schools Collaborative) to discuss educational vision, the new landscape created with more school choice, and alignment and best practices with key leaders from the district (Dr. Jessie Register, Superintendent; Alan Coverstone, Executive Director of Innovation Zone; Chris Henson, CFO; Fred Carr, COO; various key school principals within MNPS) and other charter school operators (Valor, KIPP, LEAD, Republic, STEM, Knowledge Academies, and others).

Mr. Leckrone, a product of MNPS, received his B.A. in Mathematics from the University of Tennessee in Knoxville and his M.Ed. in Administration and Supervision at Lipscomb University in Nashville. Prior to coming to East End Preparatory, Mr. Leckrone gained extensive experience in both classroom teaching and organizational leadership at the K-8 level. He taught mathematics at the middle and high school level in Cheatham and Williamson County and worked for three years as Founding Assistant Principal at Independence High School. Prior to founding East End Preparatory School, Mr. Leckrone served as assistant principal of Hillsboro K-8 School in Leiper's Fork, TN. Mr. Leckrone's experiences provide a wealth of knowledge to pull from in building and leading the 6th and 8th grade expansion.

Kelli Peterson, Assistant Principal: Ms. Peterson was hired as East End Preparatory's Assistant Principal in July 2014, after serving a year as Dean of Academics. She received her B.A. in Psychology from Spelman College in Atlanta, and her M.Ed. from University of Illinois. Prior to coming to East End Preparatory, she culled nearly a decade of experience teaching and working with vulnerable youth in Brooklyn, NY, and Cleveland, OH. At University of Cleveland Preparatory, she served as Dean of Curriculum and Instruction and Principal for grades K-8, invaluable experience for her work at East End Preparatory. Ms. Peterson was recently nominated as one of Nashville's Top 30 Under 30.

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.

It will be the policy of East End Preparatory to pay wages competitive with MNPS and other area charter schools. All salaried staff will work on an at-will basis, on 12-month terms. We have found great success (recruitment) utilizing an East End Preparatory pay scale for lead teachers which is known as "Market+10+10"—local market rate plus 10% and a second possible 10% end of year bonus based on academic performance of students assigned and teacher evaluation results, outlined below. Lead Teachers who are first year teachers are typically paid between \$45,000 and \$48,000, with bonus plus benefits. Associate teachers are paid approximately \$35,000 plus benefits. Associate Teachers often have teaching certificates and are hired with the potential of promotion to lead teacher in year two. Teachers who

continue as Associate Teachers receive cost of living and merit increases as approved by the School Leader and Board of Directors. East End Preparatory will ensure that all teachers are appropriately licensed and “highly qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA), as it would with any other applicable law, rule, or regulation. East End Preparatory will comply fully with TCA § 49-13-119 and provide staff with health care, other insurance, and fringe benefits “in the same manner as teacher and other full-time permanent employees of the LEA.” Our Public Charter School Planning and Budget Worksheet (Attachment 13) supports these plans, which includes a comprehensive health care package and participation in the Tennessee Teachers Retirement System.

To attract and retain high-performing teachers, East End Preparatory recognizes that high quality teachers need and deserve a thriving learning community, which will be established in part by implementing the professional development plan described below. In addition, because compensation also matters, every employee at East End Preparatory will have the opportunity to receive a 10% performance bonus based on several criteria, outlined below, that collectively impact the continued accomplishment of our mission.

Performance Bonuses for Lead Teachers: Performance bonuses for all Lead Teachers will be based upon student/school performance, as a reflection of each individual’s role in reaching the School’s collective student and school performance goals. Performance bonuses for classroom teachers will be earned based on the following criteria: (a) Achievement growth results of assigned students—measured by internal and external assessments, including State and National Assessments, and (b) Teachers are measured by the East End Preparatory Teacher Evaluation Rubric (see Appendix Two).

Performance Bonuses for Non-Instructional Staff: The performance bonus for all non-instructional positions, which is a maximum of 2%, will be based upon student and school performance, as a reflection of each individual’s imperative role in reaching the School’s collective student and school performance goals. Performance bonuses for non-instructional staff will be earned based on the following criteria: (a) Specific job related outcomes and met goals on job related professional growth plans, and (b) Performance data measured by the specific position’s evaluation tool.

Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback and celebrating excellence.
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The East End Preparatory Teacher Evaluation Rubric (see Appendix Two) involves a continual process throughout the school year focused on teacher development and mastering of specific skills and strategies that most impact student success. Necessary improvements to this process are made for each upcoming school year. The result of this annual refinement process is that East End Preparatory ensures that support for its most valuable resource—great teachers—which accelerates our students’ growth and success.

Teacher Coaching: Each staff member will work with their respective instructional coach at the beginning of the year to establish personal performance and growth goals that will be included in their professional development plan. Each quarter, the teacher and coach will review progress on professional goals and make action plans as necessary to ensure teacher is on track to meet or exceed goals. All coaches are former master teachers and have an expertise in a specific content area. Teachers are observed a minimum of once a week and provided with 1-2 areas of strength, 1-2 areas to focus on, and 1-2 action steps to work on for the next week during their weekly individual coaching meeting.

The coach observes the teacher in class the following week to see action steps being implemented in practice, providing real-time support. This creates a continuous cycle of improvement that directly impacts student achievement on an ongoing basis. The key to this model is that teachers are always practicing and refining skills instead of receiving an exhaustive list of things to work on a few times each year. The result of this coaching model is that teachers feel positively and continuously supported and see

their skills develop over time. This model is based on the work of Paul Bambrick Santoyo's *Leverage Leadership*³³ and utilized at Uncommon Schools and across the country at high performing charter schools. All observational videos are housed on the Bloomboard platform. Each teacher has a long in to their Bloomboard portal and can access videos, observational data, feedback notes, and action steps at any time. Bloomboard also contains an online professional development database, giving teachers access to hundreds of professional development sessions regarding their actions steps and areas for growth. All instructional coaches are trained in the coaching model during summer professional development in July.

In addition to consistent observation and feedback, all teachers will have quarterly data meetings with their coach to review interim assessment data and make subsequent action plans to re-teach and/or spiral further instruction on skills and standards not mastered. These action plans are living documents and will be revisited each week during the teacher's weekly coaching meeting to modify and make necessary adjustments based on the most recent student mastery data.

Lead and Associate Teachers are formally evaluated twice a year—at mid-year and end-of-year intervals. The formal evaluation is based on the cumulative data collected by the assigned instructional coaches as well as 1-2 co-observations each semester by each of the other instructional leaders. The philosophy behind all instructional coaches observing every teacher at least 1-2 times per semester is to ensure the evaluation process is objective, evidence based, and incorporates the largest amount of observations and data possible by multiple coaches to ensure the clearest picture of the teacher's demonstrated skills and abilities are reflected in the evaluation.

Teacher recognition and appreciation has been a hallmark of East End Preparatory since our inception. Visitors to the school frequently comment on the energy, enthusiasm, and camaraderie evident across the entire staff. Celebrations of progress and achievements occur consistently throughout the school year. At every weekly staff meeting, all staff members recognize each other (called a "shout out") for demonstrating the core values of East End Preparatory as well as accomplishments related to the mission, such as dramatic student academic and social emotional gains. It is the standard at East End Preparatory that it is everyone's responsibility to recognize each other for accomplishments, not just leadership. In between staff meetings, "in the moment" shout outs are sent to an email address (shoutout@eastendprep.org) to ensure spontaneous recognition moments are not lost during the busyness of a school day. Those shout outs are printed and read during the staff meeting. Staff appreciation events are held throughout the year, including spontaneous breakfasts, a winter holiday dinner party, an end of year celebration party, and spontaneous gifts placed in mailboxes by leadership.

List any positions that will be grant funded. Include the purpose of these positions and how they will be sustained following the grant period.

East End Preparatory's primary source of revenue will be funds received from MNPS for the Basic Education Program (BEP). This amount, calculated on a per student basis, is projected to be \$9,000 per student at this time. The budget does assume a conservative 1% annual increase in the amount of BEP funds for the eight year projection. At this juncture there are no grant funded positions.

Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.

In the circumstance that teacher performance is unsatisfactory and the teacher has not successfully implemented improvement identified by the School Leader or their respective Principal, the School

³³ Bambrick-Santoyo, Paul, and Brett M. Peiser. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco: Jossey-Bass, 2012. Print.

Leader will collaborate with other leadership staff and the teacher to create an improvement plan that is actionable and time-bound. The school leader will monitor progress of that plan and determine if it has been successfully completed and/or if additional steps are required. In the event that the teacher is unable to successfully complete the improvement plan, that teacher will be dismissed.

East End Preparatory will take great care to ensure minimal disruption to scholar's experiences and will make effort to not make instructional staff changes during a school year. However, we view each situation individually and make all decisions in the best interest of our scholars. As detailed above, all staff will be hired on an at-will basis. East End Preparatory will make all efforts to notify families of any staffing changes that would directly affect their scholar. East End Preparatory recognizes that there is a delicate balance between confidentiality and ensuring East End Preparatory community has timely and relevant communication on significant school events.

Similarly, The East End Preparatory Board is responsible for monitoring and evaluating the performance of the School Leader. The East End Preparatory Board understands that hiring and maintaining a high performing school leader is absolutely critical to success of the school and the primary goal of the Board. In the event that his or her performance does not meet expectations, the Board will notify the School Leader of the areas for improvement and collaborate with him or her on next steps and indicators of success. If the School Leader is unable to meet those indicators, the Board will act to dismiss him or her.

Define and elaborate on the draft procedures for hiring and dismissing school personnel, including conducting criminal background checks.

If the candidate accepts a position, the School Leader sends an employment letter to the newly hired candidate containing salary and other pertinent employment information. The candidate's reply e-mail to that letter is acceptance of his or her employment with East End Preparatory. All employees will work on at "at will basis". This means either the employee or the School may terminate the employment relationship at any time with or without cause. No person other than the School Leader has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing. We will conduct extensive checks of employment references, educational verification, and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment. Background checks will be performed through the MNPS office prior to employment with East End Preparatory. For any employee being dismissed, the employee will be asked to write a brief reflection on their experience at East End Preparatory to provide school leadership. At East End Preparatory, we view feedback of any kind as a means to continuously improve. The purpose of this reflection is to gather feedback from the respective employee to glean any helpful information on how the employee could have been better supported toward success.

Include a copy of the school's employee manual and or personnel policies as Attachment 9

The East End Preparatory Employee Manual is included as Attachment 9.

Include a copy of the school's organizational chart and highlight the areas of this structure that relate directly to the school's vision and mission as Attachment 10. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – 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 East End Preparatory School Organizational Chart is included as Attachment 10.

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

	Position	(K-5) 2016 2017	(K-6) 2017 2018	(K-7) 2018 2019	(K-8) 2019 2020
Specific to 6-8	Principal (6-8)	1	1	1	1
	Dean of Academics (6-8)	0	0	1	1
	Dean of Students (6-8)	0	1	1	1
	Instructional Coach (6-8)	0	0	0	1
	Guidance & Transition Counselor (6-8)	0	0	0	1
	Special Ed Lead Teacher	0	1	1	2
	8th grade Lead Teacher	0	0	0	6
	7th grade Lead Teacher	0	0	6	6
	6th grade Lead Teacher	0	6	6	6
	PE Teacher	0	1	1	1
Shared across K-8	School Leader	1	1	1	1
	Director of Operations	1	1	1	1
	Director of Student Support Services	1	1	1	1
	Data Specialist	0	0	1	1
	Registrar	1	1	1	1
	Art Teacher	1	2	2	2
	Music Teacher	1	2	2	2
	Office Manager	1	1	1	1
Specific to K-5	Principal (K-5)	1	1	1	1
	Dean of Academics (K-5)	1	1	1	1
	Instructional Coach (K-5)	2	2	2	2
	Dean of Students (K-2)	1	1	1	1
	Dean of Students (3-5)	1	1	1	1
	Associate Dean of Students (training)	1	1	1	1
	Director of SEL	0	1	1	1
	Special Ed Lead Teacher	2	3	3	3
	5th grade Lead Teacher	4	4	4	4
	4th grade Lead Teacher	4	4	4	4
	3rd grade Lead Teacher	4	4	4	4
	2nd grade Lead Teacher	4	4	4	4
	1st grade Lead Teacher	4	4	4	4
	Kinder Lead Teacher	4	4	4	4
	5th grade Associate Teacher	3	3	3	3
	4th grade Associate Teacher	3	3	3	3
	3 rd grade Associate Teacher	3	3	3	3
	2nd grade Associate Teacher	4	4	4	4
	1st grade Associate Teacher	4	4	4	4
	Kinder Associate Teacher	4	4	4	4

Chapter Thirteen: Professional Development

Describe the proposed school's professional development plan and opportunities and how they relate to the chosen academic focus and plan.

Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.

Continuous professional development for teachers, staff, and leaders is paramount to providing all team members with the knowledge and tools to be equipped to provide the premier education that is outlined throughout this application.

Core Structural Components of East End Preparatory's Professional Development Plan

- **Summer Professional Development and Preparation:** All staff will participate in three weeks of summer professional development and training that will include orientation to the mission and goals of East End Preparatory, intensive standards study and curriculum development, system and structure creation and refinement, instructional tools, culture and management systems and strategies, support of scholars with additional needs, working in a high trust adult culture, and team building.
- **Weekly Friday Professional Development:** All staff will participate in weekly professional development led by the school leaders, teachers, community partners, or external collaborators. This professional development is responsive to teacher needs and will focus on trends apparent through teacher observations. These sessions will also allow school staff to revisit topics and continuously improve the overall school culture for students and families.
- **Full Day Professional Development:** East End Preparatory has several full days set aside for continued professional development during the school year, following up on topics presented in the summer as well as Friday Professional Development sessions. This may also include ancillary topics identified based on student data, coaching data, and staff feedback.
- **Co-curricular Planning:** Each day, Monday-Thursday, all core content teachers are provided with 52 minutes of co-curricular planning with their grade level content partner. During this time, teachers plan lessons together, practice key upcoming lessons, provide feedback to each other, and analyze data from student assessments.
- **Quarterly Data Days:** Each quarter, following benchmark assessments, teachers meet with the school instructional leaders to develop plans for re-teaching and remediation as necessary. Data Days will also be used to cover professional development topics/strategies related to action plans.
- **Coaching, Observation, and Debrief Cycle:** Instructional Coaches observe individual teachers weekly, meeting with them afterwards to discuss strengths and areas for growth and 1-2 action steps to implement. Many times, the teacher will actually practice the action steps with the coach playing the role of a student so the teacher can hone the skill before implementing it with scholars. This cycle provides for goal-oriented actions steps for the teacher to implement weekly as opposed to a whole list of things to work on, which can often appear overwhelming. We have had great success with this model and continue to receive valuable feedback from teachers about how it improves their instruction.
- **Teacher Evaluation:** Our Annual teacher evaluation is a valuable tool for teacher development. Twice a year, teachers meet with their Principal, Dean of Academics, and Instructional Coach to discuss overall progress and scores on the East End Preparatory Teacher Evaluation Rubric. Prior to the meeting, the Principal, Dean of Academics, and Instructional Coaches meet to score each teacher based on evidence from the aforementioned observation and debrief cycle. Teachers also come with a self-evaluation completed for the meeting. Throughout the semester, coaches regularly reference the rubric in their debrief meetings and discuss progress with the teacher in each of the

domains. At the end of the year evaluation meeting, the professional growth plan is revisited with the teacher to begin planning for the subsequent year.

Teachers also need to practice teaching outside the classroom, a philosophy outlined in great detail by practitioner Doug Lemov.³⁴ At East End Preparatory, significant portions of professional development time are devoted to teachers actually putting into practice and applying concepts and strategies learned during the professional development sessions. This includes role playing a lesson with the adults as their students, practicing a classroom management technique using the adults as students, or writing key strategies such as critical thinking questions into upcoming lesson plans. This idea of practice is part of the East End Preparatory teacher culture and happens throughout the year—in coaching sessions, teacher collaborative planning sessions, and organically as teachers work and talk together about getting better.

Provide a schedule and overview of professional development that will take place prior to school opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.

Describe the expected number of days and hours for professional development throughout the school year and explain how the 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.

East End Preparatory K-8 - Professional Development Schedule (Summer/School Year)

Our Summer Professional Development ensures that all staff begins the year ready to work as a tight knit team and prepared to deliver the high quality educational experience promised to all families. This session is also designed to align all staff to the core principles, values, mission, and long term vision for our scholars and families. Throughout the year, all teachers will be directly supported on the topics and skills presented during summer professional development, by their assigned Instructional Coach and other key leaders, along with natural support by all staff and team members. The assigned Instructional Coach is directly responsible for supporting teachers on implementing the skills and strategies learned during all professional development. Our summer professional development schedule is ambitious, but we have traditionally been very efficient with our professional development sessions. We operate knowing that any topic that needs more time can be revisited during Friday professional development sessions throughout the year. Below is a breakdown of the approximate time spent on specific topics.

Summer Professional Development Component	Description	Related Core Principle	Approximate Number of Hours
Instructional Delivery	Quality execution of lessons maximizes the quality of learning daily	Teacher and Instructional Quality	14
Unpacking Standards and Curriculum Development with Assessments on hand	Teacher clarity of what students will need to know and be able to do is the foundation of effective instruction	Teacher and Instructional Quality	14
Student Support Services—General, IEP, 504	Systems related to identification, structure, process, resources, legalities, etc.	Teacher and Instructional Quality, One Team, One Family	7

³⁴ Lemov, Doug, Erica Woolway, and Katie Yezzi. *Practice Perfect: 42 Rules for Getting Better at Getting Better*. San Francisco: Jossey-Bass, 2012. Print.

RTI	Detailed Procedures for structure, identification, process, progress monitoring, etc.	One Team, One Family, Teacher and Instructional Quality	3.5
Data Driven Instruction	Increasing outcomes through careful analysis of data and action planning	Teacher and Instructional Quality, Continuous Improvement	3
Teaching EL: Scholars	Development in understanding the challenges and overcoming with teaching EL students	Teacher and Instructional Quality	3
Lesson Planning	Great instruction begins with high quality planning	Teacher and Instructional Quality	2
Teacher Coaching and Evaluation	A major component of increasing quality and efficacy	Teacher and Instructional Quality	2
Assessments	Understanding the processes and timeline related to administering major school wide assessment.	Teacher and Instructional Quality	1
Student Investment	Investing students in their own outcomes and goals	One Team, One Family	1
Print Environment	Standards for what we put on walls- anchor charts, content hints, processes, charts, character and leadership anchors	Continuous Improvement, Teacher and Instructional Quality	1
Classroom Management	Quality classroom management allows maximum focus and time on student learning	Joy and Discipline Work in Harmony	14
Character Development	Student character development is executed hand in hand with leadership development for the development of the whole child.	Character is essential	5
Family Engagement	Parents are the scholar's first teacher, families and staff work as a team for student success.	We Enroll Families, not just Scholars	3.5
Mission, Vision, School History	Keeping the vision at the forefront drives motivation	All	3
Staff Norms, Expectations, and Culture	Our responsibilities to each other, the team, and the entire EEP community as a high trust organization.	One Team, One Family, Joy and Discipline Work in Harmony	2
School-Wide Expectations	Clarity on front end of school-wide student expectations vs. individual classroom expectations to support culture and student learning	One Team, One Family,	2
Student Leadership Development	Student leadership development builds lifelong habits of success	Leadership	2
Diversity Training	Getting to the heart of understanding each other and our respective cultures	Equality	2
Systems, Logistics, Data Systems	Effective systems to support the operation of a rigorous academic	Teacher and Instructional Quality	2

	program		
Safety and Crisis Plan	Maximize all staff preparedness automaticity in executing safety and crisis plan	One Team, One Family	2
HR/Personnel Manual	Policy clarity contributes to staff focus on instruction	One Team, One Family	1

Full Year Professional Development

Month	Category	Type	Total Annual Time
July	July Professional Development	Training, preparation, and team building	12 Days
August – May (weekly)	Friday Professional Development Sessions	Responsive sessions based on evidence from observations, student data, and staff feedback. Spiraling July topics and skills	68 Hours (Equivalent to 10 days)
August, September, February	Full Day Professional Development	Deeper Dives on Friday session topics and skills	10 Days
August – May (daily)	Co-Curricular Planning	Collaborative Planning with grade level content partner	144 Days
October, December, March	Quarterly Data Days	Data analysis, reflection, action planning for re-teaching and spiraling, and follow up plan created	3 Days
August-May (weekly)	Coaching	Observation & Feedback, Modeling, Real-Time Practice and Planning with assigned coach	Total approximate observation time by Instructional Coach= 34 Hours Total approximate debrief and practice time with Instructional Coach= 20 Hours
April	Evaluation	Assessment, Reflection, long term professional goal setting and development planning	Total annual approximate meeting time to discuss evaluation= 2-4 hours

Describe professional development plan in the areas of special education and English Language Learners, including implementation of IEP's, discipline of students with disabilities and communication with ELL families.

East End Preparatory will ensure all staff have sufficient professional development and support on best practices in providing high quality instruction and support for some of our most at-risk scholars—English Language Learners and students with disabilities and/or Individual Education Plans. Twelve-and-a-half hours of summer training will be specifically focused on best practices for ongoing support and instruction for struggling students, students with disabilities, and English Language Learners. Our

Director of Student Support Services will oversee the training and development with consulting from the MNPS Office of Student Support Services and resources from the New York Special Education Collaborative. Topics covered during July professional development and supported throughout the year are detailed below.

Topic	Plan for Presenters	Approximate Explicit Summer PD Time (on-going support will be provided throughout the year)
Guidelines, Best Practices, and Laws around education of students with Individualized Education Plans	Contract with MNPS as first option or other external organization for specialized expertise along with Director of Student Support Services	4 hours
Best Practices for instruction of English Language Learner	Contract with MNPS or external organization for deep expertise	2 Hours
Communicating with Families of English Language Learners	Contract with MNPS or external organization for specialized expertise	1 Hour
504 Plans	Contract with MNPS or external organization for deep expertise along with Director of Student Support Services	1 Hour
Discipline for Students with disabilities	Contract with MNPS or external organization for deep expertise along with Director of Student Support Services	1 Hour

Describe how the school's culture and leadership team will support professional growth.

Describe the plan to cultivate future leadership capacity.

East End Preparatory recognizes that people are the most powerful resource in accomplishing the school's mission and will provide meaningful opportunities for staff to develop leadership. The spirit and culture of East End Preparatory is that we are all leaders, for scholars, families, and one another.

Teacher Personal Growth Plan: Each faculty member will have a Personal Growth Plan (PGP) that will guide their professional growth as educators while at East End Preparatory. The PGP document has a thoughtful mixture of academic goals at the school, grade, and classroom level, professional development goals that are aligned with the mission of East End Preparatory, and personal goals that help to maintain teacher's resiliency. The timeline for developing and reviewing the PGP is as follow:

Meeting Type	Involved	Date
Initial PGP Development	Principal and Teacher	July
PGP Interim Review	Coach and Teacher	October
PGP Mid-Year Review	Principal and Teacher	January
PGP Interim Review	Coach and Teacher	March
PGP Year-End Review	Principal and Teacher	May

There are five opportunities each year for teachers to update and reflect on their PGP document. Coaches are assigned during Summer Professional Development. All Teachers and Associate Teachers at East End Preparatory will have a PGP and Coach. In addition to designing internal professional development opportunities, school leadership will also seek out targeted external opportunities for teachers as goals are identified during the PGP cycle. Coaches and leadership will seek out opportunities for teachers that align with their PGP goals to ensure we are providing every opportunity for teachers to grow and develop continually. To track teachers' professional growth, East End Preparatory utilizes the Bloomboard online talent management and professional development platform. There are many tools that serve this purpose and provide a central location to record and track teacher development, but Bloomboard is especially valuable because it also stores the teachers' videos and feedback communication from their coach. Videos can also be shared with other teachers as professional development tools.

Leadership Opportunities: East End Preparatory has many paths to leadership, both in the classroom and out of the classroom. Through the professional growth plan developed each year in collaboration with the teacher's coach, teachers are able to articulate the path they would like to take. Typical leadership paths include:

- **Instructional Leadership:** roles include Grade Level Leader, Master Teacher, Instructional Coach, and Dean of Academics.
- **Students Culture and Behavior Leadership:** roles include Director of Social Emotional Learning, Associate Dean of Students, and Dean of Students.
- **Operational Leadership:** roles include Director of Operations, Registrar, and Office Manager.

The Master Teacher: A challenge for many leaders is that when teacher become exceptionally effective, they are forced to leave the classroom to look for new challenges and additional compensation opportunities. At East End Preparatory, all teachers will have the opportunity to become Master Teachers, maintaining their role as classroom leaders while serving as the facilitators of model classrooms, sharing resources, acting as a mentor to new teachers and facilitating professional development sessions. Teachers who attain the designation of Master Teacher are given a \$5,000 salary increase to be included in their base salary. Teachers attain the Master Teacher designation by scoring advanced in 4/5 categories in the Instruction section of the teacher evaluation rubric, 5/7 in the Classroom Management section, 5/7 in the Professionalism section, 2/2 in the Professional Development section, and Advanced in the Student Achievement section. Teachers also keep a portfolio of evidence that demonstrates their exceptional ability to drive results, build relationships, and inspire students, families, and co-workers.

Explain how the school's staff will demonstrate a spirit of collaboration to share innovative practices across the entire district.

East End Preparatory will continue to be a productive partner to all schools across the district. Staff will continue to be encouraged to participate in MNPS-sponsored professional development opportunities where they will connect with peers across the district in sharing best practices. East End Preparatory will also continue to open its doors to any district staff interested in observing our model in action. School leadership will host tours and question-and-answer sessions at least once per month for interested district staff. Over the past four years, we have been fortunate enough to share the Dalewood Building with Tracy Bruno and Litton Middle School, and now this year Jill Pittman and Goodlettsville Middle. Over the years, we have had several groups of MNPS Elementary principals, teachers, and other staff come for an in depth tour of East End Preparatory. We will continue to share documents, templates, tools, interim assessments, etc., as requested. East End Preparatory goals and practices are in direct alignment to the initiatives set forth by MNPS in Education 2018.

Chapter Fourteen: Insurance Coverage

Charter schools must have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers) and sexual abuse. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements.

Include a letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application as Attachment 11. NOTE: if the proposed school intends to have sports teams, additional liability coverage will be required.

Founded in 2011, East End Preparatory currently serves 386 K-3 students and employs 45 full-time staff. Through our four year history, we have come to fully understand the breadth of responsibilities included in creating and maintaining a safe environment for scholars, families, and faculty. East End Preparatory maintains a liability insurance policy that includes workers compensation, employer liability, professional liability, automobile liability (hired and non-owned), umbrella liability, facilities and contents, sexual abuse, and additional liability coverage for sports. As required by TCA §49-13-107(18), East End Preparatory's insurance policy contains a written provision that requires our insurance provider to give MNPS written notification within ten days of cancellation of any facet of coverage. East End Preparatory's insurance certificates are available for review at our front office and can be provided to MNPS upon request. We have included East End Preparatory's current Certificate of Liability Insurance (see Attachment 11). East End Preparatory's School Leader and Martha O'Bryan Center's Director of Operations review this policy at the end of each school year, to ensure adequate coverage for the following year. Because we add a grade to East End Preparatory's continuum each year, we regularly increase coverage in tandem with expansion. We will continue this approach as we expand to grades 6-8.

Chapter Fifteen: Transportation

How will you transport the students to and from your school? Include extracurricular activities and Saturday school if applicable. Include budgetary assumptions and the impact of transportation on the overall budget.

East End Preparatory has provided transportation to all scholars since we opened with our kindergarten class in 2011. We will continue to do so as we add grades 6-8. East End Preparatory's commitment to transporting students to and from school stems from our understanding that transportation is often one of the most difficult barriers for families to overcome. Martha O'Bryan Center and East End Preparatory serve many of Nashville's most economically vulnerable families—today, 86% of East End Preparatory students are economically disadvantaged. By providing reliable bus transportation, we eliminate another obstacle and empower families to choose the best school for their child, regardless of location.

Bus Transportation: East End Preparatory currently contracts with Gray Line of Tennessee to provide bus transportation to all enrolled scholars who need it. Prior to commencement of every school year, East End Preparatory parents/guardians complete a Request for Transportation Form, to detail how their scholar(s) will arrive and depart from school each day.

Prior to the beginning of each school year, East End Preparatory's Director of Operations uses completed Request for Transportation Forms to map out convenient pick-up and drop-off points in all relevant zip codes. All scholars can be picked up from and dropped off at these designated points. We pick up and drop off scholars at several partner sites as well, including Excellence Early Childhood Academy, Fannie Battle Daycare, Kids University, and Martha O'Bryan Center. Our 2014-15 Bus Schedule can be found in our Diversity Plan (Attachment 15).

East End Preparatory parents receive information regarding bus routes prior to the first day of school. East End Preparatory's Director of Operations works with contracted bus drivers to analyze each route and determine the most appropriate times for pick-up and drop-off. No student remains in transit to or from school for longer than the maximum time allowed by pupil transportation codes in Tennessee Codes Annotated.

All bus drivers conclude their morning runs by 7:45 a.m., to ensure all East End Preparatory scholars are on-site for breakfast. When school ends at 3:30 p.m., all bus riders file into their appropriate bus line, enter their bus in an orderly fashion, and are safely transported home. As we expand to serve grades 6, 7, and 8, three of our buses will return after concluding their afternoon routes on Tuesdays and Thursdays to pick up middle school students from extended day Enrichment/Intervention activities, which end at 4:45 p.m. To ensure seamless and timely transportation to and from school, East End Preparatory parents/guardians read and sign a Transportation Contract at the beginning of the school year. Please reference our Student Handbook (Attachment 4) for our 2014-15 Transportation Contract.

Historically, East End Preparatory has provided bus transportation to approximately 65% of scholars each year (65 scholars in year one, 130 scholars in year two, 205 scholars in year three, and 270 scholars in year four (current year). We expect these trends to continue as we expand to encompass grades 6-8 and will therefore add one bus per year during our expansion, assuming each bus can transport an average of 58.5 scholars. A detailed analysis of annual bus transportation needs is as follows:

- **Expansion Year 1 (K-6):** East End Preparatory will enroll approximately 700 scholars for the 2017-18 school year. Approximately 455 of those scholars (65%) will request bus transportation. East End Preparatory will secure 8 buses, each of which will hold an average of 58.5 scholars, to meet transportation demands (8 buses x 58.5 scholars per bus = 468 available seats).

- **Expansion Year 2 (K-7):** East End Preparatory will enroll approximately 800 scholars for the 2018-19 school year. Approximately 520 of those scholars (65%) will request bus transportation. East End Preparatory will secure 9 buses, each of which will hold an average of 58.5 scholars, to meet transportation demands (9 buses x 58.5 scholars per bus = 526 available seats).
- **Expansion Year 3 (K-8):** East End Preparatory will enroll approximately 900 scholars for the 2019-20 school year. Approximately 585 of those scholars (65%) will request bus transportation. The number of available bus seats will be at a tipping point during this year, so East End Preparatory will secure two additional buses, 11 total for K-8, each of which will hold an average of 58.5 scholars (11 buses x 58.5 scholars per bus = 643 available seats). This will give us additional free space, as scholars grow in size during middle school years.

East End Preparatory's anticipated transportation costs will be \$480,000 for K-6 (a \$35,000 increase from K-5 expenses), \$515,000 for K-7 (a \$35,000 increase from K-6 expenses), and \$605,000 for K-8 (a \$90,000 increase from K-7 expenses, since we will add two buses this year). These costs are reflected in our Public Charter School Planning and Budget Worksheet (Attachment 13).

Personal Vehicle Transportation: East End Preparatory scholars may be transported to school by an individual who is of legal age and has a valid driver's license. Any individual (including parents/guardians) who picks a scholar up from school must be listed on the appropriate Scholar Pick-Up Clearance Form in East End Preparatory's front office. Scholars will not be released to individuals not on the approved list. Parents/guardians who personally transport their scholar to and from school must make sure that said scholar arrive on time and is picked up promptly after the school day has concluded.

East End Preparatory faculty also encourages and helps facilitate family car pools and shared bus stop duties, as a means to provide parents with opportunities to support the school. Parents take great joy in seeing their scholars off to school in the morning, in knowing that their scholar is safe and happy in their learning environment. Our transportation plan is one way to build upon that process, by allowing parents/guardians to give back to our school and get to know their scholar's friends and teachers.

Walking To and From School: Parents/guardians are encouraged to walk their scholar(s) to school each morning and pick them up each afternoon. To pick up a scholar from school, a parent/guardian/other authorized individual must be listed on East End Preparatory's Scholar Pick-Up Clearance Form. Scholars will not be released to individuals not on the approved list. If a parent/guardian decides to walk their scholar to school, it is imperative that said scholar arrives on time and is picked up promptly after the school day has concluded.

Describe the plan for oversight of transportation operations (e.g., whether the 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.

East End Preparatory currently contracts with Gray Line of Tennessee to provide bus transportation to all scholars. Gray Line of Tennessee oversees all bus transportation operations (securing vehicles/drivers, planning routes, etc.), which allows us to focus on educating our scholars. We re-assess our bus transportation needs and entertain bids from other transportation companies (including Metropolitan Nashville Public Schools) at the end of each school year, to prepare for the upcoming year. Based on East End Preparatory's historical transportation needs, we anticipate adding one bus per year to our transportation fleet in tandem with our expansion to serve grades 6-8. East End Preparatory's Director of Operations provides daily oversight of Gray Line of Tennessee operations and will solicit bids for additional contract services, as applicable.

All East End Preparatory bus drivers are employed by Gray Line of Tennessee and must adhere to all transportation rules, policies, and procedures. In addition to said transportation company's requirements, East End Preparatory requires proof that all drivers have successfully completed the Metropolitan Nashville Public Schools bus driver training class, have a current Commercial Driver's License with Passenger (P) and School Bus (S) endorsements, have certifications in CPR and First Aid, and have passed various background checks, including checks to the Sexual Offender Registry Information (SORI) and Criminal Offender Registry Information (CORI). Our relationship with Gray Line of Tennessee also allows us to submit additional personality requirements for our bus drivers, to ensure drivers interact with scholars in the same way our educators do. Bus time is an important opportunity to enforce school culture, and drivers must support that enforcement at all times. East End Preparatory's School Leader and other faculty ride the bus throughout the first two weeks of school (and periodically thereafter), to nurture a warm and welcoming bus culture. This allows East End Preparatory staff to connect and build relationships with parents at drop-off points as well.

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

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

East End Preparatory agrees to provide specialized transportation for all scholars with disabilities and will contract with Metropolitan Nashville Public Schools to ensure access to ADA compliant vehicles. Per state and federal laws and regulations, all personnel directly involved with providing transportation to scholars with disabilities will be trained regarding the needs of said scholars. Costs associated with transporting scholars with special needs have been factored into the budget assumptions below.

Chapter Sixteen: Food Service

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

- **A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.**
- **Include any plans to meet the needs of low-income and academically low-achieving students.**
- **How the school intends to collect free and reduced price lunch information from qualified families (including those schools that will participate in the Community Eligibility Provision).**
- **If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.**
- **How the school will ensure compliance with applicable state and federal regulations.**

Throughout East End Preparatory's four-year history, we have stressed the importance of healthy eating to ensure all scholars may properly concentrate and make the most of learning opportunities. Recent studies from the Society for Neuroscience found that diets with high levels of saturated fats actually physically impair learning and memory (*Neuroscience, 2013*). As a community school focused on whole child development, East End Preparatory continuously partners with parents to identify and address the needs of our scholars. To this end, we have provided all scholars with daily fresh, nutritious, and delicious breakfast and lunch options since our school's inception, in accordance with nutrition regulations outlined in TCA § 49-6-2301 et seq.

In addition to East End Preparatory's food service experience, sponsor agency Martha O'Bryan Center has more than 20 years of experience providing food to families across East Nashville. Martha O'Bryan Center's kitchen serves nutritious daily meals to students participating in early learning and after-school programming, seniors participating in Meals on Wheels, and families visiting our Kid's Café (every Monday).

East End Preparatory currently partners with MNPS for food services and participates in the Community Eligibility Provision program, through which all scholars are eligible to receive a free breakfast and lunch each school day. Participating in the Community Eligibility Provision ensures that we adhere to all nutritional guidelines, comply with applicable state and federal regulations, and meet the nutritional needs of all scholars, regardless of socio-economic status (86% of East End Preparatory scholars are economically disadvantaged). MNPS conducts all food services programming at East End Preparatory, operationally and monetarily, with no financial impact to the school, allowing staff to focus on educating scholars. We will continue to participate in the Community Eligibility Provision program as we add grades 6-8.

To participate in the Community Eligibility Provision, East End Preparatory families must complete an economic survey at the beginning of the school year. While these surveys give MNPS necessary district-wide socio-economic data, they do not impact families access to free breakfast and lunch options provided through the Community Eligibility Program.

All East End Preparatory scholars are issued a personal code at the beginning of the school year, which they give to cafeteria staff as they enter the food line (Kindergarten students wear necklaces with their code attached to ensure timely progression of lunch lines and teachers have a master list for students who forget their code). Cafeteria staff enters these codes into a food accounting system, tracking the number of meals issued each day. MNPS then routinely pulls information from this system and reports data to the School Nutrition Program for reimbursement.

Chapter Seventeen: Additional Operations

Technology:

Describe how the school will ensure student access to technology required for state mandated assessments. Describe how technology will be integrated into the school's academic plan.

All East End Preparatory scholars have access to technology required for state mandated assessments.

Elementary: Presently, we are operating at K-3. There are 30 desktop computers per grade, so there are 120, in addition to our full-time computer lab which has 30 additional workstations. When we reach K-5, we will have 180 desktop computers. Each elementary grade (K-5) also has a bank of 10 I-pad tablets for use during core academic subjects, as needed for scholars who require additional individualized learning. Grade level teachers determine usage for these tablets.

Middle: Middle school scholars will also have access to a full-scale computer lab with 30 workstations (150 computers total for grades 6-8). Additionally, scholars in grades 6-8 will each be issued a personal laptop for use during core academic subjects. We have budgeted accordingly for both purchase and ongoing maintenance (see our Public Charter School Planning and Budget Worksheet, Attachment 13). Parents will not be responsible for these costs. These laptops will be re-utilized from year to year. We will research and develop a laptop insurance policy as well, as we recognize these devices may be damaged, lost, or stolen.

This allows for all scholars to be engaged in personalized learning at any given time. Since laptops can be taken home, it also gives families with limited access to technology the ability to check assignments, communicate with school staff and other scholars, and access learning opportunities at any time. During our Discovery Program, all laptops and tablets will be used for intervention/enrichment programming, to help scholars master key content and extend learning through challenging projects. We will also record every teacher lesson, for students to access during our Discovery Program, whether for self-intervention or teacher-assisted intervention. At East End Preparatory, technology is fully integrated into the instructional day, a vital part of our academic plan, rather than an isolated subject taught in labs. By teaching scholars to interact with technology on a deep and purposeful level, we prepare scholars to thrive in a 21st Century workforce.

East End Preparatory's Director of Operations will spend approximately 10% of her day addressing technology issues and will develop a proper technology use policy, to ensure scholars interact with laptops in a safe and secure manner. We contract with technology company Wired for full computer service, including set-up, maintenance, and on-demand support. Wired will also perform routine systems checks to ensure that all school computers are aligned with necessary specifications for state mandated assessments.

Student Information Management:

Describe how the 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.

East End Preparatory complies with all policies outlined in the Family Educational Rights and Privacy Act (FERPA), detailed below.

FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's

education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

1. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. To view your child's records, please contact our Office Manager at 615-630-7470 to set up a time.
2. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student can appeal the decision to the East End Preparatory board of education. After the appeal, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. For issues or errors in your child's records, please contact our Office Manager and/or our School Leader at 615-630-7470.
3. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools, including East End Preparatory, to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - a. School officials with legitimate educational interest;
 - b. Other schools to which a student is transferring;
 - c. Specified officials for audit or evaluation purposes;
 - d. Appropriate parties in connection with financial aid to a student;
 - e. Organizations conducting certain studies for or on behalf of the school;
 - f. Accrediting organizations;
 - g. To comply with a judicial order or lawfully issued subpoena;
 - h. Appropriate officials in cases of health and safety emergencies; and
 - i. State and local authorities, within a juvenile justice system, pursuant to State law.

East End Preparatory may disclose, without consent, directory information such as a scholar's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, East End Preparatory will notify parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. We will notify parents and eligible students annually of their rights under FERPA.

School Health and Nursing Services:

Describe your plan for compliance with the Coordinated School Health Program, including the plan to hire a School Nurse and a description of his/her role in the school. Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.

East End Preparatory staff promptly notifies parents/guardians if their scholar has a temperature of 100.4, experiences nausea, or has other conditions impairing his or her studies. When parents receive notification, their scholar must be picked up within one hour. If the parent is unavailable, the parent must contact another family member to pick up the scholar. Any scholar sent home for a fever, diarrhea, or vomiting may not return to school until 24 hours have passed since the last instance of illness.

East End Preparatory administration and front-office staff receives MNPS's medication training, to properly administer medications to students on an as-needed basis. If a scholar requires over-the-counter medication during school hours (aspirin, cough drops, Tylenol, etc.), East End Preparatory staff can assist

with administration as long as the scholar's parent/guardian has completed the proper Administration of Medication Form. Prescription medication, however, may not be given unless a scholar's healthcare provider has signed the Administration of Medication Form. This policy and the requirement to have a form on file apply to all medications. All medications must be brought to the office by the parent and under no circumstances should be handled by the child without the parent present. All prescription medications must have corresponding labels on the package.

Safety and Security:**Describe your plan for safety and security for students, staff, guests, and property.**

East End Preparatory has implemented a comprehensive set of safety and security policies, overseen by our School Leader and Director of Operations and approved by our Board of Directors. This includes sign-in procedures at our front office, a coded security system, strict control of building keys, and other pertinent security measures. It is a primary responsibility of the school to create and maintain a safe and secure environment that is conducive to teaching and learning. In accordance with all guidelines set forth by the Tennessee Department of Education and the Metropolitan Nashville Public School Board of Directors, East End Preparatory has implemented a comprehensive set of safety and security policies, overseen by our School Leader and Director of Operations and approved by our Board of Directors. These policies also adhere to all applicable federal and state government safety laws and regulation pertaining to school operations. All policies are sponsored by East End Preparatory's insurance carrier and available for parents to view. East End Preparatory safety policies are designed to guide both students and staff in responding to a crisis while on school grounds. All policies are addressed in the school's Family Handbook and Systems and Logistics Manual. Procedures to protect school persons and property will include, but are not limited to:

- Control of building keys, security codes, and security systems.
- Restrictions on student access to classrooms, labs, other school facilities, and equipment unless there is appropriate supervision.
- Securing work areas when left unattended or at the end of the day.
- Actions taken for intruder on property.
- Protocol for inclement weather, power outage, gas leaks, fire, threats, transportation accidents, earthquake, etc.
- Student weapon possession, drug possession, fighting, accident prevention and documentation of these instances.
- Traffic safety and parking controls.
- First aid, CPR and resuscitation orders, emergency medical care, blood borne pathogens, and infection control.
- Reporting of suspected child abuse/neglect.
- Sexual harassment.
- Establishment of alcohol/drug/tobacco/violence/weapons free environment.
- Indoor air quality.
- Safety inspections.
- Emergency alert codes.
- Assigned responsibilities during emergencies.
- School visitation policy/badge system/access control.
- Fingerprinting/background check (including SORI and CORI) policies.
- Health and Safety orientation program.
- Development of TOSHA compliant procedures for hazardous materials.

Staff, partners, and volunteers working with East End Preparatory scholars must adhere to and follow all safety and security policies. East End Preparatory faculty and staff must meet all State of Tennessee certification requirements set forth for education professionals. No services can be delivered to students until all certificate documents have been obtained.

East End Preparatory's School Leader is in charge of securing assistance from law enforcement officials when deemed necessary to maintain order or security during the school day or during extracurricular activities. The School Leader is required to notify East End Preparatory's Board of Directors within 24 hours of any substantial building damage or criminal activity. The Board of Directors is authorized to sign a criminal complaint and press charges against any perpetrators of East End Preparatory.

East End Preparatory's School Leader is also charged with ensuring that the school facilities meet all codes and occupancy laws. East End Preparatory is in compliance with local and state building codes and ADA requirements for a safe and accessible building, and has been assessed for sanitation, fire, ventilation, and overall building safety. School facilities and grounds are assessed on a regular basis by local code officials.

East End Preparatory's Director of Operations conducts a school safety evaluation/audit once a year and on an as-needed basis. Changes and modifications are promptly made based on feedback from this audit. East End Preparatory's emergency plan is designed to ensure the safety of all students and staff during weather-related and other potentially dangerous situations, outlined below:

Evacuation & Fire Procedure: An evacuation drill may be initiated by personal contact from an administrator or law enforcement officers or via an intercom announcement. Classroom Teachers Should:

- Immediately instruct students to stand quietly behind their desk ready for transition.
- Locate attendance roster and evacuation folder.
- Turn off lights.
- Close doors but do not lock.
- Exit quickly using the designated evacuation escape route located to the right of the door.
- When exiting, scan for anything out of the ordinary and to ensure all students have exited.
- Go to a safe distance (the grass area in front of the building facing Stratford Ave).
- Teachers should take roll of students using attendance log and immediately present the red or green circle to signify accountability for students.
- Keep students quiet in the event of further directives.
- An administrator will signal all personnel when the building is safe to reenter.

Tornado Procedure: An evacuation drill may be initiated by personal contact from an administrator or law enforcement officers or via an announcement over the intercom. Classroom Teachers Should:

- Immediately instruct students to stand quietly behind their desk ready for transition.
- Locate attendance roster and evacuation folder.
- Turn off lights.
- Open doors.
- Exit quickly using the designated evacuation escape route located to the right of the door.
- While exiting, scan for anything out of the ordinary and ensure all students have exited.
- Direct your class to the designated areas in a silent line.
- Assume a kneeling position against the wall, head down, facing outward, with hands covering heads and neck. Teachers should ensure that all students are in this position.
- Teachers should take roll of students using attendance log and immediately present the red or green circle to signify accountability for students

- Keep students quiet in the event of further directive
- An administrator will signal all personnel when the building is safe to reenter.

Lockdown Procedure: An evacuation drill may be initiated by personal contact from an administrator or law enforcement officers or via the following announcement over the intercom: “Mr. Brown please report to the office.” Classroom Teachers Should:

- Direct any students or staff member in the hall into your room.
- Lock your door.
- Cover your window.
- Place an inconspicuous item to state the status of your room, in view from the door. RED, missing a student, and GREEN, all students are accounted for.
- Place all students in the designated location, so the intruder cannot see them from the door.
- Keep students silent.
- Have your attendance log with you, as this will aid in accounting for students should an evacuation be necessary.
- Students in the cafeteria will be held and moved into the back office located in the cafeteria
- If any students or staff is outside of the building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation. NEVER leave the building with students.
- If staff or students are in the bathroom, they should remain in the bathroom and move into a stall, lock the stall and stand on the toilet.
- Anyone in the hallway should move into the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate.
- Never open or unlock your door during a lockdown, even in the event of a fire alarm.
- For further directives, law enforcement officers and building level leaders will have keys to open the doors or announcement will be made over the intercom.
- A building level leader will signal all personnel if the lockdown has been lifted, an all-clear announcement will be made by the office manager. The following verbiage will be used “Mr. Brown has left the building.”
- If an evacuation occurs, all persons/classrooms will be directed by law enforcement officer.
- Once evacuation has occurred, teachers should take attendance to account for all students and use the red/green papers to signal.
- Administrators will be divided up and kept in communication with radios or call phones.

Biological Spills: All biological spills (blood, vomit, and otherwise) must be cleaned up neatly and efficiently. At the time of the event, classroom teachers will immediately and calmly move any scholar who is in close proximity to the biological spill. When dealing with bodily fluids from scholars, classroom teachers must wear rubber gloves.

- **Minor Blood Spill:** Classroom teacher will put on rubber gloves, spray the area with disinfectant spray, wiper with paper towel, and then put the paper towel in a Ziploc bag to be put in the trash.
- **Major Blood Spill:** Classroom teacher will immediately and calmly remove all scholars away from area and contact a member of School Leadership team via call or text for assistance.
- **Vomit/Other:** Classroom teacher will put on rubber gloves, spray the area with disinfectant spray, wiper with paper towel, and place all used paper towels in the trash. When finished, the trash should be bagged and removed to closest disposal area. If additional assistance is needed, contact a member of Leadership Team via call or text.

School Maintenance:

Discuss the plan for school maintenance, including maintenance staff or plans to contract for

maintenance services.

East End Preparatory partners with MNPS's Plant Operations and Maintenance Services department for capital needs, large-scale repairs, capital needs, and equipment replacement. We outsource all specialized services (plumbing, painting, minor repairs and improvements) to contractors on an as-needed basis. Martha O'Bryan Center's Director of Operations and our designated day porter (employed by our contracted custodial company) oversee East End Preparatory's day-to-day facility needs. Our day porter is in the building four hours per day, to clean and perform routine maintenance tasks.

Beyond this maintenance structure, Martha O'Bryan Center also has several large teams of regular and project-based volunteer groups that take on larger projects at no cost, such as painting, landscaping, and refurbishing classroom spaces. Organizations that have provided volunteer teams include HCA, Hillsboro Presbyterian Church, Fifth Third Bank, Healthways, and many others. This network of corporations, college students, and weekly volunteer teams allows us to operate a fiscally sound maintenance program.

If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:

- **The name of the CMO or other partner organization if known.**
- **Selection process and criteria.**
- **Division of roles between the board and the service provider, and how conflicts of interest will be checked.**
- **How performance of the provider will be measured.**
- **Conditions for renewal and termination of the agreement.**
- **Any monetary obligations of the CMO agreement.**
- **Include a copy of the CMO agreement as Attachment 12 if available.**

East End Preparatory will not contract with specific educational service providers, including any charter management organization (CMO).

Chapter Eighteen: Waivers

Charter applicants should include a list of waivers in the application on the chart below. State laws are available at this site: <http://www.lexisnexis.com/hottopics/tncode> and State Board of Education rules are available at <http://tn.gov/sos/rules/0520/0520/htm>.

Pursuant to T.C.A. § 49-13-105, neither the local board of education nor the commissioner may waive regulatory or statutory requirements related to:

- Federal and state civil rights
- Federal, state and local health and safety regulations
- 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
- Open meetings
- At least the same equivalent time of instruction as required in regular public schools

East End Preparatory operates in compliance with all MNPS policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived, and will continue to do so as we add grades 6-8. For East End Preparatory to ensure its students meet or exceed local, state, and national academic standards, it must provide its students with a greater amount of time on task. Furthermore, East End Preparatory's governance and leadership must be flexible in its structure, to overcome potential barriers in fulfilling our mission and goals. East End Preparatory uses the autonomy granted by MNPS to pursue academic success and personal excellence.

We formally request a waiver from the laws, rules, and regulations listed below. This request includes all laws, rules, and regulations covering the same subject as those listed below and a waiver of all laws, rules, and regulations that come into force following the date of submission of this charter proposal. In addition to the specific waiver requests listed below, we request waivers of any additional laws, rules, and regulations that are waived for existing or future charter schools authorized by the district. We also reserve the right to supplement this request or make additional waiver requests in the future.

State Statute	Description of Statute	Proposed Replacement Policy or Practice	How will waiver of this statute help student achievement?
8-23-206 (a)	Longevity Pay	East End Preparatory may give incentive pay to compensate teachers for consistent student performance	East End Preparatory's payroll system allows us to attract and retain a stronger teaching force, to provide the most effective instruction to scholars.
49-3-306 (a)	Licensed Personnel Salaries	East End Preparatory's compensation structure reflects our individual school's purpose and philosophy	East End Preparatory's compensation structure allows us to attract and retain top teaching talent, to provide the most effective instruction to scholars.

49-3-311	Capital Outlay	Having freedom from non-health and safety standards for the school site and having control of the facility vested in our board will allow us to choose our school site resources most efficiently and effectively and align our building choices with our mission and goals.	A facility that supports our educational program and school culture will increase instructional effectiveness and student achievement.
49-3-316	Local Fiscal Accounting	East End Preparatory has developed its own rigorous system for financial accounting and reporting to support the school's priorities.	By developing a flexible and rigorous system for financial accounting and reporting that support the school's priorities, East End Preparatory administrators are able to spend more time supporting instruction and positive school culture.
49-5-101(a)	Licensed Principals	East End Preparatory's School Leader, as well as our Elementary School Principal and Middle School Principal, must have deep experience with innovative instructional models and a working knowledge of business principles. East End Preparatory will recruit talent from across the country, with a focus on local talent, when hiring its Elementary School Principal and Middle School Principal, pursuant to this addendum making the school K-8.	East End Preparatory will have the most qualified school leaders aligned with the school's mission, vision, and goals. Flexibility to hire the most qualified leaders available will increase instructional effectiveness and reinforce school culture.
49-5-401	Employment and Assignment of Personnel	East End Preparatory uses an extended schedule, including increased instructional and professional development hours. East End Preparatory teachers receive compensation commensurate with increased work hours.	East End Preparatory's extended schedule allows us to maintain continuity of school culture, expectations, and scholar/teacher relationships, thereby strengthening instruction and reinforcing positive school culture.

49-5-408-409	Evaluation and Termination of Contracts	East End Preparatory teachers are assessed based on their performance. Teachers who meet performance criteria as outlined in their annual contract will be offered a new contract at the end of the school year	Flexibility in teacher hiring, retention, and evaluation ensures East End Preparatory maintains the strongest possible teaching force and achieves the greatest possible student achievement results.
49-5-501-513	Teacher Tenure	East End Preparatory teachers are assessed based on their performance. Teachers who meet performance criteria as outlined in their annual contract will be offered a new contract at the end of the school year	Flexibility in teacher hiring, retention, and evaluation ensures East End Preparatory maintains the strongest possible teaching force and achieves the greatest possible student achievement results.
49-6-2106	Approval of Routes	East End Preparatory designs its own bus routes, to ensure enrollment of all scholars who want to attend our school.	By removing transportation barriers, East End Preparatory is able to serve all families interested in our school, regardless of socio-economic status. Our transportation model also helps families focus on long-term academic success.
49-6-2206	Use of Unapproved Textbooks	East End Preparatory's use of curriculum and instructional materials is directly tied to the school's mission and goals.	The use of specific, research-based curricula allows East End Preparatory to meet the unique needs of our scholars while providing a rigorous academic program that prepares scholars for high school, college, and career.
49-6-3004	School Year Commencement	East End Preparatory's school year begins before August 1 each year.	By beginning the school year earlier, East End Preparatory is able to ease the transition between summer holiday and full-time learning. Extended learning time also provides increased opportunities for students to master standards.
49-6-3004 (a) (2) – (d)	School Term, Vacations, and Other Non-	East End Preparatory operates with an extended school year of 180 days and an extended school	East End Preparatory's extended learning time provides increased

	Instructional Days	day from 7:45am to 4:45 pm, Monday through Thursday	opportunities for scholars to master standards.
49-6-4002 (b)	Formulation and Administration of Behavior and Discipline Codes	East End Preparatory has developed its own comprehensive behavior and discipline codes, aligned with district priorities	Flexibility in designing and implementing behavior and discipline systems allows East End Preparatory to create and reinforce a unique and supportive school culture that focuses on student character and success.

State Board Rule	Description of Rule	Proposed Replacement Rule or Practice	How will waiver of this rule help student achievement?
0520-01-02-.02	Licensed Personnel Salaries	East End Preparatory's compensation structure reflects our individual school's purpose and philosophy	East End Preparatory's compensation structure allows us to attract and retain top teaching talent, to provide the most effective instruction to scholars.
0520-01-02-.03(6)	Licensed Principals	East End Preparatory's School Leader, as well as our Elementary School Principal and Middle School Principal, must have deep experience with innovative instructional models and a working knowledge of business principles. East End Preparatory will recruit talent from across the country, with a focus on local talent, when hiring its Elementary School Principal and Middle School Principal, pursuant to this addendum making the school K-8.	East End Preparatory will have the most qualified school leaders aligned with the school's mission, vision, and goals. Flexibility to hire the most qualified leaders available will increase instructional effectiveness and reinforce school culture.
0520-01-03-.03	Administration of Schools, Requirement B	East End Preparatory operates with an extended school year of 180 days and an extended school day from 7:45am to 4:45pm	East End Preparatory's extended learning time provides increased opportunities for scholars to master standards.
0520-01-03-.05 (6) (g)	Fine Arts	Students will be involved in fine arts activities each week. The Dean of Academics will oversee these classes and work to ensure that the fine arts curriculum meets state content standards	Teachers will design fine arts activities aligned with instructional goals and student interests.
0520-01-03-.07	Library Information Center Personnel	East End Preparatory teachers augment their individual classroom libraries with media from the nearest public library.	Using this approach, East End Preparatory teachers have the flexibility to select and recommend books aligned

			with student interest and instructional goals.
0520-02-01-.01	General Requirements for Evaluation	East End Preparatory administrators outline specific guidelines and performance expectations in yearly personnel contracts.	East End Preparatory sets clear evaluation expectations for all teachers. All evaluation expectations are directly linked to student achievement. This model increases faculty retention and effectiveness of instruction.
0520-02-02-.02	Career Ladder	East End Preparatory uses an incentive pay program.	East End Preparatory's compensation structure allows us to attract and retain top teaching talent, to provide the most effective instruction to scholars.
0520-02-02(2)	Career Ladder Eligibility: Years of Experience	East End Preparatory has developed its own system for evaluating principals, assistant principals, and supervisors. This system, including guidelines and performance expectations, is outlined in yearly personnel contracts.	East End Preparatory sets clear evaluation expectations for all principals, assistant principals, and supervisors. All evaluation expectations are directly linked to student achievement. This model increases faculty retention and effectiveness of instruction.
0520-02-02(2)	Evaluation and Termination of Contracts	East End Preparatory teachers are assessed based on their performance. Teachers who meet performance criteria as outlined in their annual contract will be offered a new contract at the end of the school year	Flexibility in teacher hiring, retention, and evaluation ensures East End Preparatory maintains the strongest possible teaching force and achieves the greatest possible student achievement results.

SECTION THREE: ATTACHMENTS

Attachment 1: Annual Academic Calendar (refers to School Calendar and Schedule)

East End Preparatory - Academic Calendar (2017-18)																																																																																																											
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<div><div><div></div>Scholars report to school</div><div><div></div>Scholars do not report to school</div><div><div></div>2:00 dismissal (on Fridays)</div><div><div></div>Kindergarten only reports, 2:00 dismissal</div><div><div></div>Annual kick-off night</div></div> <div>Ten inclement weather days built-in</div>																																																																																																											

Attachment 2: Student Discipline Policy (refers to School Culture and Discipline)

East End Preparatory Student Discipline Policy

East End Preparatory Scholar Conduct: East End Preparatory's School Leader is responsible for overseeing the school's Code of Conduct and Student Discipline Policies. The Elementary School Principal and Middle School Principal are responsible for ensuring the consistent and fair implementation of the school's Code of Conduct for their grade levels (K-5 and 6-8 respectively). The three Deans of Students (K-2, 3-5, and 6-8) and the Director of Student Support Services are responsible for daily implementation, ensuring the Code of Conduct is carried out in a professional manner.

Positive Behavior Support: East End Preparatory uses a positive behavior support approach to discipline. All scholars can learn the skills necessary to be successful in school, to demonstrate **Habits of Success and Character Strengths**, and to use these skills and values to become successful college students and citizens. A positive behavior support system approaches behavior from a proactive and educational perspective that requires positive relationships and a preventative approach, rather than a reactive approach. Our Code of Conduct and Student Discipline Policies define expected behaviors first; then school rule infractions; followed by possible strategies for correcting the behavior.

Logical Consequences: East End Preparatory responds to repeated misbehavior using a system of Logical Consequences. This combines our high level of behavior expectations with a climate that is responsive to the social-emotional development of scholars. The goal is to help scholars notice and reflect on the connections between their actions and the consequences of those actions. Logical consequences are always respectful, relevant to the scholar's actions, and realistic, as outlined below:

- **Relax and Return** – Relax and Return is a consistent, calm, and non-punitive strategy for helping scholars develop self-control while preserving the smooth flow of the classroom. When scholars are lacking focus—talking to a friend during instruction or unable to track the teacher who is speaking—we allow the scholar to go to Relax and Return. This is a designated spot in the classroom, where the scholar takes time away from the group to refocus. This Relax and Return spot is always separate from the group but close enough that the scholar is still engaged in instruction rather than being isolated and missing out on any learning opportunity.
- **Reparation** – A second Logical Consequence is what we call Reparation, or “You broke it, you fix it.” Reparation gives scholars the opportunity to take responsibility by fixing the damage they have caused. If a scholar loses control and knocks something over, makes a mess, or damages someone else's property, they are expected to fix what they broke. This can mean “fixing” it when a scholar has damaged someone's feelings, or paying to replace a book that a scholar has torn. Repairing what has been broken ensures that the scholar understands the consequences of his or her actions and internalizes the importance of the rules and expectations we have in school.
- **Loss of Privileges** – When scholars behave irresponsibly, they lose a privilege. Privileges are opportunities to learn to be reliable and take responsibility for following the expectations when acting autonomously. For example, if a scholar is splashing water at the drinking fountain, they lose the privilege of getting a drink with their peers. They will need to get a drink at another time with adult supervision. Or, if a scholar is running outside the safety boundaries at recess, he loses the privilege of playing that game at recess and needs to sit next to an adult until recess is over.

LEVEL I

Expected Student Behaviors: Level I behaviors ensure a smoothly operating classroom and school environment. The expected behaviors minimize disruptions, contribute to a calm learning atmosphere,

and allow all scholars to be on task and engaged in academics. Scholars who exemplify Level I behaviors will:

- Understand and follow school rules;
- Attend school every day and on time;
- Use books, materials, and other items appropriately;
- Adhere to the school dress code;
- Resolve problems peacefully;
- Use respectful and appropriate language at all times; and
- Demonstrate East End Preparatory Habits of Success and Character Strengths at all times.

Behavior Infractions: Scholars who do not adhere to expected Level I Behavior may disrupt the learning process for themselves or others. To avoid this disruption, scholars should avoid the following infractions:

- Failing to comply with classroom and school rules;
- Failing to participate in learning or classroom activities;
- Possessing items that are inappropriate for the educational setting (such as cellular phones or other electronic devices), or misusing educational materials;
- Initiating or participating in verbal confrontations with other scholars or adults; using profane or crude language; or displaying or participating in behavior that is disruptive of East End Preparatory's culture and learning environment and goes against the character strengths of an East End Preparatory scholar.

Logical Consequences: When a Scholar fails to follow the expected Level I behaviors, or when a scholar engages in the above behaviors that are disruptive, one of the following logical consequences may be used:

- Classroom Behavior Infraction notice or parent/family contact;
- Verbal correction;
- Re-teaching and practicing an expected Level I behavior;
- Conference with the scholar (which may involve the scholar, parent or family member, teacher, Dean, and/or other Leadership Team member);
- Peer mediation;
- Loss of privilege to participate in related activity;
- Confiscation of inappropriate items;
- Temporary removal from classroom setting where the infraction occurred;
- Behavior contract;
- Informal counseling session with their respective Dean of Students.
- Loss of Leadership Point

East End Preparatory team members may also use another corrective strategy that maximizes the Scholar's opportunity to remain engaged in the instructional setting.

LEVEL II

Expected Student Behaviors: Level II behavior is more significant than Level I behavior, primarily because these behaviors are more serious and allow for continued learning and they more deeply reflect an understanding of East End Preparatory's Habits of Success and Character Strengths:

- Speak and act honestly and respectfully;
- Show respect to others in words, actions, and intentions;
- Develop good study habits;

- Set goals and work toward achieving them;
- Complete all classroom and homework assignments;
- Participate actively in class;
- Cooperate with and obey all directions given by adults in the school community;
- Demonstrate pride in the school community by showing respect for the property of the school and of others; and
- Care for the feelings of others and treat others with respect.

Behavior Infractions: Scholars who do not adhere to expected Level II behavior are not demonstrating East End Preparatory's Habits of Success and character strengths. Scholars should avoid the following infractions:

- Cheating or lying;
- Exhibiting any behavior that instigates or provokes a negative reaction from others or encourages others to engage in a negative physical or verbal dispute;
- Verbal confrontation with a staff member;
- Refusing to comply with school rules or directions given by adults in the school community;
- Using profane or provocative language directed at others;
- Taking or concealing someone else's property without permission;
- Destroying or defacing school property;
- Name-calling, gossiping, or using gestures to intimidate others; or
- Repeated Level I behavior infractions.

Logical Consequences: Scholars that fail to comply with Level II behavior expectations are seriously disrupting the rights of other scholars to learn. As a consequence, one or more of the following logical consequences may be enforced:

- Referral to respective Dean of Students;
- Parent/family conference;
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors; or
- Suspension from school (partial day up to 3 days).
- Loss of Leadership Point

LEVEL III

Expected Student Behaviors: Level III behavior is more serious than Level II behavior because these behaviors are essential to the safety of the school. Behavior infractions that fall into this category could harm others or cause a serious disruption to the learning environment. Scholars who exemplify Level III behavior will:

- Show kindness and respect towards others;
- Accept others for their individuality and embrace differences in race, ethnicity, gender, sexuality, religion, language, ability, and family background;
- Immediately report all acts of violence, harassment, or threats to school staff;
- Speak to others using positive and respectful language;
- Use conflict management skills to resolve disagreements; and
- Seek help from school staff when a conflict may evolve into a violent or combative circumstance.

Behavior Infractions: Failing to comply with expected Level III behaviors could result in harmful situations that seriously undermine the safety and well-being of others. Scholars should avoid the following infractions:

- Physically hurting or threatening another person;
- Bullying others by using intimidation or teasing;
- Harassing others by using language or gestures that are demeaning to a person's race, ethnicity, gender, sexuality, religion, language, ability, or family background;
- Using sexually suggestive comments or gestures to intimidate others;
- Removing or destroying school property;
- Displaying or possessing a fake weapon; and
- Endangering the health and safety of others.

Logical Consequences: Scholars that fail to comply with Level III behavior expectations are seriously disrupting the rights of other scholars to learn. As a consequence, one or more of the following logical consequences may be enforced:

- Referral to their respective Dean of Students;
- Parent/family conference;
- Removal from instructional setting and loss of privilege to participate in social or extracurricular activities;
- School-based program or small group that focuses on modifying the student's inappropriate behavior and teaches appropriate replacement behaviors;
- Reparation of damage or harm done to property;
- Suspension from school (one to 10 days);
- Recommendation for expulsion and alternative placement hearing, such as an alternative Safe School.
- Loss of Leadership Point

LEVEL IV

Expected Student Behaviors: Level IV behaviors represent the most significant degree of behavior. Infractions at this level endanger the safety and well-being of the members of our school community. Scholars who exemplify appropriate Level IV behavior will:

- Accept responsibility for their actions;
- Respect the safety and well-being of others;
- Maintain self-control at all times;
- Seek help from a trusted adult to solve problems or report any incidents of concern;
- Report any acts of aggression or violence between Scholars or between Scholars and staff;
- Cooperate with everyone to create a safe, positive learning environment;
- Demonstrate pride in their school and community.

Behavior Infractions: Scholars who do not follow the expected behaviors for Level IV are those that are engaged in serious misconduct, aggression, or destruction of property. Therefore, scholars must avoid the following infractions:

- Using violent physical actions or threats towards other Scholars or staff;
- Possessing, using, distributing, or selling any object, controlled substance, or weapon that could inflict serious harm on others or put a person in fear of serious harm;
- Engaging in or forcing others to participate in sexual acts at school or a school related function;
- Threatening to take another person's life;
- Withholding information needed to solve a crime;

- Setting a fire; or
- Committing any act that would result in the destruction of property.

Logical Consequences: Level IV infractions are the most serious acts of misconduct. As a result, one or more of the following logical consequences may be enforced:

- Parent/family conference; suspension from school for one to ten days;
- Recommendation for alternative educational setting;
- Recommendation for expulsion or alternative placement hearing, such as an alternative Safe School.
- Loss of Leadership point

Suspension and Expulsion Policy

East End Preparatory's Pupil Suspension and Expulsion Policy promotes learning and protects the safety and well-being of all scholars. When this policy is violated, it may be necessary to suspend or expel a scholar from regular classroom instruction. This policy shall serve as the school's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with applicable law.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all scholars. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling scholars, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff, or other persons or to prevent damage to school property.

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

The School administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and administrative procedures are available on request at the School Leader's office. Suspended or expelled scholars shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is awarded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEA, and all federal and state laws when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom the school has a basis of

knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such scholars.

Administrative Procedures for Pupil Suspension and Expulsion

A. Definitions (as used in this policy)

1. “Board” means The East End Prep Board of Directors.
2. “Expulsion” means disenrollment from the School.
3. “School day” means a day upon which the School is in session.
4. “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes.

However, “suspension” does not mean the following:

- a) Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the School’s Board for pupils of the same grade level.
 - b) Referral to a certificated employee designated by the Principal to advise pupils.
 - c) Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
5. “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
 6. “School” means East End Preparatory School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leaders or designee’s concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Aiding or abetting the infliction or attempted infliction of physical injury to another person.
19. Made terrorist threats against school officials and/or school property.
20. Committed sexual harassment.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
23. Consistently fails to meet East End Prep behavior Expectations, defined as 3 or more official Referrals to the Dean of Students in a 9 week period for consideration for suspension, and 3 or more Referrals to the Dean of Students in two successive 9 week periods for consideration for expulsion.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1. Conference - Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student. The conference may be omitted if the Principal or designee determines that an emergency situation exists. This conference may also be replaced by a phone call in situations where an in-person meeting is not possible. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference- phone or in person, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not

limited to incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians - At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
3. Suspension Time Limits/Recommendation for Expulsion - Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: a) the pupil's presence will be disruptive to the education process; or b) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense. The expulsion hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to:
 - a) receive a five day notice of his/her scheduled testimony;
 - b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and;
 - c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the student.

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Charter Authorizer review upon request.

L. No Right to Appeal

The pupil shall have no right of appeal beyond the appeal at the East End Preparatory Board of Directors level from expulsion from the School as the Board's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the School Leader and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Leader shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District: The School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the School or District would be deemed to have knowledge that the student had a disability
2. Services During Suspension: Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination:** Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals:** The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the School agree otherwise.

5. **Special Circumstances:** School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days

without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
 - b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting: The student's interim alternative educational setting shall be determined by the student's IEP team.
7. Procedures for Students Not Yet Eligible for Special Education Services: A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
 - b) The parent has requested an evaluation of the child.
 - c) The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.
8. If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Attachment 3: Student Enrollment Policy (refers to Marketing, Recruitment, and Enrollment)

As required by state law, East End Preparatory's participation in the lottery will be based on parental choice and will be open to all MNPS students who qualify for charter school admission under TCA §49-13-106(a)(1), which states **(1) Public charter schools authorized by an LEA may be formed to provide quality educational options for all students residing within the jurisdiction of the chartering authority; provided, however, an LEA may authorize charters to enroll students residing outside the LEA in which the public charter school is located pursuant to the LEA out-of-district enrollment policy and in compliance with § 49-6-3003 and § 49-6-403(f).**

East End Preparatory's recruitment plan and admissions policies support our mission to ensure all scholars graduate from a four year college and succeed in life. We will actively recruit scholars who are most at need and ensure that all scholars can apply and be enrolled in a fair and equitable manner.

Application Period: East End Preparatory accepts applications on an on-going basis provided that the application is received within one calendar year of the first day of school of the school year the family is applying for. For example, applications for 2017-18 school year will not be accepted in July of 2016.

Enrollment Deadlines: All applications must be received in hand by 5:00pm on January 1st of the same year the lottery is to be held to be considered. Any application received after this time and date will be placed at the end of the waitlist.

Receipt and Processing of Applications: All applications must be delivered in person or verified electronically through the website to guarantee a placement in the lottery. Parents are welcome to mail their application as well. An acknowledgement will be emailed upon receipt of the email application, but if a family does not receive or keep this receipt, East End Preparatory is not responsible for claims that an application was sent by mail by not received by the deadline (it is highly unlikely we will lose a record, but we cannot take responsibility if the family does not keep their record in the rare case that an application cannot be located). All applications received in person will receive a receipt.

Lottery: If there are more applications than seats available in a grade level, then the school will have a public lottery. The lottery will have the following preferences: (1) siblings of currently enrolled scholars, and (2) children of paid staff of East End Preparatory. This practice is aligned with MNPS's current policy and practice.

Parents will be mailed the official results on the Monday following the lottery results being publicized by MNPS (January). Parents will have fourteen days beyond the lottery notification date to submit a letter of intent. After this date, East End Preparatory will attempt to verify personally with each parent by phone or at home that they are indeed forfeiting their seat at East End Preparatory. If we are unsuccessful in contacting the family for verification we will then give up their seat and place them on the waitlist. After all seats have been assigned, a waiting list will be established for the remaining scholars who have registered in the event that a seat should open up. If there are still seats available after the lottery, we will accept applications on an ongoing basis, and scholars will be admitted to the school on a first come-first served basis until all seats are filled. In all cases, East End Preparatory will adhere to any and all schedules and requirements of MNPS concerning the recruitment and enrollment of scholars.

Waitlist, Withdrawals, Re-Enrollment, and Transfer Policies: Below are the policies on these important issues:

- **Waitlist** will start one week after Acceptance Day (day noted in letters from lottery that families must officially accept their seat) and last until the end of the first semester.
- **Waitlist** then expires and anyone who wishes to transfer must re-apply. Applications after the expiration date are taken in order and a new waitlist is built. Families will be notified by East End Preparatory staff to ensure clear communication around this policy.
- If a scholar **dis-enrolls** during a semester but then decides to return they must re-apply like anyone else. Exceptions to this can be clarified in an expulsion agreement (i.e., an expelled scholar may be enrolled at the end of a school year if they meet the requirements of the expulsion rehabilitation plan).
- After the first day of school, **transfers** from the wait list will be accepted as seats become available. In this scenario, the following steps will be taken before to ensure a smooth transition:
 - A visit from leadership to observe the scholar at his current school.
 - Administration of the STEP reading assessment to determine small group placement.
 - A family meeting that includes the scholar, to discuss East End Preparatory expectations, procedures, culture, etc. for the purpose of understanding East End Preparatory thoroughly.

Attachment 4: Student Handbook (refers to Community Involvement and Parent Engagement)

This is the current East End Preparatory Student Handbook for grades K-3.

EAST END PREPARATORY SCHOOL
2014-2015 TEAM AND FAMILY COMPACT
“TEAMWORK MAKES THE DREAM WORK”

“Success is not only defined by academics but by holistic child development. East End Prep’s approach combines excellence in **academics, character and virtues, the arts, and sports** to provide an unmatched education in preparation for college and beyond.”

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CORE PRINCIPLES

Character: Strength of character is at the heart of success. Our curriculum includes extensive education in the character values and virtues necessary for a successful and balanced life. Scholars not only receive direct instruction in character values and virtues, they are praised and recognized for practicing those values in their lives. Our school-wide culture framework prioritizes character and virtues and embeds them into the recognition system.

Leadership: The success of our scholars is directly linked to the quality of our teachers and staff. We employ only the highest quality teachers and staff, all of whom live our core values every day. We provide full support and excellent professional development to cultivate growth. Teachers and staff model good character and strong work ethic to set the tone for our school community. As scholars progress throughout our program, leadership habits and values will be explicitly taught and embedded as an integral part of our culture and academic program.

Mindset: Scholar success is the indicator that drives our decision-making. We continually assess the effectiveness of what we do and adjust our practice based on results, learning and searching for the best and most effective ways to achieve our goals. People often believe that qualities such as intelligence or talent are simply fixed traits, and that talent without effort creates success. Others believe that their most basic abilities can be developed through dedication and hard work. We subscribe to this second mode of thinking, as we know that great ability is developed over time, through hard work, great feedback, and through learning from failure.

Equality: East End Preparatory believes that socioeconomic status, ethnicity, and background should not determine a scholar's success. We know that all scholars can achieve at high levels through quality instruction and challenging curricula coupled with the proper support and guidance to benefit all unique learning styles.

Joy and Discipline: Joy and warmth are not opposites of discipline and high expectations; rather, the two concepts working in harmony make both stronger, creating a unique environment where students achieve at the highest level. To this end, we cultivate a healthy, compassionate, and inspiring environment within a well-organized and structured school. Our culture is developed on the foundation of strong relationships built through positive reinforcement, purposeful praise, and a high standard for student behavior. East End Preparatory has developed a reputation as a strikingly happy, joyful, and focused environment.

Whole Family Enrollment: Research shows that even the most effective schools in the world have less effect on scholars' academic success than family involvement. East End Preparatory understands that to accomplish our mission, we must partner with each unique family and find ways to help scholars succeed in school and outside of school. Our school culture is such that scholars, families, and faculty often refer to the school as a second "home", due to the love and emotional support shown and the clear and high expectations set for all parties.

Teacher Support and Quality: Great teachers delivering high-quality instruction is the #1 driver of student outcomes. We recruit and hire the best teachers with the best results and then provide them with the training, support, collaboration, and coaching necessary to continually increase efficacy.

One Team, One Family: Scholars thrive in a community with a strong support system and clear expectations, working toward a common mission as one team. We emphasize how individual actions impact the greater team and community. Scholars develop a deep responsibility to their fellow team members and the greater group, to ensure success for all. This mindset applies to our staff and family cultures as well.

EAST END PREPARATORY TEAM COMMITMENT SUMMARY

Though this entire handbook encompasses commitments of the East End Preparatory community, below summarizes each stakeholders' commitments. East End Prep is a choice school and requires 100% commitment from our parents and families. Families who join the East End Prep team are committing to uphold and support the values, standards, and expectations set by East End Prep and contribute in every way possible to the success of the scholars. Together, scholars, teachers, and families will work as one team to maximize the success of each and every scholar. ***These commitments are not only necessary but vital to ensure each scholar will achieve at the highest levels.***

East End Preparatory Scholars will...

- Uphold the guidelines and academic expectations of East End Prep
- Practice character strengths on a daily basis
- Be a good teammate to other scholars, showing excellence every day through my actions and speech
- Speak with kindness and listen with respect
- Be proud of the things that make me unique
- Show respect to my teachers, other East End Prep staff, and other scholars
- Show compassion by helping my classmates when needed

East End Preparatory Teachers will...

- Encourage academic excellence and answer questions

- Inspire a love for learning
- Build a positive relationship with every scholar and family in my class
- Model character strengths of East End Prep School
- Collaborate with my teammates to lead challenging and engaging projects
- Keep East End Prep families informed of their children's progress and needs
- Make sure every scholar gets the help he/she needs as soon as its needed
- Send home learning materials for academic subjects
- Return family member phone calls or emails within 24 hours

East End Preparatory Families will...

- See myself as my scholar's primary teacher
- Celebrate my scholar's successes and encourage academic excellence
- Reinforce any disciplinary issues at home
- Build a positive relationship with my scholar's classroom teacher and other staff
- Respond within 24 hours when East End Prep staff request my support
- Work to create a positive learning environment for my scholar at home and in the community
- Work to support the East End Prep School by contributing what I can to the greater School Community
- Uphold the policies and expectations set forth in the Family Handbook

ACADEMICS

East End Prep is committed to nurturing the growth and development of scholars by providing intentional character education and a rigorous academic program that prepares them for life in college and beyond.

East End Prep curriculum is aligned to the Common Core Standards. Education "standards" define expectations for student learning by stating what scholars should know at the conclusion of a course of study. Standards define learning expectations. Standards do not dictate curriculum (i.e. textbooks and reading lists) or prescribe a method of instruction. The Common Core State Standards are meant to "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them." The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Instructional practice of East End Preparatory includes, but is not limited to:

- Ongoing, informal assessment
- Emphasis on critical thinking and problem solving
- Individualized educational plans
- Guided practice and spiraled review
- Integrated language arts
- Academic skills taught within context
- Professional life skills and training
- Active versus passive learning
- Hands-on activities
- Emphasis on independent functioning
- Regular, formal assessment

Additionally, At East End Prep we believe that academic success is intrinsically tied to the social, emotional, and character development of your scholar. All scholars will participate in Character Education class on a bi-weekly basis as a planned period to learn social and emotional skills along with exploring character values. Our Character Education program is a combination of research based social/emotional skills training and character education lessons pulled from the Virtues Project Educator's

Guide. Through the Virtues Project, scholars will understand and be able to articulate the 50 most common virtues. As they progress through the East End Prep program, scholars will begin to integrate the virtues into their everyday lives both in and out of school. In all of these ways, we are academically, socially, and emotionally preparing your child to thrive in a college preparatory environment and eventually graduate from a four year college.

HOMEWORK EXPECTATIONS

Independent Reading

- Reading is the game changer! Research shows that the number one way to improve a scholar's reading skills is to have them read. There are no shortcuts to improving reading except hard work without cutting corners. Supporting your scholar's independent reading at home is the best way to help him/her improve speed, accuracy, vocabulary, and comprehension of his or her reading. Families should make sure to supervise their child in reading every night and every day on weekends. This amount of time will be defined by each grade level at the beginning of each academic quarter. It would be especially helpful if you asked your scholar to read aloud and stopped occasionally to have him/her summarize what he/she has read and to answer simple comprehension questions. Please do not sign your scholar's reading log if you have not actually seen and heard him or her read.

Homework

- Homework is an essential part of the East End Prep educational program. It is designed to reinforce skills taught in the classroom, to help scholars develop a deeper understanding of concepts, and to promote good study habits.
- It is important that families help scholars by creating routines at home so that homework can be completed, and by providing a quiet organized space for scholars to work. Younger students may need help with reading the directions of their homework. ***Families must sign off on homework every night, which includes: Literacy worksheet(s), Math worksheet(s), and Reading Log.***
- As stated above, homework will include the grade level assigned amount of reading (independent or shared with an older reader). Please see table below for prescribed amount of time for reading. Scholars who can read independently must complete required amount of independent reading time each night, this can be in addition to an adult reading aloud a more complex text that must be logged by an adult into the scholar's reading log. All homework must be completed each night in a thorough and neat manner.
- ***Homework grades will be calculated into scholar's final grade each quarter in all applicable content areas. This grading will be based on the scholar's completion, accuracy, and neatness.***
- Grade level assigned amounts of reading: 20 minutes for Kindergarten (listening to stories and reading independently), 20 minutes for 1st grade, 30 minutes for 2nd grade, and 30 minutes for 3rd grade.

HOMEWORK POLICY

Homework folders contain all information about the scholar's daily homework and must be returned every morning. These folders are designed to teach our scholars the importance of responsibility and organizational skills. Within your scholar's homework folder you will find a daily behavior report, the reading log and required homework, important school communication, graded work, and periodic progress reports.

Scholars will face consequences if homework is late, missing, incomplete, of poor quality, or if the Reading Log is not completed properly. In order to ensure that homework is adequately completed by the student, a family member must sign all assignments and return to school in the homework folder every

day. *All East End Prep families will be held to the following Homework Policy for incomplete homework.*

- **1st-3rd Instance:** Scholar will miss Active Play in order to complete the previous night's homework in the Reflection Room. The Associate Teacher will also call home to alert the parent/guardian of a "homework incompleteness" including more information or suggestions regarding the infraction.
- **4th-6th Instance:** Scholar will miss Active Play in order to complete the previous night's homework in the Reflection Room. The Grade Level Leader will call to alert the parent/guardian of concerning patterns of "homework incompleteness" and develop a binding plan to ensure homework is completed each night. The Grade Level Leader has the discretion to schedule a mandatory meeting with parent/guardian beginning at the 4th instance of homework incompleteness.
- **7th Instance and Beyond:** Member of the School Leadership Team will call parent/guardian to schedule a mandatory meeting with parent/guardian regarding chronically incomplete homework. At the meeting the problem will be discussed and a binding plan will be created to ensure that homework is completed each night.
 - *If a scholar receives more than 7 homework penalties in a year it is considered a very serious issue. At this point, School Leadership reserves the right to not promote the scholar to the next grade for the following academic year.*

REPORT CARDS

Communication between the home and school helps bind the student, parents, guardians, teacher, and administration into a team working toward a common goal. At any time parents may call teachers or administrators to schedule a time to meet and discuss their child's progress.

Report Cards are designed to inform parents/guardians of their scholar's academic and behavioral growth, as well as any potential academic problems their scholar may be experiencing. Report Cards may also be used to acknowledge students who are doing outstanding work, or a student who is making significant academic progress due to exceptional effort.

Report Cards will be issued once a quarter. Formal Parent Conferences will be held following the end of the 1st and 3rd Quarter. Parents/Guardians must schedule a meeting during Parent-Teacher Conferences in order to pick-up their scholar's official report card at that time. Report cards will be sent home via homework folders following the end of the 2nd and 4th Quarters, only to those families that attended a conference during the 1st and 3rd Quarters.

PROMOTION TO NEXT GRADE

At East End Prep, promotion to the next grade level is based on mastering the standards in the scholar's current grade level. Promotions will be based on scholars' grades, standardized test scores, attendance, homework completion record, and other assessment measures taken during the year. Decisions to promote or retain are made by the student's academic team made up of their teachers and members of the School Leadership team including the School Leader, Assistant Principal, and Academic Dean. Special consideration will be given to students who have Individualized Education Plans (IEPs) when making grade promotion and retention decisions. However, decisions regarding promotion or retentions are administrative decisions and are not dictated by a scholar's IEP. Students with IEP's who have significant attendance, academic, or behavioral problems unrelated to their IEP's may be at risk of retention for these reasons.

SCHOLAR CODE OF CHARACTER

The Code of Character embodies East End Prep's commitment to teaching our scholars social and emotional skills as well as character values so they can be purposeful and engaged citizens of our community. The Code serves as the behavioral mainframe by which the school carries on its day-to-day operations. The Code is created to reflect our character values, school-wide guidelines, and the right of every scholar to learn in a supportive and non-threatening environment. We recognize that, like math or reading, developing social-emotional skills and character strengths requires practice and we will thoughtfully integrate this type of instruction and practice into every aspect of the East End Prep community and classrooms.

POSITIVE BEHAVIOR SYSTEMS

Our goal at East End Prep is to create a positive, joyful school and classroom learning environment for everyone. To this end, we will reinforce the behaviors we want our scholars to display and will do our best to "catch them doing well" by giving purposeful praise. Research shows that focusing on the behaviors that we want children to display is far more effective than overly focusing on the behaviors that we don't want. The behaviors that we will reinforce will be directly tied to our character values and overall character education program.

The reinforcement of the positive, character building behaviors that we want to instill in our scholars will be done through a classroom-based positive behavior system. Through this simple system, teachers will point out and reward students on a daily basis for demonstrating positive behaviors. Examples of positive behavior include: staying on task, sitting in STAR, actively participating, and show character strengths. Students will begin each day with the ability to earn incentives and recognition based on the positive behaviors and character traits they display in the classroom. Teachers are trained to recognize and reinforce positive behaviors by using purposeful praise in the classroom. Teachers will use the multi-tiered, color coded Eagle Chart to track and reinforce positive behaviors. Scholars will start the Eagle Chart each day beginning with green, with the opportunity to move on to blue, orange, yellow, bronze, silver, and gold.

Scholar behavior will be communicated to families through a daily behavior report that is sent home each evening. This report must be signed and returned each night Monday-Thursday, and then families may keep it at the end of each week. Scholar's daily, weekly, and yearly positive behavioral progress will also be tracked via our in-house tracking system and will be reviewed by teachers, families, and scholars on a regular basis. Scholars displaying positive behaviors will be recognized in numerous ways—through positive reinforcement via the classroom and all-school praise and acknowledgement and through small and large rewards and celebrations, including awards and recognitions at Community Meetings. Scholars will have a chance to reflect on their progress for the day with their classmates and their final level will be noted on their behavior report.

CORRECTIVE BEHAVIOR SYSTEMS

At East End Prep, we hold sacred the culture and learning environments in the classrooms and the overall school. To that end and to support classroom and school safety and consistency, there will be clear behavioral expectations and consequences for behaviors that do not embody the East End Prep Character Values and School Guidelines. We will help scholars understand our behavioral expectations by teaching them our Corrective Behavior system and how to properly respond to each correction. Culture Week at the beginning of each school year is a critical time for scholars to learn and practice our values, policies, and procedures.

Every classroom at East End Prep will have a visual tracker that will identify scholar's infractions throughout the day. Scholar's progress will also be tracked through an online system. At the end of each day, during Closing Circle, scholars will have a chance to reflect on their progress for the day with their

classmates and their final level will be noted on their daily behavior report. Scholar infractions have been coded into four categories or levels of behavior actions. These levels were designed as an internal guide for teachers and administrators (see Appendix A for full list). Level 1 behaviors are considered minor disruptions or levels of disrespect without any safety issue to the scholar or their class. Level 2 behaviors are considered intentional disruptions or levels of disrespect, as well as intentional non-compliance without a safety issue. Level 3 behaviors are considered significant disruptions to the culture and learning environment or disrespect, as well as flagrant levels of non-compliance with a safety issue to the scholar, their class, or staff member. Level 4 behaviors are considered crisis behaviors that include extreme safety issues to the scholar, their class, or staff.

RESTORATIVE DISCIPLINE

At East End Prep we expect that our students will not be perfect and it is core to our mission to teach and practice the resiliency skills that will help scholars recover and grow from their mistakes. In fact, we recognize that valuable learning occurs in context of mistake-making and will encourage as part of this learning process that our scholars “fail forward.”

To support this philosophy and the continued development of character, we will use Restorative Discipline. Restorative Discipline is a set of principles that guide the response to conflict and harm. The three main goals of Restorative Discipline are:

- **Accountability:** Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible.
- **Community Safety:** Restorative justice recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.
- **Skill Development:** Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors, and build on strengths in each young person.

The Restorative Discipline philosophy as applied to schools views misconduct as a violation against people and damaging to relationships in the school and throughout the community. This philosophy will be embodied in all East End Prep school-wide and classroom behavior management and disciplinary policies and practices.

SCHOLAR SUPPORT SYSTEMS

INTERVENTION METHODS

At East End Prep, we know that every scholar is different and some scholars will require more specific or in-depth academic, social/emotional, or behavioral interventions. We will respond to student needs with various interventions and supports.

In-Class Intervention

East End Prep staff will make every effort to keep scholars integrated in the classroom and support the learning process through the use of engaging content, positive behavioral supports, and exciting projects. When disruptive, non-compliant, or disrespectful behaviors occur, teachers will be trained to intervene in specific ways. For many off-task, non-compliant, or mildly disrespectful behaviors, teachers will provide in-the-moment corrections and feedback and offer scholar’s opportunities to correct their behaviors. Teachers will also track these behaviors in our in-house tracking system. Some in-class interventions include: verbal and nonverbal prompts, redirections, teacher check-ins, and purposeful praise.

Think Space

For behaviors that are more disruptive or disrespectful, and either interfere with other scholars learning or require relationship repair, a scholar may be asked to cool down, think, or reflect in class. This

intervention includes separation from classmates in a separate classroom space and the loss of some in-class privileges, such as computer time. The Think Chair is an automatic consequence for scholars who have chosen three Level 1 checks, but can also be used at the teacher's discretion at any time. When the scholar has a restorative plan, they will ask to do a check-in with one of the teachers/staff to ensure they have made any necessary apologies and/or changes to effectively re-enter the group.

Reflection Room

For disruptive or disrespectful behaviors that include safety issues for the scholar, their class, or staff, the scholar will be asked to go to the Reflection Room. This consequence includes loss of some in-class privileges, along with having the scholar be separated from his or her classmates to work on a restorative plan. This is an automatic consequence for scholars who have received two Level 2 checks or any Level 3 or Level 4 behaviors. In the Reflection Room, the Dean or Associate Dean of Students will meet with the scholar and help them use the time to calm down and make good decisions about what to do next. Once they are calm, the Dean will discuss the incident with them and help them to complete their reflective work and make a restorative plan. A part of this plan will be calling to inform their parents/guardians of the incident. When the scholar and staff have a plan, they will ask to do a check-in with one of their classroom teachers, make any necessary apologies, ask to re-join class, and complete a restorative circle when teacher deems necessary.

SCHOLAR SUPPORT TEAM

The Scholar Support Team is comprised of: the parent/guardian, classroom teacher, and an Administrator. Any time the school has a serious academic, social/emotional, or behavioral concern regarding a scholar we will call a mandatory student support team meeting arranged at a time that is convenient for all members of the team (before or after school hours.) During this meeting, we will create a supportive plan for the scholar. This plan may include the following suggestions or requirements:

- **Individual/Group Therapy:** Individual or group therapy will be conducted at East End Prep by either the Vanderbilt School Based Therapist or the Director of Social and Emotional Learning. These therapeutic services will focus on getting to the root of the social, emotional, or behavioral problems and making a treatment plan to help the child improve.
- **Family Therapy:** Family therapy will be conducted at East End Prep by either the Vanderbilt School Based Therapist or the Director of Social and Emotional Learning. Regular family therapy may be suggested or required, depending on the circumstances.
- **Family Workshops:** East End Prep will provide periodical family workshops focusing on academic issues, parenting skills, or social/emotional/ behavioral concerns. In some cases, these workshops may be required.
- **Wraparound In-Home Services:** In some cases we will require Wraparound In-Home Family services that may include: home visits, home-school plans, outside community resources to help a family, and/or crisis services.
- **Behavior Contract:** A plan documenting interventions used on behalf of the scholar and family. This contract includes a set of conditions necessary for scholar success at East End Prep.

SUSPENSION POLICY

To create and maintain a safe, supportive, fair, and consistent school community and culture focused on learning, East End Prep will suspend scholars from school when there are serious breaches of the Character Values or of the school rules. A scholar may be suspended for a specified period of time, determined by School Leadership. If this happens, a clear Restorative Plan will be made that will lay out the length of the Out-of-School Suspension and the conditions for restoration and re-integration. ***The expectation during a suspension day is that parents reinforce the behavior expectations from school, work with the scholar to correct the behavior, and prepare the scholar to return ready to meet school***

expectations. Following out of school suspensions, scholars must turn in any and all work assigned within two days of returning.

Behaviors that are grounds for scholar suspension include, but are not limited to:

- Physical harm, fighting or physical assault of another scholar
- Physical harm or assault of a teacher, staff member, or other adult at school
- Taking or attempting to take money or property from another student, faculty member, or school
- Continuous disruptive behavior or continued and willful disobedience
- Excessive disrespect of teachers or peers
- Harassment or violent threats (verbal or nonverbal), including cyber-bullying
- Open defiance of authority
- Willfully causing or attempting to cause defacement or substantial damage to school property
- Skipping class or truancy
- Accruing many office referrals
- Repeated uniform violations
- Chronic homework incompleteness
- Engaging in sexual activity or inappropriate touching
- Excessive late pick-up from school in the afternoon or after school enrichment
- Habitual unpreparedness
- Major disruption of the school learning environment and/or culture

Multiple Suspensions

Below outlines the East End Prep policy for instances in which a scholar is sent home or suspended on multiple occasions due to a behavior related issues.

- **3rd-4th Instance:** Mandatory Scholar Support Team Meeting; Individual and/or Group Therapy; Home-School intervention plan developed
- **5th-7th Instance:** Individual and/or Group Therapy; Home-School Intervention Plan Revisited; Mandatory Family Therapy; Family Workshops
- **8th-10th Instance:** Individual and/or Group Therapy; Mandatory Family Therapy; Family Workshops; Wrap-around In-Home Services; Behavior Contract.

Extreme Crisis Behaviors

If an East End Prep scholar engages in crisis behaviors (hurting themselves, someone else, or putting themselves in serious danger), the family will be called and requested to come to the school immediately. An emergency Scholar Support Team meeting will also be convened and an Behavioral Support Plan will be created along with a Restorative Plan. Additional supports that the family or student needs, inside or outside of school, will also be discussed and included in the plan.

EXPULSION POLICY

In the rare case that a Student Support Team is not able to create successful plans to support a student in succeeding, or in response to a non-negotiable safety issue, the School Leader may expel a student. Supportive transitional plans will be made to help find the family and student find the appropriate support and educational environment.

ANTI-HARASSMENT, INTIMIDATION, & BULLYING POLICY

The school prohibits acts of harassment, intimidation, bullying (including cyber-bullying) of any scholar on school property or at school-sponsored events. A safe and civil environment in the school is necessary for scholars to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a scholar's ability to learn and the school's ability to educate its students in a safe environment. Since scholars learn by example, school

administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

Harassment, intimidation, or bullying is defined as any gesture or written, verbal, or physical act, or any use of electronics or wireless communication (including telephone, cell phone, computer, or pager) that takes place on school grounds/property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical, or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a scholar, damaging the student's property, or placing a scholar in a reasonable fear of harm to his/her person or damage to his property; or
4. Has the effect of insulting or demeaning any student or group of scholars in such ways as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

East End Prep expects students to conduct themselves in keeping with the Character Values we teach and practice at school on a regular basis. In addition, East End Prep strongly believes that passive action can be as significant as active action—witnessing a wrongdoing can implicate the observer. Scholars are expected to do what they reasonably and safely can do to divert a situation and must also inform an East End Prep staff member.

Consequences and/or remedial action for a scholar who commits an act of harassment, intimidation, or bullying shall be varied and graded based on a variety of factors, including: the developmental age and maturity levels of the parties involved, the levels of harm, the nature of the behaviors, past incidences or past or continuing patterns of behavior and performance, and the relationships between the parties involved. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances. Consequences for scholars who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Remedial actions for individual scholars who commit such acts will include Restorative Discipline techniques, and in some cases may include a behavioral assessment or evaluation and/ or supportive interventions and referral services. Consequences and/ or remedial actions for a staff member who commits an act of harassment, intimidation, or bullying shall be discipline in accordance with school policies, procedures, and agreements.

School Leadership is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to school leadership. All other members of the school community, including scholars, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. While submission of a written report is not required, the reporting party is encouraged to submit a written or electronic report. Oral reports should also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of anonymous report. School leadership, including the School Leader or designees, are responsible for determining whether alleged act constitutes a violation of this policy. In so doing, school leadership shall conduct a prompt, thorough and complete investigation of the alleged incident for any report of policy violations and complaints.

Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals' committing the acts. Other acts may be so serious or parts of a larger pattern or systematic problem of harassment, intimidations or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials. Parents

shall be promptly notified in situations where students are to be or have been interviewed by law enforcement officials.

Remedial measures at both the individual and the institutional level shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for document systematic problems related to harassment, intimidation, and bullying. Institutional (i.e. classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to social skills training for students, to training for certified and non-certified staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student behavior and the consequences of such actions and to involvement of law enforcement officers. In addition, resources (e.g., counseling) will be made available to support individual victims of harassment, intimidation, or bullying and such support will be provided in a manner that does not stigmatize victim(s).

East End Prep prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying, be the scholar, school employee, volunteer, or visitor. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by school leadership after consideration of the nature and circumstances of the act.

Scholars, school employees, volunteers, and visitors may not falsely accuse another as a means of retaliation or as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a scholar found to have falsely accused another as a means of harassment, intimidation, or bullying range from Restorative Discipline techniques to and including suspension and expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be discipline in accordance with school policies, procedures and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another as a means of harassment, intimidation or bullying shall be determined by school leadership after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

This policy, as part of the East End Prep Code of Character, applies to all school grounds including school-sponsored functions and school buses. The school also reserves the right to discipline students' off campus behavior which substantially disrupts the school's educational process or mission, or threatens the safety or well-being of a scholar or staff member.

FAMILY INVOLVEMENT

East End Prep is a community of scholars, parents, teachers, and school leaders. We believe in the importance of working together to make a positive impact on the academic and character development of every child. We partner with families to put our scholars on the first steps toward college and life success. Families are the scholar's first teacher and the person that he/she looks to for continual guidance and support. Although the job of making decisions about school policy belongs to the School Leader and the Board of Directors, family involvement is not only welcomed, but absolutely critical to the success of each scholar in the school. We strive to cultivate positive and productive relationships with families and request caregiver input in developing our family involvement, and school improvement plan. We also welcome your feedback and will respond to them as soon as practically possible.

In accordance with TCA 49-6-7004, the parents of scholars participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), must agree that the policies listed throughout this handbook outline how the parents, the entire school staff,

and scholars share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve that State of Tennessee's high standards.

East End Preparatory Parents/Guardians are encouraged to...

- Establish a daily routine for your child (see Appendix B for sample schedule)
- Provide a quiet space to study.
- Provide positive reinforcement of student progress and success.
- Provide a library of books and/or frequent trips to the library as the family is able.
- Monitor the amount of television your scholar watches.
- Discuss academics and scholar work among family members.
- Help your child take responsibility for his/her actions.
- Check with your child's teacher for actual facts regarding a problem. A scholar may alter a situation to appear more innocent.
- Support other East End Prep families.
- Volunteer in the office and at school sponsored events.

East End Preparatory Parents/Guardians are required to...

- Attend Parent Orientation to review the Family Handbook.
- Ensure that your scholar gets to school each day, on time, and ready to learn.
- Reinforce East End Prep's Code of Character at home, including positive conversations about East End Prep staff and School Leadership.
- Attend Family Workshops on individual basis if required by the school.
- Demonstrate interest in the scholar's well-being by attending school functions and supporting the scholar's school activities.
- Read to your child for a grade level-assigned duration of time, including weekends, and sign the reading log.
- Make sure your child completes nightly homework assignments, sign and return them daily.
- Promote positive use of your scholar's extracurricular time via enrichment activities and exercise.
- Attend two mandatory report card conferences to pick up your scholar's report card and meet with your scholar's teacher to review progress.
- Effectively communicate with your scholar's teacher by responding to letters or phone calls within 24 hours of receiving the letter or phone call.

FAMILY WORKSHOPS

East End Prep will periodically host family workshops. The dates and times will be announced via the homework folder, call-outs, and the school website. We will be discussing and learning about issues related to having a school-age child, such as: children's health, reading strategies for home, how to handle tough behaviors at home, developing parenting skills necessary to promote independence and self-managing children, emergency procedures, and coordinating with community organizations. These workshops are also great for building community and developing relationships with other parents. Parenting is not easy and having other people to talk to about ideas can be very valuable. We will provide childcare for the workshops.

GRADE LEVEL FAMILY NIGHTS

Once a semester, Grade Level Family Nights will be held to invite scholars and their families to join their teachers for event at East End Prep. These events will include grade-level specific workshops to help support scholars at home, community building activities, information nights on upcoming events, and

showcases of scholar work. Family attendance at these events is at the core of bringing our community together to collectively work to support the academic and character development of our scholars.

ACADEMIC FAMILY NIGHTS

Once a semester, Academic Family Nights will also be held to invite scholars and their families to join their teachers for events at East End Prep. These events will include academic workshops to help support scholars at home in all content areas, including Reading, Math, Writing, Science, and Social Studies. In addition, Academic Family Nights will be used to help prepare students for standardized testing, including STEP, MAP, and the PARCC assessment. In these workshops, families will receive strategies to best support their scholar to meet their individual learning goals

TITLE I ANNUAL MEETINGS

East End Prep holds annual meetings to inform parents about the school's parent involvement programs and rights of parents to be involved, and to inform parents of curriculum and assessments used at EEP.

FAMILY INVOLVEMENT POLICIES

- **Weekly Grade Level Newsletter:** Every week, families will receive an East End Prep update in their native language as requested. This will contain important school-wide information about academic skills taught that week, schedule, events, “shout outs”, and other important reminders. It is very important that you read the update to stay up to date on all goings on at East End Prep.
- **Phone calls:** Parents may contact the teacher at school if they have a homework related question. If the teacher does not answer, leave a message so they can call you back. Teachers and staff are expected to return phone calls within 24 hours. If you receive a phone or other message from a staff member, we also expect the same courtesy of a return call within 24 hours.
- **Meetings:** If you need to meet with a teacher please make an appointment. An appointment can be made by calling the school and speaking with the teacher. Parents should not expect to meet with a teacher without a prior appointment. Appointments should not take place during the instructional day. They will need to take place before 7:30 AM or after 4:00 PM.
- **Visits:** Though we fully welcome parents at East End Prep, we ask that you call to arrange visits to the school in advance to minimize distraction to our scholars and the rhythm of the learning process. Upon arrival at the school, you will need to sign in at the front office and get a visitor badge. Parents visiting during school hours will not be permitted to enter the classroom unless a prior arrangement has been scheduled with their scholar's teacher.
- **In-School Communication:** Phone use is for school business only. Teachers will not be available to talk on the phone during the school day unless they do not have a class. If you call for a teacher, office staff will take the message and get it to the teacher but we ask parents not to expect a call until school is out. We want our teachers and staff members focusing on teaching with no distractions throughout the day. Scholars are only allowed to use the phones in case of emergencies.

FAMILY COMPLAINT POLICY

Any caregiver or family member who has a concern or complaint regarding East End Prep should contact the School Leader. All complaints will be given the utmost attention and we will work together to come to the best solution to the problem. We strive to handle all concerns and concerns within the walls of East End Prep. However, if a parent or guardian feels the complaint was not properly handled or does not agree with the decision made, he or she may appeal to the East End Prep School Board of Directors by filing a formal complaint through the East End Prep office.

FAMILY INVOLVEMENT COMMITMENT POLICY

This compact is signed and agreed to by all members of the East End Prep community. East End Prep is a choice school and requires 100% commitment from our parents and families. Together, scholars, teachers, and families will work as one team to maximize the success of each and every scholar. ***These commitments are not only necessary but vital to ensure each scholar will achieve at the highest levels. In order to support each scholar, School Leadership reserves the right to: contact Parents/Guardians via phone calls and official letters; schedule mandatory meetings; design and implement required parent contracts; and, suspend or expel scholars at their discretion. In signing the contract at the end of this handbook, each Parent/Guardian agrees to maintain the policies for involvement with your scholar's education to the extent required by this compact.***

ATTENDANCE

Attendance is vital to the success of our scholars. Because we make every minute of instruction count, absences, tardies, or early dismissal for any reason result in valuable learning time missed and an interruption in the pace and rhythm of learning for your scholar. Please make every effort to make sure your scholar never misses school. ***Each day, instruction begins promptly at 8:00am. Each year, the goal for every scholar is 100% perfect attendance!***

EXCUSED ABSENCES

Excused absences are defined as those which are due to illness accompanied by a doctor's note verifying the dates of absence, those which are due to a religious observation, those related to suspensions, or those which are related to a death in the family. Additionally, each scholar will be allowed five "parent-signed sick notes" per semester for illnesses that don't warrant a doctor's visit. Under certain circumstances, East End Prep will also consider students IEPs, accommodation plans, and individualized health care plans in determining whether an absence is excused.

UNEXCUSED ABSENCE POLICY

Unexcused absences are defined as days scholars are not present for reasons that do not meet the conditions above. All types of absences will be tracked by the school administration and a full report of scholar absences will be included in each quarter's report card. ***All East End Prep families will be held to the following policy for unexcused absences.***

- **3rd-5th Unexcused Absence:** If a scholar is absent unexcused three to five times in a year, it is considered a serious issue. An official letter documenting the unexcused absence will be sent home by the Dean or Assistant Dean of Students.
- **6th-8th Unexcused Absence:** If a scholar is absent unexcused six to eight times in a year, the scholar is considered truant by Tennessee State Law. At this point, the parent/guardian will be written and called by Dean or Assistant Dean of Students to meet with a member of School Leadership. At the meeting the problem will be discussed and a formal binding attendance plan will be developed.
- **9th-10th Unexcused Absence:** If a scholar is absent nine-ten times unexcused in a year, the scholar will be considered habitually truant and risks not being promoted to the next grade. The parent/guardian will be called and an official letter documenting the unexcused absences and the risk of grade promotion will be sent home.
 - ***At this point, School Leadership will make a mandatory referral to the court program according to the Tennessee State Compulsory Attendance Law (TCA §49-6-3001).***
- **Excessive Total Absences (Excused & Unexcused):** Excessive total absences exceeding 10 or more excused/unexcused absences and tardies are a factor in retention at all grade levels. Should a student miss more than 10 days total in one school year, all of the above apply and it will be at the school's discretion to determine if retention is appropriate for the current grade. ***Violation of the attendance policy extremely affects a scholar's performance both behaviorally and academically.***

Therefore, all violations will be treated seriously by School Leadership and legal measures taken when necessary.

TARDIES

Getting to school on time each and every day is of the utmost importance for our scholars. East End Prep scholars begin learning the minute they walk in the door. At breakfast, students have morning work to do as they finish eating to get their brains stimulated and ready for a full day of learning.

- Our doors open at 7:45am for breakfast and scholars may arrive between 7:45am and 8:00am. If your scholar arrives after 8:00, please make sure he/she has eaten a proper breakfast at home as they will not be served a school breakfast. Breakfast must be put away by 8:00am.
- Scholars arriving after 8:00am are considered tardy and must be signed in by a parent or guardian at the front office.
- ***Three tardies in any quarter equal one unexcused absence. Please see attendance policies above for consequences of excessive absences.***

EARLY DISMISSALS

Just like tardies and absences, early dismissals take away from learning time. Early dismissals will only be allowed in the event that a scholar has a medical appointment or in the event of a family emergency. Parents must call one hour in advance and speak with the Office Manager for any early dismissal.

- ***Three unexcused early dismissals in any given quarter (dismissals without a doctor's note) equal one unexcused absence. Please see attendance policies above for unexcused absence policy.***

ARRIVAL & DISMISSAL

School doors open at 7:45 am every day. Unless you have a scheduled appointment with individual teachers or other staff beforehand, scholars are not to be dropped off at school before 7:45am. As we do not have supervision available, your scholars must remain in your care until the official start time.

The school day officially ends at 3:30pm Monday-Thursday and at 2:00pm on all Fridays. ***As your scholar's safety is our top priority at East End Prep, scholars will not be allowed to leave school grounds with any adult other than their parents/guardians or other designees specified in advance on the scholar's transportation plan.***

- Any adults, including parents/guardians, picking up their scholar will be asked to show ID each day until that adult is recognized on-sight by a member of East End Prep staff.
- Parents/Guardians may make changes and additions to a scholar's transportation plan by filling out a form in the front office with the Office Manager.
- Please see Transportation Contract included in Appendix C.

CAR RIDER POLICY

Arrival

As stated above, all scholars must remain in the care of the adult dropping-off at the school until the official start of the school day at 7:45am. No scholars should be released from their car on any given morning until a member of School Leadership has officially started the car arrival procedure in the drop-off area. Car rider arrival will run from 7:45-7:55am each day. For the safety of all scholars during this time, all cars are required to remain in park until officially dismissed by a member of School Leadership. After 7:55am, the doors will be shut at the drop-off area and scholars will need to be dropped off at the front office doors. Scholars entering the building after 8:00 will be considered tardy.

Dismissal

Car rider dismissal will begin at 3:30pm Monday-Thursday and 1:00pm on Friday. For the safety of all scholars and East End staff, adults picking-up scholars are required to remain in their cars and are not

permitted to come to the doors where scholars are released. Scholars will be released in staggered groups, with the dismissal operating under a first-come, first-served policy. For the safety of our scholars, all drivers are required to remain in park during the dismissal procedure when scholars are being walked to their cars until dismissed by a member of School Leadership. After 3:45pm Monday-Thursday and 1:15pm Friday, the doors at the pick-up area will be shut and scholars will need to be picked up at the front office doors. Any scholars remaining in the office after 4:00pm Monday-Thursday or 1:30pm Friday, will be considered a late pick up and subject to the Scholar Pick-Up Policy listed below.

TRANSPORTATION CHANGE POLICY

Parents/Guardians are required to make all arrangements for transportation before the child leaves for school. *If you need to change your scholar's transportation arrangements during the day, call the front office before 2:30pm Monday-Thursday and before 12:00pm Friday.* Our Office Manager compiles a daily transportation report to be used at car riders and buses and needs time to complete the report prior to dismissal.

SCHOLAR PICK-UP POLICY

In accordance with Tennessee State Law, it is illegal for any child to be left on the bus longer than the allotted route time of one hour and a half. *In alignment with this, East End Prep School Leadership considers scholars not picked up within thirty minutes of car dismissal time to be equally as serious. As we are committed to keeping the scholars emotional safety and well-being as a top priority, all East End Prep families will be held the following policies for the late pick-up of scholars.*

Bus Riders' Policy

- **1st Instance:** Administrator will call the parent/guardian to discuss the violation and make a binding pick-up plan.
- **2nd Instance:** The scholar will lose bus transportation privileges for specified period of time, determined by School Leader.
- **3rd Instance:** The scholar will lose transportation privileges for the remainder of the school year.
- **4th Instance & Beyond:** The incidents will be reported to DCS under the category of Dependent or Neglected – TCA 37-1-130.

Car Riders' Policy

- **1st Instance:** Administrator will call the parent/guardian to discuss the violation and make a binding pick-up plan.
- **2nd Instance:** Violation will be documented in school records and Administrator will revisit pick-up plan with parent/guardian.
- **3rd Instance:** Violation will be documented in school records and conference will be held with the parent/guardian and the School Leader to determine the next steps to resolve the issue.
- **4th Instance & Beyond:** The incidents will be reported to DCS under the category of Dependent or Neglected – TCA 37-1-130.

SCHOOL TRANSPORTATION

BUS SAFETY POLICY

In accordance with previously mentioned school policy, all adults (including parents/guardians) picking up their scholar from the bus will be asked to show ID each day until that adult is recognized on-sight by a member of East End Prep staff.

As safety is our number one priority when it comes to bus transportation, any behavior that distracts the driver, violates the Transportation Contract (Appendix C) , or violates our Scholar Code of Character will be referred to a school administrator by the bus driver or bus monitor. This policy also holds for all

scholars using school transportation for school-sponsored events, such as field trips. ***All East End Prep families will be held to the following policy for scholar bus infractions.***

- **1st Instance:** Dean of Student Culture will call the parent/guardian to discuss violation and behavior will be documented in school records.
- **2nd Instance:** Dean of Students will call the parent/guardian to discuss the violation and behavior will be documented in school records. Additionally, the scholar will be assigned a permanent seat on the bus.
- **3rd Instance:** Dean of Students will call the parent/guardian to discuss the violation and behavior will be documented in school records. At this point, the scholar will be suspended from the bus for a specified period of time, as deemed appropriate for offense.
- **4th Instance & Beyond:** Dean of Students will call the parent/guardian to discuss the violation and behavior will be documented in school records. Additionally, the scholar will be suspended from the bus for a specified period of time and/or lose transportation privileges for the rest of the year, as deemed appropriate for offense.
 - ***School Leadership holds the right to determine the progression and length of consequences for each individual violation and scholar.***

OTHER IMPORTANT SCHOOL POLICIES

TECHNOLOGY USE POLICY

East End Preparatory adheres to Metropolitan Nashville Public School's Technology Acceptable Use Policy (HC 5.112 IM 4.160).

UNIFORM POLICY

Like other high performing, college preparatory charter schools, East End Prep require all scholars to wear a common school uniform. This policy, at its most basic level, ensures that no instructional time is lost to discussion over student attire. The school uniform also unites us as a community and makes our scholars look sharp, in a grade-level and gender-appropriate way. A clear, specific, and appropriate dress code is an important component of East End Prep's school culture.

In the first week of school, dress code infractions will fall under a "grace period" in which parents or guardians will be notified of the infraction by phone and written communication. ***After the second full week of school, all East End Prep families will be held to the following policy for dress code infractions.***

- **1st-3rd Instance:** Classroom teacher will call home to alert the parent/guardian of dress code infraction after the school day to clarify any confusion and official uniform infraction note will be sent home and documented in school records.
- **4th-6th Instance:** Grade Level Leader will call to alert the parent/guardian will call home to alert the parent/guardian of concerning patterns dress code infraction and official uniform infraction note will be sent home and documented in school records. Beginning with the 4th instance, the parent/guardian must come to school immediately to correct infraction. Grade Level Leader has the discretion to schedule a mandatory meeting with parent/guardian beginning at the 4th instance of a dress code infraction.
- **7th Instance and Beyond:** Member of the School Leadership Team will call parent/guardian to schedule a mandatory meeting with parent/guardian regarding repeated dress code infractions. At the meeting the problem will be discussed and a binding plan will be created to ensure that scholar arrives at school in uniform each day.
 - ***If a scholar receives more than 7 dress code infractions in a year it is considered a very serious issue. At this point, School Leadership reserves the right to suspend the scholar for the rest of the day until uniform compliance is established.***

DRESS CODE

Uniform Shirts

- ***East End Prep polos, with the East End Prep logo embroidered on the left chest, are required to be worn on all school days. This polo must be worn even when a scholar also wears another piece of embroidered East End apparel, including crewneck sweatshirts, fleece jackets, and cardigan sweaters.*** Polos are to appear clean and should be worn with all buttons buttoned to the neck.
- Scholars may wear a solid white, gray, navy blue, or black short or long-sleeved shirt with no graphics or logos underneath their uniform shirt, if desired.

Outerwear

- ***Scholars may wear a crewneck, fleece jacket, or cardigan sweater with or without the East End Prep logo given a solid white, gray, navy blue, or black color. These items may not be hooded or have any other logos other than the East End Prep logo to be worn during the school day.*** Items that fit the description above may be worn during the school day to ensure scholars are comfortable in class, as temperatures can fluctuate slightly from room to room. Crewneck sweatshirts, fleece jackets, and cardigan sweaters with the East End Prep logo are available for purchase in the front office.
- Coats, jackets, and other non-uniform outerwear will not be allowed in class at any times and will be stored in scholars' lockers immediately upon entering the building.

Pants/Skirts/Jumpers

- ***Boys must wear khaki, navy blue, or black dress/casual pants or shorts.***
- ***Girls must wear khaki, navy blue, or black dress/casual pants, skirts/skorts, jumpers, or shorts.***
 - ***Skirts:*** If skirts are worn, solid white, gray, navy blue, or black shorts/gym shorts must be worn underneath. Skirts must measure at most two inches above the knee when measured from the top of the kneecap to the bottom of the skirt. No slit may come much higher than 2 inches.
 - ***Tights/Leggings:*** Tights and leggings may be worn with skirts/skorts, jumpers, and shorts as long as they are solid white, gray, navy blue, or black, with no markings or other logos on them.
- All items worn are to appear clean and must have working buttons, zippers, and/or elastic.
- Pants without elastic extenders must be accompanied by a solid brown, black, navy blue, or khaki colored belt. ***Beginning in the 2014-2015 school year, all 3rd grade students must wear belts with any clothing that has belt loops.***
- Scholars may not wear pants or shorts that are cargo (more than two front pockets and two back pockets), carpenter, overly tight or baggy, or made of denim. Any other pants not fitting the description above (e.g. exercise/warm-up pants, pajama pants, etc.) will be considered out of uniform.
- Any items worn may not contain logos, unless it is the East End Prep logo or a small dress pant logo on the rear or front pocket. Designs, jewels, glitter, writing, excessive buckles, or any other embellishment deemed distracting will be considered out of uniform and are not permitted.

Shoes & Socks

- ***Mostly white, gray, navy blue, brown, or black sneakers or dress shoes are required. Shoes must have a closed toe and a closed heel. Flats meeting the above requirements are permitted.***
 - Shoes with shoelaces may only have one color lace and must be tied neatly and tightly.
 - Girls' and boys' boots are permitted up to mid-calf but must be covered when worn with pants.
 - Designs, jewels, glitter, writing, brightly colored shoelaces, excessive buckles, or any other embellishments deemed distracting will be considered out of uniform and are not permitted. School Leadership reserves the right to make these decisions on a case-by-case basis.

- Sandals, flip-flops, wedge sneakers, wedge heels, platform shoes, cowboy boots, and other large-heeled shoes are prohibited and will be considered out of uniform.
- ***Socks are required with all shoes and must be solid white, gray, navy blue, brown, or black, with no patterns or logos.***

Jewelry, Accessories, & Head Coverings

- ***Scholars must remove all hats (winter and baseball caps), head wraps, bandanas, or other head coverings upon entering the building and stow away in his or her locker unless it is being worn in accordance with a religious observation.***
 - Headbands are permitted for girls unless they are deemed distracting to her or other scholars' learning during instructional time. School Leadership reserves the right to make these decisions on a case-by-case basis.
- ***Flat-backed and all metal earrings are permitted for girls only. Males are not permitted to wear earrings during the school day. (Rationale for this policy lies in the importance of creating a "professional" environment to prepare kids for the future)***
 - Hoop or dangling earrings are not permitted and will be considered out of uniform.
- ***Make-up of any kind including lipstick, lip gloss, any eye make-up, etc. is not permitted and will be considered out of uniform.***

Back-Up Clothes

- ***Families with Kindergarten through 2nd Grade Scholars must send one full back-up uniform outfit (pants/other approved item, uniform shirt, socks, underpants, etc.) in case of bathroom emergency or other instance that would require a change of clothes.***
 - Individual teachers will communicate any items needing replacement with Parent/Guardian on regular basis as clothes are used. Parent/Guardians are encouraged to update this set of back-up clothes with changing weather conditions from season to season.

Suggested Stores

- East End Prep polos and other embroidered clothing is available for purchase at the front office.
- Local retailers that sell dress code compliant clothing/accessories include K-Mart on Gallatin Road (615.865.0040), Wal-Mart on Dickerson Road (615.873.2222), Target in Rivergate (615.859.5260), and 615 Ave on Gallatin Road (615.226.1811).

Disallowed Items

- Gameboys and portable game players, old cell phones, toys, stuffed animals or dolls, make-up, jewelry, gum, candy, sodas, energy drinks, and/or any other prohibited foods/items are not permitted and will be confiscated when discovered on school grounds. School Leadership reserves the right to make these decisions on a case-by-case basis.
- Scholars are not permitted to use cell phones in school or on school field trips. If a scholar needs to bring a cell phone to school for safety or other purposes, the cell phone is to be turned off and stored away in the scholar's locker all day until dismissal.
 - All confiscated items will be available for pick-up by a Parent/Guardian after 3:45pm the day they are taken. East End Prep is not responsible for lost or stolen items considered disallowed in this handbook.

NURSING & MEDICATION

East End Prep staff will call you if your scholar has a temperature of 100.4, experiences nausea, or has other conditions impairing his or her studies. ***When parents receive notification, the scholar must be picked up within one hour of the phone call. If the parent is unavailable, the parent must contact***

another family member to come pick up the scholar. Any scholar sent home for a fever, diarrhea, or vomiting may not return to school until 24 hours have passed since the last instance of illness.

If your child requires medication during school hours, we assist with administering medication. However, prescription medication may not be given without the completion of the “Administration of Medication” (see Appendix D) form which must be completed by a healthcare provider. Parents must complete the “Administration of Medication” form for any over the counter medication such as aspirin, cough drops, Tylenol, and any other over-the-counter medicines. This policy and the requirement to have a form on file apply to all medicine. All medications need to be brought in to the office by the parent and under no circumstances should be handled by the child without the parent present. All medications need to have the prescription labels clearly on the package.

SCHOOL CALENDAR & CLOSINGS

The East End Prep 2014-2015 School Calendar is included with this handbook. In cases of inclement weather, East End Prep will close whenever Metropolitan Nashville Public Schools (MNPS; Davidson County) are closed. Please listen to the local radio stations and news broadcasts to determine if school is in session. If MNPS Schools announce a delayed opening or a closing, East End Prep School will be delayed or closed also. If inclement weather occurs on one of the few days where East End Prep School is in session and MNPS is not, East End Prep will notify the main four local TV stations directly (WSMV, WKRN, WTVF, and FOX). In addition to local media, East End Prep will use a communication service to announce of any school closings or early dismissals via a call-out, text message, and email when updated parent/guardian contact information is provided.

SCHOOL LUNCH PROGRAM

Breakfast and lunch will be available at East End Prep. Families who qualify for the Free or Reduced priced lunch program need to fill out the application and turn it into the front office. Any scholars who sign up for the school lunch program who also bring a packed lunch must take the provided lunch to supplement the meal they were sent with, with no exceptions. If scholars on the packed lunch program forget their lunch, parents will be called and notified to bring the scholar’s lunch to school.

If your child has any dietary restrictions, you must submit a doctor’s note verifying these restrictions and the doctor should suggest a substitute item. ***All East End Prep families are prohibited from sending their scholars with any peanut product, including peanut butter, beginning in the 2014-2015 school year for the safety of all scholars.***

Packed Lunch Guidelines

At East End Prep, we are committed to serving healthy meals to best support our students in their daily efforts in the classroom. ***To do so, we highly encourage that families seek to adhere to the following guidelines as it relates to packing their scholar’s lunch each day:***

- Recommended Items: fruit cups, yogurt, applesauce, Jello cups, granola or cereal bars, carrots and celery sticks, grapes, apples, bananas, and cherries all keep well when packed in scholar lunches.
- Prohibited Items: soda, energy drinks, candy, snack cakes (Honey Buns, Hostess, Little Debbie’s, Donuts, Pop Tarts, etc.), unhealthy or fried chips (Cheetos, Doritos, Hot Fries, Ruffles, Fritos, etc.)
 - ***Any prohibited food or candy included in a scholar’s lunch, as well as any soda or energy drinks will be removed by the teacher and sent home in their backpack at the end of the day.***

STUDENT RECORDS POLICY

East End Prep complies with all policies around the FERPA law, detailed below. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with

respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." (See Appendix E)

APPENDICES

STUDENT HANDBOOK APPENDIX A – LEVELED BEHAVIOR DICTIONARY

9 Reasons to Receive a Check:

- | | |
|---------------|------------------------|
| 1. Off task | 6. Not prepared |
| 2. Talking | 7. Not sitting in STAR |
| 3. Dishonesty | 8. Non-compliance |
| 4. Disruptive | 9. Disrespectful |
| 5. Unsafe | |

Level 1

Minor Disruption or Disrespect: Talking/ whispering, calling out, interrupting, not sitting in Star, standing out of seat, off task, unprepared, touching neighbor, tattling, mean words (“you’re ugly” etc)

Minor Non-Compliance without Safety Issue: Student heard you but not following instructions, pouting, starting to shut down

Level 2

Intentional Disruption or Disrespect: screaming/ yelling, tantrums, out of seat and wandering around the classroom without permission, purposeful property destruction: crumple paper, scribble on paper, drawing on desk, etc., inappropriate words: bullying language, talking about boyfriend/girlfriend, arguing with teacher/ talking back, pushing or bumping up against another student on purpose, throwing objects

Intentional Non-Compliance without Safety Issue: not lining up, ask student to do something, and they do something else, any non-compliance with eye contact, stomping, huffing and puffing, full shut down/ unresponsive

Level 3

Intentional Disruption or Disrespect with Safety Issue: Violent or extremely disruptive tantrum (throwing body to ground, screaming/ kicking, extreme volume), using curse words, obscenities, or any sexual language (kissing, sex, etc.), any inappropriate touching (kissing, touching privates), intentional physical harm (punching, kicking, biting, scratching, and other) to self, other student, or faculty member, physical intimidation: Non-verbal threats, violent sign language, threatening eye contact, verbal threats: I’m going to hurt you, hurt self, hurt other, physical harm to self (scratching self, hitting self, banging head against the wall), throwing something at a student or teacher, turning over chairs or other furniture, out of seat and running around classroom, property destruction (classroom tools, tearing things off the walls, breaking items), jumping on or off tables/chairs

Intentional Non-compliance with Safety Issue: Defiance that includes physically violent behavior (planting, throwing body to the ground, crawling under chairs/tables, etc.), running away from teacher, out of classroom without permission

Level 4

Crisis Behaviors: Extreme, intensive, and/or violent tantrums (in this case, student behavior has been escalating over days/months, concerns about mental health or medication changes.), extreme physical harm to self, other, or teacher, extreme verbal threats: “I’m going to kill you, kill self, kill teacher”, unable to de-escalate in Reflection Room

A mental health crisis is defined as an intensive behavioral, emotional, or psychiatric situation which if left untreated could result in an emergency situation which may include: reduced functioning, inpatient treatment, harm to self/others, or other crisis services. These are situations that cannot be de-escalated by a teacher

“A crisis can be thought of a system that is out of balance. Normally, all of us maintain our state of equilibrium on a day-to-day basis without too much trouble. Obstacles are overcome because we have learned good coping skills to re-establish equilibrium after some event has temporarily knocked us off balance. Crises occur when balance cannot be regained, even though we are trying very hard to correct the problem.”

Two Different Types of Crises can occur:

1. Developmental Crisis: school change, mom/dad has a new baby, entering puberty, etc.
2. Situation Crisis: rape, sexual abuse, death of a loved one (sudden or expected), divorce, exposure to violence, move, being diagnosed with a chronic or terminal illness.

STUDENT HANDBOOK APPENDIX B – SAMPLE HOME SCHEDULE

4:30pm	Scholar Arrives Home
4:30-4:44pm	Put away backpack and school items; Eat snack
4:45-5:15pm	Homework & Independent Reading
5:15-6:00pm	Play Time: outside, games, coloring, writing, etc. <i>We encourage parents to limit TV to 30 minutes maximum per day.</i>
6:00-6:30pm	Dinner
6:30-7:00pm	Bath time
7:00-7:30pm	Grade level assigned amount of time for Scholar Reading
7:30-8:00pm	Bedtime <i>Research shows that students who get at least 8 hours of sleep perform better academically and behaviorally at school</i>

Students participating in after school activities should do their homework first, if possible.

STUDENT HANDBOOK APPENDIX C – TRANSPORTATION CONTRACT 2014-2015

Transportation at East End Prep School is provided to any scholar enrolled at the school. It is our goal to assist families in transporting students to and from school on a daily basis as long as scholars and families follow all rules and guidelines for transport. Bus transportation is a privilege and not a right. This privilege can be revoked at any time if bus procedures, rules, and guidelines are not followed. Expectations for East End Prep bus transportation:

- Arrive 10 minutes prior to your pick-up time in the morning.
- Arrive 10 minutes early to your scholar(s) afternoon stop and wait for at least ten minutes past your scholar's scheduled drop-off time before calling the school.
- If your scholar usually rides the bus and you wish to pick them up one day instead, write a note and send it with your scholar. In case of an emergency change, call the school before 2:00 to notify us.
- Scholars will remain in their assigned seats at all times. Assigned seats assist by identifying who is and who is not utilizing transportation on a regular basis and helping to keep the orderly structure necessary to maintain good behavior and a safe atmosphere on the bus.

- Scholars will keep hands, feet, and all other objects inside the bus at all times.
- Scholars are not allowed to eat or drink anything on the bus except for bottled water.
- Scholars will talk quietly to those around them unless otherwise directed by the bus driver or other East End Prep staff.
- The transportation service is an extension of the school day and the same discipline rules apply.
- Scholars must follow all additional bus rules and regulations. Misbehavior on the bus will not be tolerated. Verbal or physical abuse of other scholars or the driver will result in bus privileges being revoked.
- Scholars will respond to instructions given to them by the driver the first time asked, and act accordingly.
- Conduct referrals will be written for students who choose to ignore instructions and/or rules.
- Scholars who do not utilize transportation WILL NOT be allowed to ride home with a friend. Scholars WILL NOT be allowed to switch buses to ride home with a friend.
- Parent/Guardian or other designated adult must meet the bus both in the morning and afternoon. Scholars will only be released to authorized adults as designated on their clearance form.
- If a parent/guardian is not at the designated stop, the scholar will be transported back to the school.
- If a parent/guardian or other designated adult repeatedly fails to meet the bus at their assigned time, their scholar will lose transportation privileges.
- Scholars will not be released to individuals that have been drinking or on drugs.
- If a bus is unable to run its route due to mechanical problems, the school staff will do its best to notify parents/guardians as quickly as possible.
- If a bus is unable to run its route it is the parents/guardians responsibility to provide transportation to and from school for their student(s). An example of this would be if a road is closed because of a fallen power line, fallen tree, or other. This type of situation should be a rare occurrence.
- Parents/guardians are responsible for scholars any time they are off of the physical school bus. Parents are encouraged to assist in keeping the bus stop an orderly and safe place for both pick up and drop off.

Violation of any of the above bus rules may result in the scholar's transportation privileges being revoked.

STUDENT HANDBOOK APPENDIX D – ADMINISTRATION OF MEDICINE

Exhibit 1
BP #5142

1036600

Metropolitan Nashville Public Schools REQUEST FOR: ASSISTED SELF-ADMINISTRATION OF MEDICATIONS PRESCRIPTION and NON-PRESCRIPTION MEDICATIONS

Requests for a student to administer his/her own medication during school hours requires that this statement be filed with the school principal. Please respond to every item on this form.* If non-prescription, parent fills out health care provider part.

School _____	School Hours _____	Teacher _____
STUDENT INFORMATION		
Student Name _____	Date of Birth ____/____/____	
Last First Middle		
Address _____	Phone _____	
Diagnosis _____		

HEALTH CARE PROVIDER STATEMENT

The health care provider may be a medical doctor (M.D.), physician assistant (P.A.) or a registered nurse practitioner/clinician (RN CS).

To be completed by the health care provider. (If non-prescription medication, parent must fill out.)

Name of Drug / Purpose of Drug _____

Date to Start _____ through _____

Dosage and Times at School _____

Does this medication absolutely need to be administered during school hours?

_____ yes _____ no If yes, explain _____

Special instructions for Storage and Handling _____

Possible side Effects _____

Health Care Provider Name _____ Phone _____

Address _____

Health Care Provider Signature _____ Date _____
(for prescription medications)

STUDENT AND PARENT STATEMENTS

I take full responsibility for taking my own medication during school hours as prescribed by my health care provider. Medicine bottles will have the proper pharmacy label. If non-prescription medication, it must be in original container.

Student Signature _____ Date _____

I give consent for my child (name) _____ to take his/her own medication during the school day assisted by school personnel as necessary.

I, agree that Metropolitan Nashville Public School System (MNPS), its employees and agents shall not be held liable for any injury resulting from my student's possession and self-administration of the above described medication while on school property or at a school related event. I shall indemnify and hold harmless MNPS, its employees and agents against claims against the possession and self-administration of the above described medication by my student. *My child is competent to self-administer the medication with assistance.* _____ yes _____ no
(Check one)

Parent/Guardian Signature _____ Date _____

Phone Number (in case of emergency) _____

FYI-SH Aug. 2005

Form 68

*Only totally completed forms will be honored

MNPS Revised 7-2006/nsa

STUDENT HANDBOOK APPENDIX E – ANNUAL FERPA NOTICE

East End Prep complies with all policies of The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

4. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. To view your child's records, please contact our Office Manager at 615-630-7470 to set up a time.
5. Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student can appeal the decision to the East End Prep board of education. After the appeal, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. For issues or errors in your child's records, please contact our Office Manager and/or our School Leader at 615-630-7470.
6. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools, including East End Prep, to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - a. School officials with legitimate educational interest;
 - b. Other schools to which a student is transferring;
 - c. Specified officials for audit or evaluation purposes;
 - d. Appropriate parties in connection with financial aid to a student;
 - e. Organizations conducting certain studies for or on behalf of the school;
 - f. Accrediting organizations;
 - g. To comply with a judicial order or lawfully issued subpoena;
 - h. Appropriate officials in cases of health and safety emergencies; and
 - i. State and local authorities, within a juvenile justice system, pursuant to specific State law.

We may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, East End Prep will notify parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. We will notify parents and eligible students annually of their rights under FERPA. This letter is the yearly notification of your FERPA rights.

2014-2015 PARENT/GUARDIAN CONSENT FORM

I, the undersigned, have read, understand, and agree to all of the policies and expectations included in this Family Handbook. I fully commit myself as an East End Prep Parent/Guardian to do whatever it takes to support and encourage my scholar's academic excellence and character development. I understand that in accordance with TCA 49-6-7004, if I do not uphold the requirements stated in this handbook, that my scholar and I will be held responsible to the policies listed in this document. In signing this contract, I agree to maintain the policies for involvement with my scholar's education to the extent required by this Family Compact.

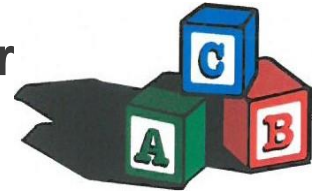
Parent/Guardian Signature: _____

Attachment 5: Pledged Support from Prospective Partners (refers to Community Involvement and Parent Engagement)

K.I.D.'S. University Childcare Center

Kindling Intellectual Development for Success!

1200 Dickerson Pike Nashville, TN 37207 615-227-9700



March 16, 2015

Mr. Jim Leckrone
Martha O'Bryan Center
711 South Seventh Street
Nashville, Tennessee 37206

Dear Mr. Leckrone,

On behalf of **K.I.D.'S. University Child Care Center**, I am pleased to support East End Preparatory's application to extend services to encompass grades K-8. We have witnessed East End Preparatory's success in creating a learning environment of scholarships and success at the elementary school level, for students of all socio-economic backgrounds. We have seen many of our students move on to East End Preparatory and succeed with academic excellence, character, and intellect. Extending this work through 8th grade would give the community the opportunity to build an even deeper and more purposeful partnership with East End Preparatory faculty. Further, it will better prepare all East End preparatory students for multiple pathways to high school, college, and career.

Similar to East End Preparatory, the mission of **K.I.D.'S. University** is to kindle intellectual development for success by supporting youth and education, as a means to support individual and community success. This year makes 10 years that we have provided early childhood education along with before and aftercare services in this community. Indeed, at **K.I.D.'S. University**, we believe that youth should be afforded continued opportunities for success! East End Preparatory has been a dedicated partner in this work, as we share a collective vision for young people in Nashville.

We look forward to continuing our longstanding partnership with East End Preparatory and are eager to support 6th, 7th, and 8th grade students in years to come. Without hesitancy, we support this application.

Sincerely,

K.I.D.'S. University Management & Staff



Mr. Jim Leckrone
Martha O'Bryan Center
711 South Seventh Street
Nashville, Tennessee 37206

March 24, 2015

Dear Mr. Leckrone,

On behalf of the Vanderbilt School-Based program, I am pleased to support East End Preparatory's application to extend services to encompass grades K-8. We have witnessed East End Preparatory's success in creating a learning environment of scholarships and success at the elementary school level, for students of all socio-economic backgrounds. East End Preparatory staff works diligently to foster academic excellence, character, and intellect in scholars.

Extending this work through 8th grade would give us the opportunity to build an even deeper and more purposeful partnership with East End Preparatory faculty and better prepare all East End preparatory students for multiple pathways to high school, college, and career.

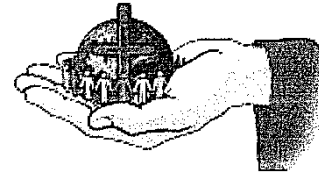
Like East End Preparatory, Our mission at Vanderbilt is to support youth and education, as a means to support individual and community success. For the past 3 years, we have operated a school-based clinic to help support the social emotional needs of the students to help promote academic success. Indeed, at Vanderbilt, we believe East End Preparatory has been a dedicated partner in this work, as we share a collective vision for young people in Nashville.

We look forward to continuing our longstanding partnership with East End Preparatory and are eager to support 6th, 7th, and 8th grade students in years to come. Without hesitancy, we support this application.

Sincerely,

Tracy Glascoe LCSW
Vanderbilt Psychiatry
Coordinator School-Based Program

FAMILY AFFAIR MINISTRIES, INC.
Restoring Families...Rebuilding Communities
Through God's Hand Extended



Pastors Dair and Glenda Sutton
Chief Executive Officers & Founders

Dear Mr. Leckrone,

March 18, 2015

On behalf of Family Affair Ministries, I am pleased to support East End Preparatory's application to extend services to encompass grades 1-8. We have witnessed East End Preparatory's success in creating a learning environment of success at the elementary school level, for students of all socio-economic backgrounds. East End Preparatory staff works diligently to foster academic excellence, character, and intellect in scholars. Extending this work through 8th grade would give us the opportunity to build an even deeper and more purposeful partnership with East End Preparatory faculty and better prepare all East End preparatory students for multiple pathways to high school, college, and career.

Our mission at Family Affair Ministries, Inc. is Restoring Families...Rebuilding Communities...Through God's Hand Extended. Like East End Preparatory our goal is to support youth and education, as a means to support individual and community success. For two years, we have provided After School Enrichment, Summer Camp and Out of School time activities for children and families who attend East End Preparatory. East End Preparatory has been a dedicated partner in this work, as we share a collective vision for young people in East Nashville.

We look forward to continuing our longstanding partnership with East End Preparatory and are eager to support 6th, 7th, and 8th grade students in years to come. Without hesitancy, we support this application.

Sincerely,

Pastor Glenda Gleaves Sutton

Attachment 6: Letters of Support (refers to Community Involvement and Parent Engagement)

Family and Community Petition

The East End Preparatory expansion to a K-8 school has been largely inspired and spurred by our families, who have witnessed their children's success in their first four years at East End Preparatory. Families and community members have signed a petition in support of our expansion, garnering **475** total signatures. Due to space limitations, the full petition and signatures are not included but are available upon request. Below is the petition letter along with comments from East End Preparatory families.

Alan Coverstone, Executive Officer, Office of Innovation
Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville TN 37204

Dear Mr. Coverstone:

We, the undersigned parents, fully support East End Preparatory's application to expand services from elementary to elementary and middle school (K-8). At East End Preparatory, we know from experience that our children are met with positivity and possibility each day they walk through the doors—opportunities to learn, to succeed, to explore their talents, gain confidence, and engage with each other. More than just a school, East End Preparatory is a community, one in which the school leader, Mr. Leckrone, and his staff welcomes each and every family to join them in providing the best education possible for our children. Staff are skillful and intentional and Mr. Leckrone has successfully led East End Preparatory through its first three years of operation, with outstanding results, proving all children can and will succeed given the right environment and premier classroom instruction.

East End Preparatory promotes a culture where accountability and kindness walk hand in hand. By adding grades 6-8, East End Preparatory will be able to extend this culture through the middle school years, allowing our students to successfully transition to high school and college opportunities. We ask that you mindfully consider this request to help our children continue to excel, to help the children who will walk in their path as future scholars, and to provide more opportunity for Nashville parents and their families. This petition reflects our support among the families and scholars of East End Preparatory.

"East End Prep is an amazing school and I so want my child to continue her education here through middle school. The staff is unbelievably committed to the success and well-being of each student. Extending their charter through 8th grade will greatly benefit many children who deserve an excellent educational opportunity"

"Mr. Leckrone and his staff have done an amazing job with my child's education along with my active support at home. I appreciate that the school is compassionate about all the children succeeding to hopefully achieve college. I am in full support of East End Prep continuing the education and learning that they are providing and to higher grade levels. I also want my youngest son to start at this amazing school. I encourage family and friends to check out East End Prep! If you want kids to succeed, you start when they are young and this I believe is what East End represents"

"My grandson is attending kindergarten at East End Prep. As a family, we are very grateful for the opportunity he has to receive a college-prep education. Nothing would delight us more than to know he could continue attending East End Prep through his middle school years, building upon the foundation that is being laid in kindergarten. The staff and administration at East End Prep do an excellent job of nurturing and educating their scholars. They work hard to create and maintain an environment where truly each child is valued, encouraged and most of all, loved. They are some of the finest educators I have had the privilege of knowing"

Attachment 7a: Articles of Incorporation (refers to Governance)

3197 04/20 0101 03CHECK 5.00

State of Tennessee



Department of State

I, JOE C. CARR, Secretary of State of the State of
Tennessee, do hereby certify that the annexed is a true and correct
copy of the Charter of Incorporation of

PRESBYTERIAN SETTLEMENT WORK COUNCIL, INC.,
which was recorded in this office on the 22 day of January, 1951,
in Charter Book Volume O-17, Page 159.

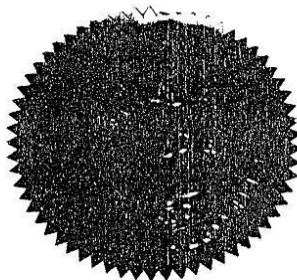
20553

IDENTIF. REFERENCE

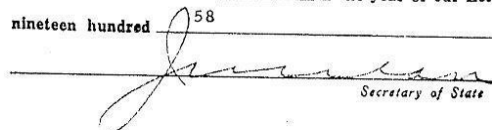
Apr 20 2 49 PM '50

DAVIDSON COUNTY, TN.

RUSH



IN WITNESS WHEREOF, I have hereto affixed my signature
and the Great Seal of the State, at Nashville, this _____ 18
day of _____ July _____ in the year of our Lord
nineteen hundred _____ 58


Secretary of State

STATE OF TENNESSEE

Charter of Incorporation

Be It Known, That Mrs. John L. Weaver, Thos. C. Barr, Mrs. A. T. Jones,
Mrs. Paul Overfield, H. J. Smyth, Dorian E. Clark, W. R. Courtenay, R. W. Ball,
Jos. B. Ledford, Wm. E. Ward, Jr., J. C. Schutt, J. B. Bittinger, Edwin W. Albr
C. T. Baker, Jr., Mrs. I. W. Williams, and Otis L. Graham.
are hereby constituted a body politic and corporate, by the name of and style of _____
PRESBYTERIAN SETTLEMENT WORK COUNCIL, INC.

for the purpose of engaging in and promoting and encouraging settlement, educational,
and home mission work in the City of Nashville, and to engage in the work of a religio
charitable, educational and missionary organization, not for profit, and particularly
to engage in, control, supervise and manage the Settlement and Home Mission work wi
the City of Nashville as heretofore engaged in, conducted or participated in by the
Presbyterian (U.S.) Churches in said City which are, or which may become, members
of this corporation; to unify said Settlement and Home Mission Work of the said Pres-
byterian (U.S.) Churches in the City of Nashville under one management by this
corporation for the more efficient conduct and future expansion thereof, with said
individual Churches as participating members, and to take over the ownership, man-
agement, supervision and control of the said Settlement and Home Mission organization
and their assets conducted and sponsored by said Churches; and to act as Trustee
whenever necessary or advisable in the exercise of the powers of this corporation, or
or in the carrying out of any of the particular or general objects for which this cor-
poration is created.

The general powers of said corporation shall be: (1) To sue and be sued by the corporate name.
(2) To have and use a common seal, which it may alter at pleasure; if no common seal, then the signa-
ture of the name of the corporation, by any duly authorized officer, shall be legal and binding. (3)
Any corporation chartered under the laws of Tennessee for religious, charitable, educational, mission-
ary, or other eleemosynary purposes, and not for profit, shall have the power to receive property, real,
personal or mixed, by purchase, gift, devise, or bequest, sell the same and apply the proceeds toward
the promotion of the objects for which it is created, or hold any such property and apply the income
and profits towards such objects. (4) Any corporation heretofore chartered for any of the foregoing
purposes, desiring to avail itself of these powers, shall submit the question to its directors or trustees
at any regular meeting, or special meeting, called for the purpose, or to any regular or special meeting
of its executive committee, and if a majority of said directors, trustees, or executive committee vote
in favor of applying for the amendment, it may then proceed in usual course to file an amendment to its
charter. (5) To establish by-laws, and make all rules and regulations not inconsistent with the laws
and constitution, deemed expedient for the management of corporate affairs. (6) To appoint such
subordinate officers and agents, in addition to a president and secretary, or treasurer, as the business
of the corporation may require. (7) To designate the name of the office, and fix the compensation
of the officer. (8) To borrow money to be used in payment of property bought by it, and for erect-
ing buildings, making improvements, and for other purposes germane to the objects of its creation,
and secure the repayment of the money thus borrowed by mortgage, pledge, or deed of trust, upon
such property, real, personal, or mixed, as may be owned by it; and it may, in like manner, secure by
mortgage, pledge, or deed of trust, any existing indebtedness which it may have lawfully contracted.

The said five or more corporators shall, within a convenient time after the registration of this
charter, elect from their number a president, secretary, and treasurer, or the last two officers may
be combined into one, said officers and the other corporators to constitute the first board of directors.

Any corporation not for profit may increase its directors or trustees to a number not more than one hundred, by due and proper amendment to its by-laws, unless otherwise specifically provided. In all elections each member to be entitled to one vote, either in person or by proxy, and the result to be determined by a majority of the votes cast. Due notice of any election must be given by advertisement in a newspaper, personal notice to the members, or a day stated on the minutes of the board one month preceding the election. The term of officers may be fixed by the by-laws, the said term not, however, to exceed three years. All officers hold office until their successors are duly elected and qualified.

The general welfare of society, not individual profit, is the object for which this charter is granted, and the members are not stockholders in the legal sense of the term, and no dividends or profits shall be divided among the members.

The board of directors shall keep a record of all their proceedings, which shall be at all times subject to the inspection of any member. The corporation may establish branches in any other county in the state.

The members may, at any time, voluntarily dissolve the corporation, by a conveyance of its assets and property to any other corporation holding a charter from the state for purposes not of individual profit, first providing for corporate debts. A violation of any of the provisions of the charter shall subject the corporation to dissolution at the instance of the state.

The charter is subject to modification and amendment; and in case said modification or amendment is not accepted, corporate business is to cease, and the assets and property, after payment of debts, are to be conveyed, as aforesaid, to some other corporation holding a charter for purposes not connected with individual profit. Acquiescence in any modification, thus declared, shall be determined in a meeting of the members especially called for that purpose, and only those voting in favor of the modification shall thereafter compose the corporation.

The means, assets, income, or other property of the corporation shall not be employed, directly or indirectly, for any other purpose whatever than to accomplish the legitimate objects of its creation, and by no implication shall it engage in any kind of trading operation, nor hold any more real estate than is necessary for its legitimate purposes.

Expulsion shall be the only remedy for the nonpayment of dues by the members, and there shall be no individual liability against the members for corporate debts, but the entire corporate property shall be liable for the claims of creditors.

We, the undersigned, the incorporators above mentioned, hereby apply to the State of Tennessee for a charter of incorporation for the purposes declared in the foregoing instrument.

Witness our hands this, the 10 day of January, 1951

Mrs. John L. Weaver

Thos. C. Barr

Mrs. A. T. Jones

Mrs. Paul Overfield, Otis L. Graham

SUBSCRIBING WITNESS:

Otis L. Graham

H. J. Smyth

Dorian E. Clark

W. R. Courtenay

R. W. Ball, Jr.

Jos. B. Ledford

Wm. E. Ward, Jr.

J. G. Schutt

J. B. Bittinger

Edwin W. Albright

C. T. Baker, Jr.

Mrs. I. W. Williams

STATE OF TENNESSEE, COUNTY OF _____

Personally appeared before me _____

(Clerk of the County Court or Notary Public), the within named incorporators, _____

with whom I am personally acquainted, and who acknowledged that they executed the within application for a Charter of Incorporation for the purposes therein contained and expressed.

Witness my hand and official seal at office in _____, Tennessee, this _____ day of _____, 19____.

(Signature of County Court Clerk or Notary Public)

(If Notary Public) My commission expires _____ day of _____, 19____.

(Official Title) _____

(Certificate of Probate for Subscribing Witness if not acknowledged by all of the Incorporators)

(If Notary Public) My commission expires _____ day of _____, 19____.

(Official Title) _____

(Certificate of Probate for Subscribing Witness if not acknowledged by all of the Incorporators)

STATE OF TENNESSEE, COUNTY OF Davidson

Personally appeared before me Mrs. W. B. Shofner, Notary Public
of said County, the within named Otis L. Graham
the subscribing witness and incorporator, with whom I am personally acquainted, and who acknowl-
edged that he executed the within application for a Charter of Incorporation for the purposes therein
contained and expressed; and the said Otis L. Graham, subscribing
witness to the signatures subscribed to the within application, being first duly sworn, deposed and said
that he is personally acquainted with the within named incorporators, Mrs. Jno. L. Weaver, Thos.
C. Barr, Mrs. A. T. Jones, Mrs. Paul Overfield, H. J. Smyth, Dorian E. Clark,
W. R. Courtenay, R. W. Ball, Jr., Jos. B. Ledford, Wm. E. Ward, Jr., J. C. Schutt
Edwin W. Albright, C. T. Baker, Jr., and Mrs. I. W. Williams and J. B. Bittinger

and they did in his presence acknowledge that they executed the within application for a Charter of
Incorporation for the purposes therein contained and expressed.

Witness my hand and official seal at office in Nashville, Tennessee, this 10
day of January, 19 51.

Mrs. W. B. Shofner
(Signature of County Court-Clerk
or Notary Public)

(If Notary Public) My commission expires 12 day of July, 19 52.

(Official Title) _____

I, James H. Cummings, Secretary of State, do certify that this
Charter, with certificate attached, the foregoing of which is a true copy, was this
day registered and certified to by me.

This the 22nd day of January 1951

JAMES H. CUMMINGS, Secretary of
State

Attachment 7b: Proof of Non-Profit and Tax Exempt Status (refers to Governance)

Internal Revenue Service
Director, Exempt Organizations
Rulings and Agreements

Department of the Treasury
P.O. Box 2508
Cincinnati, Ohio 45201

Date: FEB 20 2007

Martha O'Bryan Center Inc
711 S 7th St
Nashville, TN 37206-3895

Federal Identification Number:

62-0477728

Person to Contact – ID#:

Sirijun Mayi - #31-07372

Contact Telephone Numbers:

877-829-5500 Phone

Dear Applicant:

This letter is to confirm that our records indicate that you are exempt under section 501(c)(3) of the Code as an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

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.

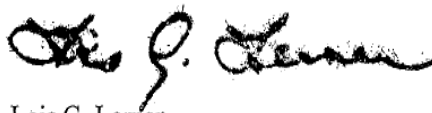
You are required to file a Form 990, Return of Organization Exempt from Income Tax, only if your gross receipts are normally more than \$25,000.

Please let us know about any future changes in the character, purposes, method of operation, name or address of your organization. This is a requirement for retaining your exempt status.

Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

If you have general questions about exempt organizations, please call our toll free number shown in the heading.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

**BYLAWS
OF
EAST END PREPARATORY**

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EAST END PREPARATORY

BYLAWS

ARTICLE I STRUCTURE

Section 1.1 Structure. East End Preparatory, (the “School”) is an educational program of the nonprofit corporation, Martha O’Bryan Center, Inc. (“Corporation”), organized under the laws of the State of Tennessee, which does not have members within the meaning of the Tennessee Nonprofit Corporation Act, TCA TITLE 48, CHAPTER 51, § 101 (the “Act”). The Articles of Incorporation of the Corporation (as amended from time to time, the “Articles of Incorporation”) were filed in the office of the Secretary of State of the State of Tennessee on January 22nd, 1951.

Section 1.2. Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the “Code”), including, but without limitation thereon: (a) to implement and operate educational programs, including one or more public charter or contract schools in the State of Tennessee; (b) to exercise all rights and powers conferred by the laws of the State of Tennessee upon non-profit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest and

reinvest the principal and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Tennessee.

ARTICLE II OFFICES

Section 2.1. Principal Place of Business. The principal place of business and mailing address of the Corporation shall be located at 711 South 7th Street; Nashville, TN 37206. The Corporation may have such other offices, either within or without the State of Tennessee, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Tennessee a registered office and a registered agent whose office is the Corporation's registered office, as required by the Act. The registered office may but need not be identical with the principal office of the Corporation in the State of Tennessee, and the address of the registered office may be changed from time to time by the Board of Directors in accordance with applicable law.

ARTICLE III BOARD OF DIRECTORS and SCHOOL BOARD MEMBERS

Section 3.1. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Directors, except those including here the Board assigns to its designee, East End Prep School Board, for the purposes of implementation of charter school, East End Preparatory School. All corporation powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 3.2. Number. The number of Members constituting the initial School Board is nine (9). Thereafter the number of Members may be increased or decreased from time to time by resolution of the School Board, provided that no decrease in the number of Members shall have the effect of shortening the term of any incumbent Member and provided further that the number of Members with voting rights shall never be less than six (6). As an extension of the Martha O'Bryan Center, the School Board shall have no fewer than three members who are currently serving or recently served on the Martha O'Bryan Center Board of Directors including the Corporation's Chief Executive Officer. In addition to the minimum number of Members with voting rights, the School Board shall include at least one (1) parent representative of the school community who shall be a member of the School Board and attend Board meetings, having full voting rights on the Board.

Section 3.3. Election and Term of Office. The founding Directors shall serve through initial school start up, until the second year of operation. Thereafter, Directors shall be elected by a majority vote of the Directors then in office. Directors shall hold office for terms of three years and until their successors are elected and qualified, or until their earlier death, resignation or removal. In an effort to allow broad representation, school parent/family representatives shall serve a one (1) year term and will be eligible for subsequent or consecutive election to the Board as full members.

Section 3.4. Removal. Any or all of the Members may be removed with or without cause by a majority vote of the entire Board at any special meeting of the School Board called for that purpose.

Section 3.5. Resignation. Any Member may resign at any time by delivering written notice of his or her resignation to the Secretary or President of the School Board. Such resignation shall become effective upon receipt thereof by the Secretary or President but the acceptance of such resignation shall not be necessary to make it effective.

Section 3.6. Vacancies. Any newly created expansion and any vacancies of the School Board, arising at any time and from any cause, may be filled at any meeting of the Board attended by a majority of the Members.. However, if the number of Members is less than a quorum, the vacancies shall be filled by (a) the affirmative vote of a majority of the Members then in office at a meeting held pursuant to notice or waiver of notice complying with Section 3.8 or (b) a sole remaining Director. A Member so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 3.7. Meetings. The Corporation and its Board of Directors,, including school board members are subject to Tennessee's open meeting laws, TCA TITLE 8, CHAPTER 44, § 102 et seq., and all meetings of the Board of Directors and all school board meetings shall be held at the time and place provided in the notice prepared in compliance with the open meeting laws. The annual meeting of the School Board shall be held in the month of July in each year, at a date, time and place fixed by the Board, for the election of officers and members and for the transaction of such business as may properly come before the meeting. Regular meetings of the Members may be held at such time and place as shall from time to time be determined by the School Board. Special meetings may be called at any time by the President or any two (2) Directors. A majority of the Members present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of an adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

Section 3.8. Notice of Meetings. In addition to the notice requirements pursuant to Tennessee's open meeting laws, notice of the time and place of each regular, special or annual meeting of the School Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director by first-class mail, at least three (3) days before the meeting is held, or personal delivery, facsimile, electronic mail, at least 48 hours before the day of which the meeting is to be held. Notice of a meeting need not be given to any Member who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her.

Section 3.9. Quorum and Voting. Except as otherwise provided by law, a majority of the entire Board, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise proved by law or these Bylaws, the vote of a majority of the Board Members present at the time of a vote, if a quorum is present, as such time shall be the act of the Board.

Section 3.10. Action by the Board. To the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the School Board or committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time, provided such meeting and notice thereof comply with the open meeting laws. Participation in a meeting by such means shall constitute presence in person at the meeting.

Section 3.11. Committees. The School Board, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other standing committees, each consisting of two (2) or more Members. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the

committee. The President shall appoint the chairperson of each committee. To the extent permitted by law, any one or more members of such committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with Tennessee's open meetings laws. Participation in a meeting by such means shall constitute presence in person at the meeting. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the corporate records. Such committees shall have all the powers delegated by the School Board except that no committee shall have the power (a) to fill the vacancies on the Board or in any committee which has the authority of the Board; (b) to amend or repeal the Bylaws or adopt new Bylaws; (c) to amend or repeal any resolution of the School Board which by its express terms is not so amendable; (d) to appoint committees of the Board or the members thereof; (e) to expend corporate funds to support a board member nominee after there are more people nominated for membership than can be elected; (f) to approve of any conflict of interest transaction as defined under Chapter 58 of the Act; (g) or to exercise other powers specifically denied the committee by resolution of the School Board or by law. Each committee and each member of each committee shall serve at the pleasure of the full Board.

Section 3.12. Compensation. Persons serving as board members or members of a committee shall not receive any salary or compensation for their services as such; provided, however, that School Board members or committee members shall be entitled to reimbursement for reasonable expenses incurred by them in carrying out their duties.

ARTICLE IV OFFICERS OF SCHOOL BOARD

Section 4.1. Number. The officers of the School shall be a President, Vice President/Secretary and Treasurer, and such other officers, if any, as the Board of Directors may from time to time appoint. Any two (2) or more offices may be held by the same person, except neither the Secretary nor the Treasurer may serve concurrently as the President or Chairman of the Board. Further, no individual may act in more than one capacity where action of two or more officers is required.

Section 4.2. Election and Term. All officers shall be elected by the Directors at their annual meeting and shall hold office for the term of one year. Officers may be reelected to serve subsequent one year terms. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3. Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the President or Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any office shall be filled for the unexpired term by a majority vote of the Board.

Section 4.4. Employees and Other Agents. The School Board shall hire the school leader. All other staff will be hired by the school leader with input from Board of Directors.

Section 4.5. President. The school board President shall be the chief executive officer of the "School", shall preside at all School Board meetings, and shall have general charge and supervision of the administration of the affairs and business of the school. He or she shall have the power to sign in the name of the school all contracts authorized either generally or specifically by the School Board, to execute and deliver other documents and instruments. The School Board President will attend two of the Corporation's Board of Director's meetings and be a member of the Corporation's executive committee.

The President shall also have such other powers and perform such other duties as the School Board may from time to time prescribe.

Section 4.6. Vice President. The Vice President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President. The Vice President may have such powers and perform such duties as may be delegated thereunto by the President or prescribed by the School Board, including those of Secretary.

Section 4.7. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the School Board and of any committees of which a secretary shall not have been appointed by the Board in books to be kept for that purpose; serve or cause to be served all notices of the School; be custodian of the records (other than financial); and perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the School Board may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability. All such records shall be housed at the Corporation's legal address.

Section 4.8. Treasurer. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the School, and shall deposit all moneys and other valuable effects of the School in the name and to the credit of the Corporation in such banks or depositories as the School Board may designate. Such accounts are to be separate and isolated from the general Corporate receipts and revenues. The Treasurer shall keep proper books of accounts and other books showing at all times the amount of the funds and other property of the School; books shall be open at all times to the inspection of the Corporation's Board of Directors and school board members. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the School Board at all regular meetings. He or she, in collaboration with the Corporation's Chief Financial Office and COO, shall also present the monthly statements and other financial information to the Finance Committee of the Corporation. Annual financial information, such as the school audit shall also be submitted to both the School's members and the MOBC Finance Committee. He or she shall perform all duties incident to the office of Treasurer, and such other duties as shall from time to time be assigned by the School Board. If required by the school Board, the Treasurer shall give such security for the faithful performance of his or her duties as the Board may require.

ARTICLE V MISCELLANEOUS

Section 5.1. Checks, Notes and Contracts. The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the School. One officer shall sign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in amounts over \$50,000.00.

Section 5.2. Books and Records. The Corporation shall keep: (a) adequate and correct books and records of accounts; and (b) minutes of the proceedings of its School Board.. The minutes, current and past, shall be kept in written form and be subject to review by any Corporation Director or School Board Member upon request.

Section 5.3. Annual Report. The School Board President shall cause an annual report to be sent to the Corporation Directors and School Board Members not later than 180 days after the close of the Corporation's fiscal year. Such report shall contain in appropriate detail the following: (a) all assets and liabilities, as of the end of the fiscal year; (b) the principal changes in assets and liabilities during the fiscal year; (c) the revenue or receipts of the School, both unrestricted and restricted to particular

purposes, for the fiscal year; (d) the expenses or disbursements of the School, for both general and restricted purposes during the fiscal year; and (3) any transaction and/or indemnification involving an interested person that exceeds \$50,000 or a number of transactions that involve the same interest person and in the aggregate exceed \$50,000, including the names of the interested persons involved in such transactions, the person's relationship to the School or Corporation, the nature of such person's interest in the transaction, the amount of such interest, provided, that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

Section 5.4. Right of Inspection. Every Corporation Director and School Member shall have the absolute right at any reasonable time to inspect all books, records and documents of every kind and to inspect the physical properties of the School.

Section 5.5. Amendments. These Bylaws may be amended at any meeting of the School Board by a vote of the majority of the entire school Board members present, except any action that reduces the number of Corporation dual board members or the authority of the Corporation.

ARTICLE VI CONFLICTS OF INTEREST

Section 6.1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or member of the School Board. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 6.2. Definitions.

- (a) Interested Person. Any principal officer, or member of the School Board with Corporation delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family
 - (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that substantial in nature.

Section 6.3. Procedures.

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating

thereto to the School Board President and it is their responsibility to convey this information in electronic written form to the Corporation's Board of Directors and Chief Executive Officer..

- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the School Board ' meeting while the financial interest is discussed and voted upon. The remaining Board Members shall decide if a conflict of interest exists.
- (c) Procedures for Addressing the Conflict of Interest.
 - (1) An interested person may make a presentation at the School Board meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction of arrangement that results in the conflict of interest.
 - (2) The President of the School Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - (3) After exercising due diligence, the School Board of shall determine whether the Corporation/School can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the School Board shall determine by a majority vote of the disinterested Members whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
- (d) Violations of the Conflicts of Interest Policy.
 - (1) If the School Board has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the School Board determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 6.4. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews of all Corporate activities including school activities.

Attachment 7d: East End Preparatory Code of Ethics (refers to Governance)

We at East End Preparatory realize that we are accountable to our community and our colleagues. We act in good faith to uphold these standards and realize that to act in "bad faith" as described in this policy may jeopardize our mission, and ultimately, the academic experience of our scholars. Should this code not adequately answer questions of conduct, an individual may consult their immediate supervisor for clarification.

I. Confidentiality:

Staff members respect the right to privacy of all clients.

- A. The confidentiality of scholars and families will be maintained at all times except in those instances required by law (child abuse or subpoena).
- B. Each family can access scholar records maintained by the school, on an as-needed basis.

II. Ethical and Legal Standards of Behavior:

Staff members' ethical and legal standards of behavior are both a personal and professional matter. They become a professional and/or organizational matter when they interfere with a person's ability to meet his/her professional responsibility, interfere with a client's welfare, or impinge on the overall reputation and effectiveness of East End Preparatory School.

- A. Staff will act within the boundaries of their duties, training, and responsibilities.
- B. Staff members will interact with scholars and families, at school, through home visits (as scheduled), and public places appropriate to the completion of their job duties.
- C. Cell phone numbers of teachers will be supplied to families, to be used professionally.
- D. Staff members will not give to or receive personal favors from families. They will not lend, borrow, or accept money from families.
- E. Exceptions to any of the above must be approved in advance by the School Leader, a signed release must be obtained from the parent(s) or caregiver(s). In the event of an emergency situation which places a staff member in violation of any of the above, the School Leader will be notified as soon as possible concerning the situation and any action taken by the staff which may be in question.

III. Workplace Expectations:

Staff members recognize their personal responsibility for the quality of their work and conduct themselves in such a manner as to support the integrity and reputation of East End Preparatory School.

- A. Staff members will be cognizant of culture and beliefs of families and colleagues at all times, and treat them with respect. Ethnic slurs, religious slurs, racial slurs, sexual slurs, profanities or obscenities are not permitted.
- B. Discussion about colleagues is to be positive in nature. However, should disagreements occur among staff members, they are encouraged to deal with that person directly. Should this not be effective, staff members should consult their direct supervisor or the School Leader.

By my signature below I indicate that I have read and understand this Code of Ethics.

Signed: _____

Dated: _____

Attachment 7e: Conflict of Interest Policy (refers to Governance)

East End Preparatory's Conflict of Interest Policy is detailed fully in Section 6 of our By-Laws.

This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Definitions

Interested Person: Any Director, principal officer, or member of the committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment or family

1. An ownership or investment interest in any entity with which the Corporation or School. has a transaction or arrangement, or
2. A potential ownership or investment interest in any entity or individual with which the Corporation or School is negotiating a transaction or arrangement.

Procedures

Duty to Disclose: In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest

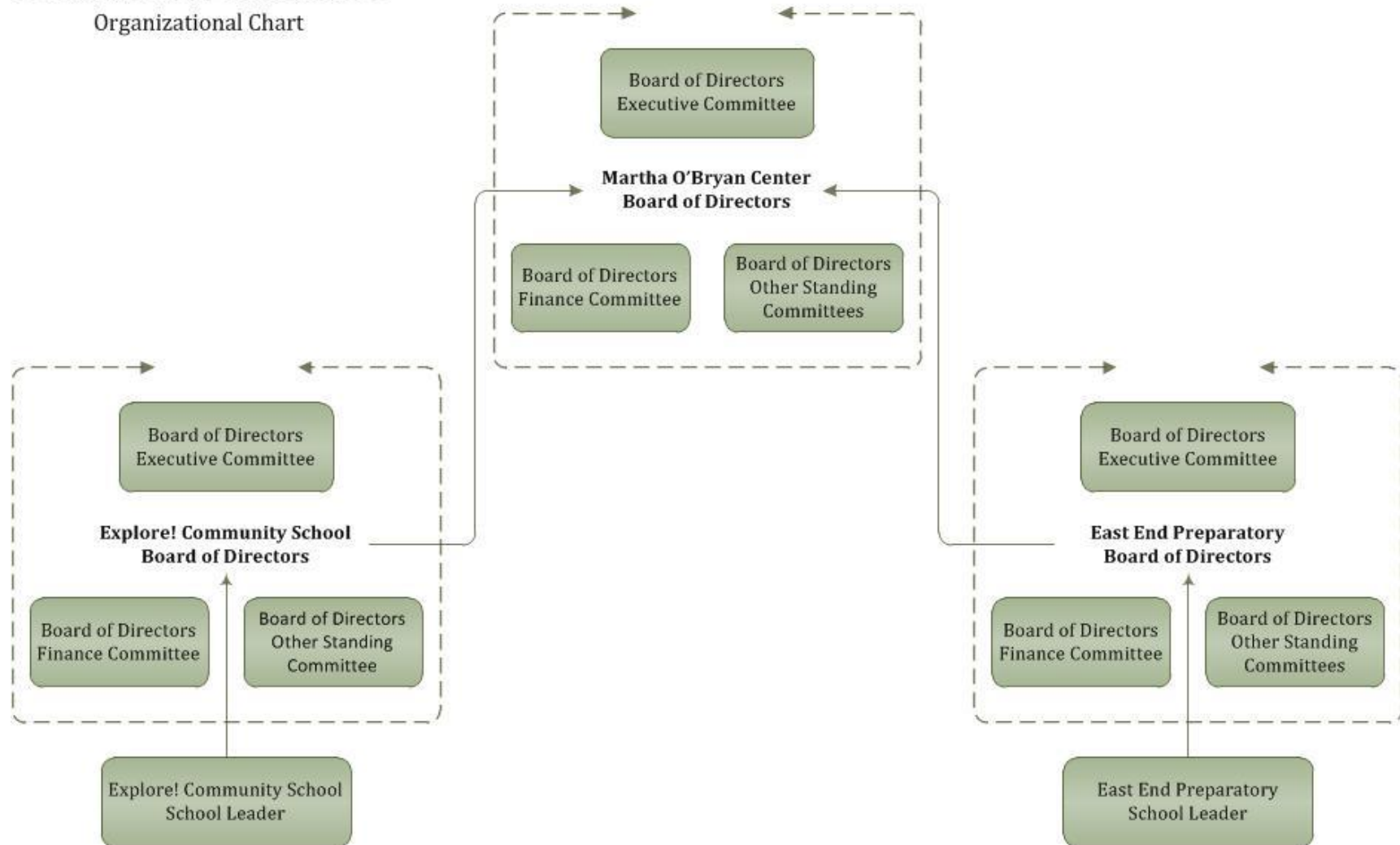
1. An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
2. The President of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction is fair and reasonable to the School and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Violations of the Conflicts of Interest Policy: If the Board of Director has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Periodic Reviews: To ensure that the school operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

Board Governance

Organizational Chart



Attachment 7g: Board Member Resumes (refers to Governance)

East End Preparatory Board Member bios are embedded within our application, in Section Nine: Governance. Key board member resumes (Board Chair, Finance Committee Chair, and Martha O'Bryan Center CEO) are provided below. All Board resumes can be provided upon request.

Mark Bacurin, Board Chair
737 Darden Place
Nashville, TN 37205
615-260-1145
mark@milemarkpartners.com

Work Experience

Milemark Partners, LLC

1/15-Present

- Co-founder of Milemark Partners, LLC, which provides strategic financial management consulting services.
- Engagements range from short-term projects such as budget building, financial projection modeling and business plan creation to longer-term outsourced CFO services.
- Milemark also seeks to invest capital in client companies where there is a good strategic fit.

RevPoint Healthcare Technologies – CFO

5/13-12/14

- Managed all aspects of financial operations including budgeting, AP/AR, payroll and HR
- Prepared and implemented annual budget and multi-year forecasting tools integral to business's turnaround.
- Negotiated early termination of multiple vendor contracts yielding significant profitability improvements.
- Implemented cash management strategies allowing business to self-fund technology platform overhaul.
- Lead company through first independent audit. Completed two audits over a four-month period.
- Negotiated extension/expansion of line of credit with senior lender and subordinated debt holders.
- Quarterbacked project to recapitalize the business including interviewing/hiring bankers, creating marketing deck, meeting with potential investors, and coordinating/producing responses to due diligence requests, which culminated in successful sale of business to Availity.

Carilliam Capital – Founding Partner/Senior Equity Analyst

4/11-12/12

- Founding partner and investor in long/short equity hedge fund based in Brentwood, TN (peak AUM \$100M).
- Assisted in most areas of business start up including systems/vendor procurement & investor recruitment.
- Originated equity ideas from global universe of roughly 4,000 companies.
- Performed fundamental analysis on portfolio companies including earnings projections & valuation analysis.
- Recommended target-position sizing and buy/sell limits on my core names.
- Collaborated with partner/PM on overall portfolio structure and risk-management strategies.

Grace Hill Capital – Senior Equity Analyst

5/10-1/11

- Originated equity ideas and recommended target position size and buy/sell limits.
- Performed fundamental analysis on portfolio companies including earnings projections & valuation analysis.

Independent Consultant**1/09-5/10**

- **eMarker** – Authored start-up business plan. Advised/assisted with fundraising strategy including angel investor introductions that culminated in \$1.2MM angel round investment December 2009.
- **Swingpal** – Advised on start-up business plan and fundraising strategy. Advised/assisted with fundraising including investor introductions resulting in ~\$2.3MM of cumulative capital invested across several rounds.

Robert W. Baird & Co. – Senior Equity Analyst**5/00-1/09**

- Performed detailed fundamental equity analysis on 50+ companies with market caps from <\$500M to \$100B+ across numerous industries including telecom, media, marketing services, customer care, and consulting.
- Continuously met/interviewed senior executives, competitors, vendors as part of analysis process.
- Actively marketed favorite equity ideas to large asset management institutions in the U.S. and Europe.
- Awarded #1 ranking 2004 & 2005 in *Wall Street Journal's* “Best on the Street” Analyst Survey.

J.C. Bradford & Co. – Senior Equity Analyst/Investment Limited Partner**5/94-5/00**

- Assisted Senior Analyst with coverage of payment processing & telecommunications industries (1994-1996).
- Promoted to Senior Analyst in 1997 with responsibility for telecommunications services industry.
- Performed fundamental equity analysis including detailed financial forecasting and valuation analysis.

Board Experience

- **Martha O'Bryan Center – Finance Committee** **2009-Present**
- **East End Preparatory – Finance Chair/Board Chairman** **2010-Present**
- **St. Paul Christian Academy – Board Member/Finance Chair** **2010-Present**
- **eMarker, LLC – Technology platform for electronic processing of casino credit** **2010-Present**
- **Swingpal.com – Portal connecting golfers to instructors for web-based lessons** **2011-Present**

Education**Bentley University****9/90-05/94**

- Bachelor of Science, *summa cum laude*, Finance. Minor - Computer Services

Charter Financial Analyst Program**5/96-5/98**

- Awarded Chartered Financial Analyst designation - Sept 1998 (inactive)

Skills

- Strategy, Problem Solving, Financial Statement Analysis, Managerial Accounting, Budgeting, Forecasting, Capital Raising, Contract Negotiations, Technical/Creative Writing, Business Development/Sales
- Proficient in Excel, Word, PowerPoint, Bloomberg, Thomson Reuters/StarMine.

References

- Available upon request

Marsha A. Edwards, Founding Board Member
8133 Maryland Lane
Brentwood, TN 37027
(615) 309-0987
Cell: (615) 594-0677

SUMMARY

Through 14 years of service as President/CEO, Ms. Edwards has worked tirelessly to improve community conditions in a community showing multiple signs of distress caused by the lack of education and economic hardship. In response to the assessed needs, Ms. Edwards has led the charge to deepen the Center programming by striking directly at the bottom line causes of poverty: lack of education; lack of educational choices, isolation, and the lack of a community of support of one's dreams. By directing the development of programs that address these underlying issues, she has demonstrated the efficacy of her approach with strong statistical evidence, as well as, documented personal testimony of clients. A tenacious fundraiser, Ms. Edwards continues to seek out the best means of addressing challenges and demonstrates a unique combination of talents to forge collaborations which increase not only the success of individuals but which promises the possibility of broad community change.

Martha O'Bryan Center	Nashville, TN
President/CEO	June 2002-Present
Leads the premier social services organization in Nashville serving over 9000 people. Manages all aspects of this rapid growth organization and sets the vision for strategic planning and fund development.	

Vice-President of Development	2001-2002
Directed the development and marketing department. Responsible for all private fundraising and financial planning.	

Moonlight Baking Company	Charlotte, NC
President and Owner	1998-2000
Created and directed a successful contract catering business; market research combined with exceptional customer service and product resulted in explosive growth and profitability; directed broad company vision and day-to-day operations.	

NETperformance, Inc.	Charlotte, NC
President and Owner	1989-2001
Created this sports representation and education company; responsible for athlete representation and print and mail marketing; manage all day-to-day business and personnel matters.	

Sports Endeavor, Inc.	Durham, NC
d/b/a/ Eurosport	1986-1989
Chief Financial Officer	
Directed the financial aspect of this start-up; supervised all legal, contractual and copy right issues; responsible for all day-to-day financial matters including personnel, projections, and statistical analysis.	

Law Offices of Bill Faison	Durham, NC
Research Attorney	1985
Research attorney for highly regarded North Carolina civil litigation firm.	

Law Offices of	Springfield, IL
Billington & Billington	
Litigation Attorney	1981-1984

Litigation attorney in civil general practice firm with a concentration in business and school law; represented a large indigent criminal caseload; wrote briefs and argued appeals in Illinois Appellate Courts; directed the Illinois State Bar's Law Related Education Program for High Schools.

EDUCATION

Warren Wilson College
Bachelor of Arts 1978

Asheville, NC

University of Dayton School of Law
Doctorate of Jurisprudence 1981

Dayton, OH

SPEAKING ENGAGEMENTS

Keynote Speaker at First Ladies for Healthy Babies – April 2012
Family Reunion Conference – 2010 Infant Mortality and Poverty
Poverty in Nashville – 2010 Young Leaders Association
Women in Leadership – Center for Moral Leadership, Vanderbilt University 2010
Tennessee Health Disparities Conference 2008

Non-Profit

Advisor to Mrs. Haslam, First Lady of Tennessee—early learning and parenting issues
East End Preparatory School Board – Member

Community

Mayor's Task Force: Nashville Master Plan for Children and Youth Service
Leadership Nashville – Class of 2009
TN Infant Mortality Reduction Initiative
Mayor's NAZA Operating Board
Nashville Chamber of Commerce – CEO Champions Committee
Mayor's Project for Student Success – Member
Alignment Nashville – Middle School Co-chair
F.A.C.E.S. of Learning – Steering Committee member
CABLE – Businesswomen member organization
Westminster School of Nashville PTO
Mecklenburg Learning Disabilities Association
Founder– Mecklenburg County Schools Penny Harvest
President-Parent Teacher Organization, Countryside Montessori School
Board of Directors-Montessori Children's House of Durham
Treasurer of Board-Montessori Children's House of Durham
Capital Campaign for Durham, NC Domestic Violence Shelter
Volunteer for Sojourn House – Domestic Violence Shelter
Volunteer Big Brother/Big Sister - partnered abused children

Jennifer Ray Morrison, Finance Committee Chair
411 Luna Court
Franklin, Tennessee 37064
615.305.5544
[**jmorrison266@msn.com**](mailto:jmorrison266@msn.com)

PROFESSIONAL EXPERIENCE

Deloitte Tax LLP

[February 2008 – March 2014]

Director (2013-2014), Senior Manager (2008-2012), Multistate Tax Practice, National Office

- Drove the development and execution of strategy at a national level for the Multistate Tax service line and reported directly to the Managing Partner in charge of Multistate Tax.
- Served as Multistate Tax National Talent Leader and member of the Multistate Tax leadership team.
- Developed metrics and analyzed data regarding talent, financial metrics and profitability and developed strategies to address opportunities and weaknesses.
- Developed and executed national marketing, sales, communications and client services strategies.
- Led the execution of both internal development conferences and external tax technical symposiums.

ELCOT Golf, Inc.

[January 2003 – November 2005]

Treasurer and Director of Corporate Services, Nashville, Tennessee

- Responsible for the daily operations of a start-up golf management company. Established and led the finance, human resources and risk management functions for both the corporate consulting office and for various wholly-managed private golf facilities.
- Led all finance functions for corporate consulting group and all managed golf retail, service and special event client operations. Average annual revenue corporately and at all properties managed was approximately \$10 million.
- Supervised all HR functions for corporate consulting group and all managed golf retail, service and special event operations for 200 employees. Sourced and managed all employee benefits.
- Responsible for managing risk corporately and for all managed locations. Sourced and maintained insurance programs and managed legal claims against the management company.
- Served as the Assistant Tournament Director for the 2004 and 2005 LPGA Franklin American Mortgage Championship hosted by Amy Grant and Vince Gill.
- Led a team of dedicated staff of 7 and over 1,000 volunteers.
- Responsible for all financial operations and analysis, including budgeting, reporting, sales and invoicing, cash management on-site, and accounting for an operating budget of \$2.5 million.
- Responsible for on-site operations, including security and emergency response, structures, permitting, finance, ticketing, parking, shuttles and traffic control.
- Established a 501(c)(3) model for the tournament and developed staffing and organizational model to support tournament in non-profit environment.

Ernst and Young LLP

[May 2002-December 2002]

Senior Manager, State and Local Tax (SALT), National Office

- Served on a team of business line financial analysts and business operations strategists that reported directly to SALT's Managing Director.
- Advised on integration of former Andersen professionals and offices acquired.
- Collected, analyzed and reported business line financial information.
- Drafted national SALT communications for SALT's Managing Director.
- Participated in the development and design of new tax products, their associated technology platforms, and external marketing strategy.

Arthur Andersen LLP

[October 1999-April 2002]

Manager, State and Local Tax Business Operations, Chicago, Illinois

- Drove the strategic business operations of the State and Local Tax service line (SALT). The SALT service line, with over 1000 tax professionals in 46 U.S. cities, generated revenues of approximately \$200 million annually. Led the national operations team, which included the leaders of Technology, Marketing, Intranet and Knowledge Management.
- Developed metrics, analyzed and reported financial and profitability data for leadership.
- Led the national operations team and U.S. SALT Leadership through the design and implementation of multiple strategic initiatives, including a comprehensive national knowledge management strategy that entailed the reorganization of all existing knowledge capital and the development and launch of a new intranet and various web applications.
- Participated in the development and design of the tax consulting model and the associated technology platform. Use of tax consulting model was eventually mandatory on any SALT engagement with expected net revenues of greater than \$250,000.
- Led the creation of a large scale project management paradigm and associated training for the tax-consulting environment.
- Developed a business planning process and design of technology application to facilitate that process. Managed business planning process for 13 geographical leaders and drafting of national business strategic business, revenue and profitability plans.

Arthur Andersen LLP

[May 1995-September 1999]

Lead Project Manager, National State Tax Analysis and Reduction Team

- Managed several of Andersen SALT's larger corporate restructuring projects for publicly traded companies in various industries, with results as significant as an annual tax reduction of \$30 million and EPS impact of 7 cents per share. Integrated and directed the activities of multiple technical specialties, Andersen offices worldwide, client teams, and third party service providers to provide comprehensive client service.
- Directed the overall and day-to-day technical, business and personnel aspects of engagements.
- Served as the daily communication liaison between Andersen engagement team and primary client lead (US Multistate Tax Director).
- Interfaced at all levels and divisions of the client's organization to identify objectives, requirements, and deliverables.
- Managed, monitored and controlled project work programs and staffing budgets against plan.

PHILANTHROPY

Board Member and Treasurer, Martha O'Bryan Center, Nashville, TN

2003-Present

Chairman of the Board, Martha O'Bryan Center, Nashville, TN

2008-2010

EDUCATION

Juris Doctorate, Baylor University School of Law, 1995

Masters of Taxation, Baylor University Hankamer School of Business, 1995

BA, Political Science, Baylor University, 1992

PROFESSIONAL CERTIFICATIONS

Licensed Attorney (Texas), 1995

Project Management Professional (Project Management Institute), 1999

Attachment 7h: Board Policies, Including Policies on Open Meeting and Open Records (refers to Governance)

East End Preparatory operates under sponsor agency Martha O'Bryan Center's 501(c)3 status, as part of its broader educational outreach mission. Martha O'Bryan Center's Board of Directors has delegated general oversight and support to the founding East End Preparatory Board. East End Preparatory's Board of Directors currently governs the school, ensuring accountability to its academic mission, community outreach, financial viability, and terms of the charter.

The Board structure delegates to the School Leader the day-to-day operations and academic leadership of the school. Policies that impact the charter laws and education statutes are brought by the School Leader or a Board member to the Board for board action.

The Board has one employee, the School Leader. It is the Board's responsibility to support and evaluate the School Leader on an annual basis. This has been and will continue to be the practice of the Board, such work executed in May of each year.

The Board's responsibilities lie primarily with administrative oversight, strategic mission, financial oversight, and resource development and as such, ensure East End Preparatory successfully executes the school's mission, is compliant with all state charter laws and adheres to the school's charter agreement with the authorizer, MNPS. The governance and operational policies of East End Preparatory are designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

Composition and Terms: East End Preparatory School's Board is ten members. Board members serve three-year terms and can be asked to serve multiple terms. In accordance with our focus on parents as founders, the Board has two family representatives from the school community on the Board. Two Board slots are reserved for parent representatives. All parent board members are selected by the School Leader and approved by the entire school board. If new to board service, orientation training is made available to parents in school board leadership by the Martha O'Bryan Center CEO and school board chairperson.

Martha O'Bryan Center's CEO or her designee will serve an unlimited term on the Board. Should there be a vacancy for any reason, members may join the Board filling a short term, by appropriate Board recruitment and approval. Such members are still eligible to serve an additional full three-year term. Parents serve a one-year term with the option at the direction of the Chair to serve a second year. (

East End Preparatory Board will strive to be inclusive, crossing age, race, gender, and socio-economic status. Members are from 30 to 65 years of age. Members will represent a wide range of economic diversity and experience with poverty, immigration, and education.

Meeting and Voting: The Board meets no less than six times each year. A majority vote of those present at a Board Meeting will constitute approval action by the Board. The Board may not act unless a quorum of Directors is present (50% of directors plus 1).

All Board level decisions at East End Preparatory are made only after ensuring thorough, accurate information from school management and open discussion. In the first year of the middle school extension, information will be presented monthly to the board that includes a data dashboard prepared by the School Leader and their administrative and academic leaders, highlighting information important to the academic and organizational health of the school. It is the policy of this Board to review all financial statements, such as a cash flow analysis and statement of revenue and expenses against budget on a monthly basis.

Written Policy: In the event the Board recommends adopting a written policy, the process include four steps: 1) Board level discussion which includes all pertinent information needed from the School Leader, 2) assignment of drafting task (generally the School Leader if it is school policy and a Board member if it is a Board level policy), 3) writing of the first draft; including drafting an impact statement from the parent representation, and 4) presentation to the Board for approval.

Open Meetings and Open Records: The East End Preparatory Board at all times operates in accordance with the Tennessee Open Meetings Law (T.C.A. Sec. 84-44-102). The Board records minutes of all meetings and makes them publicly available, in addition to any other necessary documents, in accordance with any request pursuant to the Tennessee Open Records Act (T.C.A. Sec. 10-7-101).

Board members meet annually with the Director of the Association of Charter Schools to review charter law and Board member requirements. In addition, the Board meets in an annual retreat format to review in depth the performance of the school, to assist with visioning/building strategic plans and assist school leaders with long-term operational planning. As necessary, the Board will secure additional consultants in particular areas of need to assist planning. Pursuant to Tennessee law, at least one Board training certified by the Tennessee Charter School Association, will be held each year.

To aid all Board members, a manual for participation will be developed and distributed to all members, including information on mission, goals, objective, by-laws, committees, policies regarding conflict of interest, and financial statements/audits.

Attachment 8: School Leader Resume & Student Achievement Data (refers to Personnel)

James L. Leckrone
3310 Long Boulevard, Unit B5
Nashville, Tennessee 37203
(615) 496-5077

EXPERIENCE

Founding School Leader, East End Preparatory Charter School **January 2011-Current**

- In East End Prep's inaugural year, 98% of students qualify for Free and Reduced Lunch and are predominantly from the lowest performing cluster in the Metro Nashville District. In this current year, 90% of scholars entered as pre-readers. By the end of the year, 48% of scholars were reading on a first grade level and 35% were reading on a second grade level.
- In East End Prep's second year, Kindergarten scholars scored in the 96th percentile in the country in math and in the 84th percentile in Reading on the Terranova Nationally Normed Assessment.
- At the end of East End Prep's third year, according to the STEP Assessment, 80% of scholars were reading on or above grade level. In Math, on the M.A.P. (Measures of Academic Progress) Assessment, 90% of 1st graders scored proficient or advanced and 84% of 2nd graders scored Proficient or Advanced.

Assistant Principal, Hillsboro Elementary and Middle School **June 2007 to December 2010**

- Manage student behavior and discipline for Kindergarten through 8th grade
- Lead and Implement school wide Positive Behavior Support Program called "HEROES" supported through a partnership with Vanderbilt University.
- Mentor new teachers as well as experienced teachers to maximize their potential as a teacher and member of a collaborative team. Continue to cultivate the growth of each teacher in their quest to become the best they can be.
- Conduct professional development with teachers regarding academic and behavior interventions for high and medium risk students.
- Maintain master school database including scheduling, report cards, and student information.
- Data analysis of test scores and behavior patterns
- Teacher observations and evaluations
- Oversee athletics
- Distributing, storing, and maintaining textbooks
- Health Program Coordinator

Founding Assistant Principal, Independence High School **June 2004 to June 2007**

- Manage student behavior and discipline for 9th grade through 12th grade
- Maintain master school database including scheduling, report cards, transcripts, and student information.
- Worked with a team to develop common assessments for subject areas to track and learning and patterns within teaching strategies
- Data analysis of test scores and behavior patterns
- Teacher observations and evaluations
- Planned and lead Independence's first ever graduation
- Lead and organized 9th grade summer transition program
- Storing and distributing textbooks and maintaining textbook inventory

- Mentor new teachers as well as experienced teachers to maximize their potential as a teacher and member of a team. Continue to cultivate the growth of each teacher in their quest to become the best they can be.
- Organized teacher mentor program

Math Teacher, Algebra I and II, Grasslands Middle School

August 2001 to May 2004

- Voted GMS Teacher of the Year (2003/4)
- Math Department Chair beginning August 2002
- Member of the County Math Task Force committee member
- County Budget Committee school representative
- National Council of Teachers of Mathematics member
- Coordinator of morning detention program
- Math Team Sponsor
- School Scheduling Committee member
- Developed new structure for school wide math program and sequencing of classes
- Implemented Neufeld's learning systems computer tutoring program in 2003, a program which allows students to develop and perform individualized, self-paced programs to improve their knowledge of mathematical concepts, also allowing teachers to monitor their progress. Implementation included researching use in other schools, obtaining approval, program installation, and training teachers.

Math Teacher, Algebra, Geometry, Stats, Cheatham County High

August 1996 – May 2001

- Faculty Advisory Committee member
- Peer Tutoring Program coordinator
- Math Honor Society (Mu Alpha Theta) sponsor
- Junior Civitan Sponsor
- County Textbook Adoption Committee member
- Southern Association of Colleges and Schools (SACS) Committee Member, including lead on data analysis reporting
- Tennessee Education Association, representative to Annual Representative Assembly
- National Council of Teachers of Mathematics member
- Homecoming Parade Coordinator
- Freshman Basketball Head Coach and Varsity assistant coach

EDUCATION

Master of Science in Administration and Supervision
David Lipscomb University

July 2004, GPA N/A

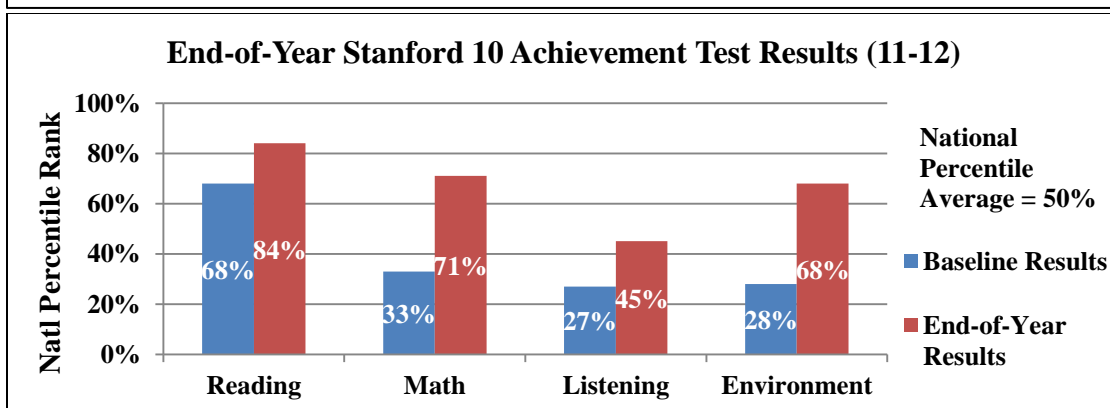
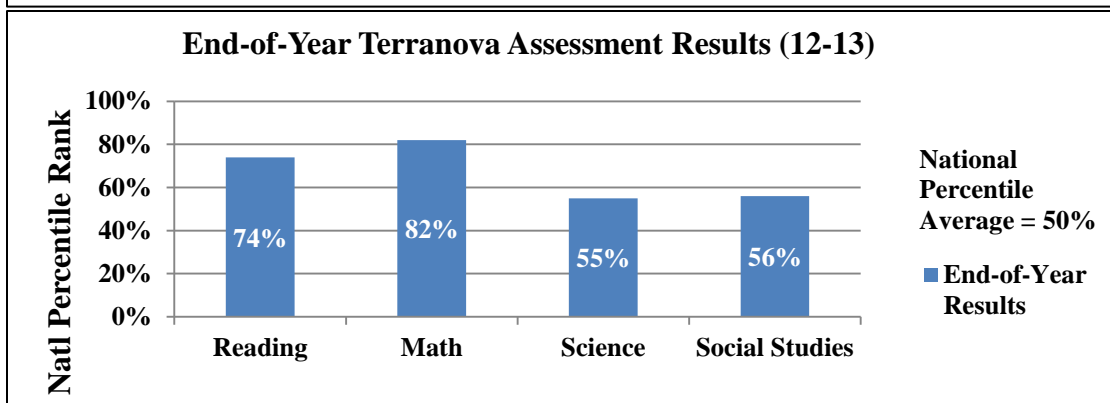
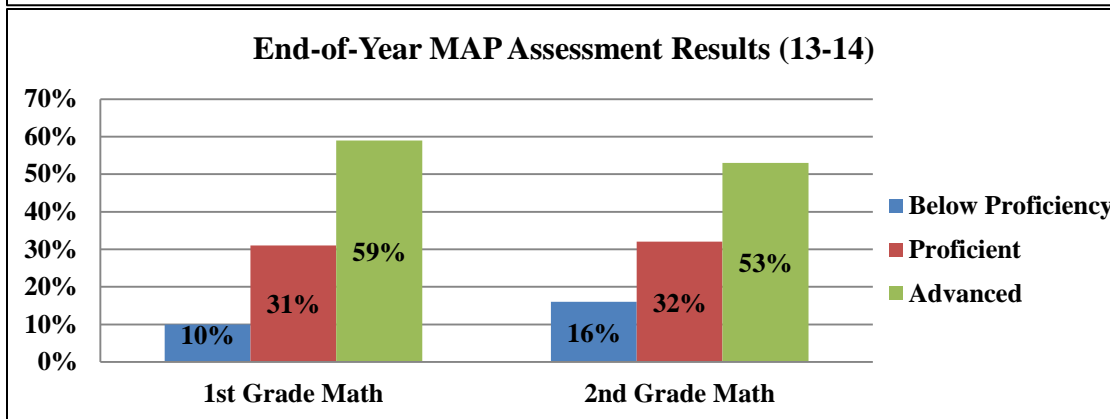
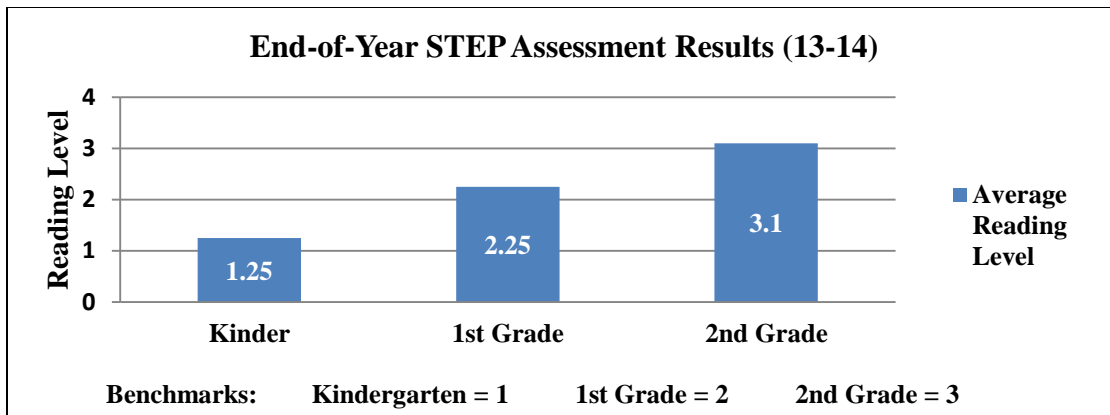
Master of Science in Curriculum and Instruction
Bachelor of Science in Mathematics
University of Tennessee, Knoxville

August 1996, GPA 3.3

August 1995, GPA 3.2

COLLEGIATE ACTIVITIES/HONORS

- Student teacher at Seymour High School and Student observer at South Doyle Middle School, West High School and Northwest Middle School.
- Pi Mu Epsilon Mathematics Honor Society member
- Phi Delta Theta Fraternity - President, Community Services Chairman, Alumni Secretary, and Chapter Awards for Best Pledge and Best Brother.
- Habitat for Humanity, University of Tennessee, Knoxville Campus Chapter Treasurer
- Special Olympics Volunteer Chairman for statewide basketball tournament



Attachment 9: Employee Manual / Personnel Policies (refers to Personnel)

EAST END PREPARATORY SCHOOL 2014-2015 STAFF HANDBOOK

“East End Preparatory prepares students for college degree completion and success in the competitive world beyond through academic excellence and cultivating habits of the mind that promote strength of character and intellect”

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STUDENT POLICIES
MANDATED REPORTER POLICY
OUTSIDE EMPLOYMENT & ACTIVITY POLICY

Nine Core Values and Responsibilities of East End Prep Staff Members	
No Excuses or Shortcuts	Work hard every day to deliver on the urgent promise to provide an outstanding education for all students; own shortcomings and do not seek to blame external forces.
Team & Family	Care about others and treat everyone with respect. Work hard to preserve a sense of family. Have fun with team and celebrate differences. Collaborate and share best practices; pitch in when teammates are struggling.
People Matter	Honor our own personal, family and community commitments and those of others. Contribute to an environment that is exceptionally professional, collegial, stimulating, and supportive.
Excellence is a Habit	Strive to set the standard in everything we do. Relentlessly pursue excellence and do not settle for “so-so” from students or self.
Sweat the Small Stuff	Pay attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything we do.
First Things First	Recognize that the needs of students always come before adults and prioritizes students first.
Whatever It Takes	Are persistent, insistent, and deliberate in our actions; give 100% every day and goes the extra mile to make the difference in the lives of our students.
Many Minds, One Mission	See self as a partner in a national effort to improve the communities in which we live and work; are eager to learn best practices from other high-performing schools.
Everything With Integrity	Value integrity and model it for students; do not merely post and talk about values but allow them to drive actions and words; are humble, honest, and admit mistakes.

PURPOSE

This handbook is for the purpose of acquainting all personnel and other parties with the policies governing employment with East End Preparatory School, a subsidiary of the Martha O’ Bryan Center, referred to as “East End Prep” or “the school” herein. This manual sets out and explains the school’s basic employment policies and supersedes all previous manuals and written or implied policies. The School’s Board of Directors and School Leader may find it necessary to modify, change, update, revoke, replace or even terminate the policies outlined in this manual, and the school reserves the right to make changes at any time at its discretion. This manual contains some of the policies and practices of the school but is not intended to be a statement of all policies and practices. They do not create or constitute a contract of employment or promise of any kind between the school and its employees. No agent or other representative of the School, except the School Leader, has the authority to make promises or statements concerning employment for a specified period of time or contrary to the policies outlined herein. This manual applies to all employees of the school, unless otherwise stated. At all times, the school remains solely responsible for the interpretation of this manual’s provisions and their applications. In applying its policies, procedures and benefits, the school retains the right to make decisions based on School Leadership’s assessment of its needs and consideration of the specific facts and circumstances presented by each situation. If you have any questions, please do not hesitate to contact the School Leader.

EEP TEAM COMPACT (COPIED STRAIGHT FROM FAMILY HANDBOOK)

This compact is signed and agreed to by all members of the East End Prep community. East End Prep is a choice school and requires 100% commitment from our parents and families. By signing the below compact, families are committing to uphold and support the values, standards, and expectations set by East End Prep and contribute in every way possible to the success of the scholars. Together, scholars, teachers, and families will work as one team to maximize the success of each and every scholar. ***These commitments are not only necessary but vital to ensure each scholar will achieve at the highest levels.***

EEP Scholars will...

- Uphold the guidelines and academic expectations of East End Prep School
- Practice character strengths on a daily basis
- Be a good teammate to other scholars, showing excellence every day through my actions and speech
- Speak with kindness and listen with respect
- Be proud of the things that make me unique
- Show respect to my teachers, other East End Prep staff, and other scholars
- Show compassion by helping my classmates when needed

EEP Teachers will...

- Encourage academic excellence and answer questions
- Inspire a love for learning
- Build a positive relationship with every scholar and family in my class
- Model character strengths of East End Prep School
- Collaborate with my teammates to lead challenging and engaging projects
- Keep East End Prep families informed of their children's progress and needs
- Make sure every scholar gets the help he/she needs as soon as its needed
- Send home learning materials for academic subjects
- Return family member phone calls or emails within 24 hours

EEP Family Members will...

- See myself as my scholar's primary teacher
- Celebrate my scholar's successes and encourage academic excellence
- Reinforce any disciplinary issues at home
- Build a positive relationship with my scholar's classroom teacher and other staff
- Respond within 24 hours when East End Prep staff request my support
- Work to create a positive learning environment for my scholar at home and in the community
- Work to support the East End Prep School by contributing what I can to the greater School Community

HIRING PROCESS

The following is strictly a guideline used to identify and hire high quality candidates and by no means is a binding process. Candidates may be asked to come in for multiple interviews over the amount described below, be asked for further information, or in rare cases, be allowed to bypass some of the steps below. The goal is to hire the best possible candidate for every position and the school reserves the right to use various and exhaustive methods to identify the best candidate.

POSTING OF EMPLOYMENT OPPORTUNITIES

East End Prep employment opportunities are posted on the East End Prep website, the Martha O'Bryan Center website, the CNM (Center for Non-Profit Management) website, the TN Charter Center website, Teach for America's website, PublicCharters.org, and many local university's websites such as Vanderbilt, Tennessee State, Belmont, and Lipscomb.

APPLICATION & SCREENING PROCESS

Applicants apply to East End Prep by sending their resume and cover letter to the HR Director located at the Martha O'Bryan Center. The HR Director reviews applications and conducts brief telephone interviews with the most qualified applicants. The HR Director reviews the most qualified applicants with East End Prep School Leadership.

INTERVIEW PROCESS

When candidates are brought in for an interview, they are generally asked to send teaching videos in advance and/or teach a demo lesson to a live class on site. Part of the interview involves analyzing and reflecting on the lesson and/or video with the School Leadership team. After this initial stage, candidates who are still deemed viable will be brought in for one or more additional interviews. If the candidate is identified to work at East End Prep, they will be notified by the School Leader and offered the job.

EMPLOYMENT DECISION

If the candidate accepts the job, the School Leader will send an employment letter to the newly hired candidate containing salary and other information around employment. The candidate's reply email to that letter is acceptance of his or her employment with East End Prep.

EMPLOYMENT POLICIES

EMPLOYMENT AGREEMENT

All employees at East End Prep work on an "at will" basis. This means either the employee or the school may terminate the employment relationship at any time with or without cause. However, no person other than the School Leader has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

TBI BACKGROUND

To help ensure that all staff members at East End Prep are of the highest quality, we will conduct extensive checks of employment references, educational verification, and Criminal Offender Record Information (CORI) on all applicants prior to extending an offer of employment. Your employment with East End Prep is contingent on your timely cooperation in and satisfactory results from criminal, child abuse, and other background checks (both at the time of hire and from time to time during employment). Background checks are performed through the MNPS office prior to employment with East End Prep.

East End Prep will accept background checks conducted for MNPS for the same academic year for employees transitioning into East End Prep for a four week provisional period while a new background check is conducted for East End Prep. For position changes within East End Prep, original background checks will preclude the need for additional background checks.

EQUAL OPPORTUNITY EMPLOYMENT & NON-DISCRIMINATION

East End Prep is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law. All employment decisions at East End Prep are made in a non-discriminatory manner, and are based on the needs and requirements of the school and qualifications, abilities, and merits of each individual applicant.

Specifically, no person within East End Prep shall intentionally commit any of the following acts:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment

based on race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law.

- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally-protected classification.
- An East End Prep employee who has become aware of violations of this code has the affirmative obligation to report the conduct to his/her immediate supervisor, or if the supervisor is involved in the conduct, to another member of School Leadership including the School Leader.

It is the policy of East End Prep, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need and for those interested in serving in a volunteer capacity, without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law, and/or ability to pay.

EMPLOYEES WITH DISABILITIES

Qualified individuals with a disability may make a request for reasonable accommodation to the school Leader. On receipt of an accommodation request, the School Leader will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the possible reasonable accommodation(s) that East End Prep might make to help overcome those limitations. East End Prep may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

HARASSMENT POLICY

East End Prep prohibits any form of unlawful harassment based on race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
 - Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendoes, and other sexually oriented statements.
3. Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos, cartoons or other written or pictorial materials.

Employees who experience any job-related harassment based on their race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the School Leader. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

If East End Prep determines that an employee has engaged in inappropriate, harassing, unlawful, or otherwise prohibited discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment.

East End Prep prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in any investigation following and relating to a complaint.

PERFORMANCE EVALUATIONS

In order to constantly improve as a school, staff members of East End Prep must continuously reflect upon and work to progress at their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

Formal performance reviews will take place two times annually, one by the middle of the year and the other at the end of the year. At any number of times during the year, informal reviews and observations will occur and for each observation, a face to face meeting will occur to reflect, receive feedback, practice, and plan for feedback implementation. Performance evaluations may be utilized to improve employee performance with regard to East End Prep's expectations. All performance evaluations will be scored based on all observations by and all available information to the School Leadership and Coaching Team.

SCHEDULES & COMPENSATION

EMPLOYMENT CLASSIFICATIONS

All employees of East End Prep will be classified as either full-time or part-time, and either exempt or non-exempt. The school may also hire consultants and/or temporary employees.

- **Full-Time Employees:** Full time employees are those who are scheduled to work the full-academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the school's benefits program.
- **Part-Time Employees:** Part time employees are those who work fewer than 40 hours per week. Part-Time Employees who work more than 20 hours a week are eligible to participate in the school's benefits program.
- **Exempt/Non-Exempt:** East End Prep will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- **Consultant:** Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- **Temporary Employee:** Temporary employees are those employees whose employment with the school is for a limited period, generally not exceeding one semester. Temporary employees are not entitled to participate in the school's benefits program.

All positions are classified as exempt or non-exempt with regard to eligibility for overtime pay, as defined in the Fair Labor Standards Act of 1938, as amended. Exempt (i.e. non-hourly) employees are not eligible for overtime. Exempt employees are paid a salary instead of getting paid by the hour. Exempt employees should use earned leave days to account for time missed in their regular schedule when they miss a half day or more from their regular schedules. Exempt employees can adjust their regular schedule if they determines with their supervisor ahead of time that their work would better be accomplished by moving either a full day or days or a half day or days of their regular schedule within a particular week. Exempt employees should not adjust their regular schedules by smaller increments of time based on time worked, or swap time worked from one week to another. Salaried employee may be required to work hours beyond their regular schedule in order to accomplish the work required to accomplish the goals of the school.

EMPLOYEE SCHEDULES

Regular hours for salaried teaching staff are 7:15am to 4:15pm, Monday through Friday. Unless otherwise agreed upon with the School Leader, all certificated and salaried employees must arrive at school no later than 7:15. This requirement is due to the unique responsibility we have for the safety and well-being of our students for every minute they are in our care. Similarly, staff must remain at School until 4:15 unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Teachers and Associate Teachers work in general 40 hours a week, 8 hours each day except over planned school breaks and other scheduled days off. These planned breaks include fall break, winter break, spring break, and summer break during the month of June. Employment starts on July 10th for new hires and July 14th for returning employees, and ends on June 30th of the following year. All salaried employees may be asked to modify their schedules accordingly as needs arise, but will be notified of any change in advance by the School Leader as to allow enough time to make any arrangements necessary.

SALARY & WAGES

Payment of Wages and Salaries

It is the policy of East End Prep to pay wages competitive with MNPS and other area charter schools.

- All salaried staff receives a one year at-will offer of employment from East End Preparatory School, a subsidiary of the Martha O'Bryan Center. Payments to salaried staff are made on a 12 month basis.
- All non-salaried staff receives a one year at-will offer of employment from East End Preparatory School, a subsidiary of the Martha O'Bryan Center. Payment is on a basis of work time.
- All employees must complete necessary federal tax forms in order to be placed on the payroll. Forms are provided in the HR Director's office at the Martha O'Bryan Center.
- All employees receive paychecks every two weeks on Fridays for time worked.
- East End Prep will use ADP to track all staff hours through Martha O'Bryan. During orientation, all staff will be given instructions on how to set up their ADP account and how to log their hours. All personal, sick and vacation time will be tracked through the ADP system.

Deductions & Retirement

The following deductions will be taken from your check, per designated reductions:

1. Federal Taxes
 - The law requires withholding based on your W-4 statement. The amount withheld will vary according to your IRS forms and the number of exemptions that you claim. Should your tax status change, you are responsible for informing the government, School Leader, and HR Director.
2. Retirement
 - Employee contributions to state or city retirement plans. Certificated personnel participate in the TCRS (Tennessee Consolidated Retirement System) retirement plan and non-certificated personnel participate in the Metro City retirement plan. Contribution rates are as follows:
 - Certificate employee rate is 5% and the employer rate is 9.05% of the employee's earnings.
 - Support employees have an employer contribution of 17.99% of the employee's earnings with no employee contribution. Non-certificated employee contributions do not start until a 6 month probationary period is completed. The 6 month probationary period starts on the employees first day of work.

(Note: these are rates often change at the beginning of a calendar year and/or fiscal year, therefore adjustments may be made mid-school year)

Direct Deposit

Direct Deposit is the preferred method of payment of wages. Employees with a checking account are requested to use this method for receiving paychecks. Please bring a voided blank check to the HR Director to set this up.

WORKER'S COMPENSATION

Employees of East End Prep are all covered by worker's compensation. The insurance company will pay claims based on the applicable state laws for injury including death sustained by an employee while in the course of employment.

TIME AWAY FROM WORK

Below outlines the yearly schedule for each position with regards to time away from work:

- ***Part-Time Employees:***
 - Part time employees are paid for time worked only and do not receive an allotment of paid days for time off.
- ***Full-Time Employees:***
 - ***11 Month Employees:*** Lead teachers and Associate teachers are considered 11 month employees with the following built in paid vacation days: fall break, winter break, spring break, and summer break include the entire month of June and any days in July leading up to start date for the subsequent year. The days in July apply to teachers who continue employment with East End Prep into the subsequent year.
 - ***12 Month Employees:*** School Leader, Assistant Principal, Director of Operations, Academic Dean, Dean of Students, Associate Dean of Students, Director of Social and Emotional Learning, Instructional Coach, and Office Manager are considered 12 month employees with no built in vacation days. 12 month employees earn 1.5 vacation days per month plus 2 additional days for a total of 20 days of paid vacation to be used during the fall break, winter break, spring break, and/or summer break (or some combination thereof). Vacation days are only to be used on days when school is not in session and not on a professional development day. Reasonable judgment and proper consult with the school calendar and school leaders is required when scheduling this vacation time. Vacation time must be requested at least 2 weeks prior to the first vacation day and is subject to approval by the School Leader. Vacation days cannot be rolled over from year to year. Vacations days are coded as "vacation days" in the payroll system.

All employees are paid in full pay for the following major holidays:

- Labor Day
- Thanksgiving and day after Thanksgiving
- Christmas Day and two revolving days before or after Christmas Day.
- New Year's Eve and New Year's Day
- Memorial Day
- Martin Luther King, Jr. Day
- 4th of July

SICK & PERSONAL TIME POLICIES

Below outlines the yearly allotment for each position with regards to sick and personal time. ***Sick and personal time cannot be "rolled over" from year-to-year.***

Sick Day Policy

If an employee is not able to report to work because of a sickness, or sickness of someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will contact the

School Leader and Director of Operations with as much advance notice as possible. ***On the day of the absence, this much occur by 6:00am in order to allow enough time for the Director of Operations to find a substitute teacher or make other necessary arrangements.*** Sick days are available as needed for sickness or doctor's appointments and are not to be used for other reasons. The amount of sick days is set only to ensure enough days are available in case of sickness. If an employee's absences exceed the allotted number of sick days during the course of the year, excused or unexcused, the appropriate amount will be deducted from the employee's paycheck for each day beyond the allotted number. Any employee requiring extended time away from work for a serious medical condition for themselves or a family member should consult the section herein on Family Medical Leave as well as with School Leadership to determine if Family Medical Leave applies to their situation.

Below outlines the yearly allotment for each position with regards to sick days:

- ***Part-Time Employees:*** Part time employees are paid for time worked only and do not receive an allotment of days for paid time off.
- ***Full-Time Employees:*** Every full-time employee earns 1 sick day per month during school year. 11 Month employees earn 11 sick days per year. 12 month employees can earn a maximum of 12 sick days per school year

Personal Day Policy

Every full-time employee is entitled to 4 paid personal leave days per school year beginning on the first day of school to be available for use until the last day of the same school year. Employees hired after the beginning of the school year in any given year are granted a pro rata portion of 4 personal leave days for use within that same school year immediately upon the first day of employment. Long-term employees of East End Prep are entitled to the number of personal days as listed in the following chart:

Experience at EEP	Number of Personal Days
0-1 years	4
2-4 years	5
5 years +	6

Personal days can be used for personal business and at the discretion of the employee. Employees are asked to avoid using personal days on the following:

- Professional Development days
- Days immediately before or after a scheduled school vacation
- Anytime during the first six weeks of school
- Anytime during STEP Assessment Waves, MAP Testing, TCAP/PARCC Assessments, or any Benchmark Assessments
- During the last two weeks of school
- Any other days, as determined by School Leadership, where school events are happening and staff attendance is needed even more than normal

Employees are asked also to not use 3 or more personal days consecutively.

Prior to requesting time off, please consult your Grade Level Leader to coordinate personal days in order to minimize multiple staff being out on the same day in a given grade level. ***School Leadership reserves the right to approve or deny any requests for personal leave days given the criteria stated above.***

Professional Day Policy

Upon approval by the School Leader, full time employees will be occasionally allowed paid professional days for various conferences or trainings during the school day. Upon return, all approved professional

development may require the employee to present during a staff professional development or a separate meeting with School Leadership what was learned. Staff should be thorough in investigating these opportunities. Approval will be based on evidence that the time will significantly benefit the academic program of East End Prep, and ultimately the students. Other costs associated with said professional days may or may not be paid for by East End Prep based on the nature of the professional development.

Partial Day Leave Policy

Since leave time is recorded in the form of half days, teachers requesting to leave early will need to either take a full day or half day depending on the time. Reasonable judgment and consultation with the Director of Operations can assist in determining whether to take a half day or full day.

BEREAVEMENT TIME POLICY

Full-time employees are entitled to use up to 3 sick days for bereavement around a death in the family. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild. This also includes the child, parent, sibling, grandparent, or grandchild of a spouse or domestic partner. The School Leader reserves the right to deviate from the above stated definition of family in special circumstances.

JURY DUTY POLICY

All employees will be granted jury duty leave when summoned for jury duty for the duration of their service. Employees summoned for jury duty should inform the School Leader immediately so that alternative accommodations can be made. Employees will be paid regular wages for up to five days of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

MILITARY LEAVE POLICY

The Unified Services Employment and Re-Employment Act (USERRA) provide job-protected leaves of absence to employees who serve in the military for up to 5 years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

FAMILY CARE, MATERNITY, & ADOPTION LEAVES POLICY

Full-Time employees who have completed at least 90 days of continuous employment will be entitled to an unpaid leave of absence for a serious health condition that makes the employee unable to perform the functions of the employee's position, family care, maternity, or adoption. An employee may apply for a family care leave of absence to care for certain members of his/her immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to 12 weeks. These 12 weeks may be continuous or intermittent time totaling 12 weeks within a 12 month period. Proper documentation may be required for these leaves.

An employee may apply for a maternity leave of absence as a result of her pregnancy or childbirth or the pregnancy or childbirth of the employee's spouse or domestic partner. A maternity leave of absence may consist of two types of leave: 1. a disability leave of absence, (for the employee's period of actual disability), and 2. a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to 12 weeks. If the employee is disabled due to pregnancy for longer than 12 weeks, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the 12 month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to 12 weeks. The adoption leave of absence must be concluded within 12 months following the date of the adoption or placement.

Tennessee Maternity Leave Act

East End Prep will also comply with the TMLA thereby allowing East End Prep employees to take up to 4 months of protected leave for the birth, adoption, or fostering of a child.

Paid Time Off While on FMLA/TMLA Leave

Approved time under FMLA/TMLA is not required to be paid leave under these laws. However, East End Prep employees will be afforded paid time off for qualifying conditions and exigencies. Here, all East End Prep employees will use all accrued time (sick, personal, and vacation) toward their leave. If the amount of accrued days is less than indicated in the below chart, then employees will receive paid time off for FMLA/TMLA according to the below chart:

Experience at EEP	Paid Time Off (in weeks)	
	<i>Primary</i>	<i>Non-Primary</i>
1	3	1
2	4	1
3	6	2
4	7	2
5	8	3
6	9	3
7	10	4
8	11	4
9+	12	5

For time off for a family care need qualifying under FMLA/TMLA that is not the employee's own medical condition, the employee will designate on the leave request form whether he or she is the primary caregiver or non-primary caregiver for the purpose of determining how much of time away will be paid.

Returns from Leave

Employees must produce a medical release from doctor when returning from any medical leave exceeding 3 days. If an employee returns to work at or before the scheduled expiration of a leave of absence and within 12 weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling 12 month period, then the employee's job will be held for a total of 90 days. The 90 day period will include all leave time used in connection with all family care leave taken during the previous 12 months, not just the leave time used in connection with the current leave. If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned.

PROFESSIONAL CONDUCT

DRESS CODE

General Requirements

- Piercings, aside from the ear, must be removed

- Unnaturally dyed hair (pink, purple, orange, etc.) is not permitted
- All staff may participate in “College Friday,” wearing any professional-looking, college-related apparel including sweatshirts, t-shirts, etc. Professional jeans are only permitted when accompanied by college-related apparel on these days.
 - ***NOTE: On College Friday, it is our responsibility to still maintain our high-achieving college preparatory culture and model professional despite openness to interpretation on these days***

Field Trip and Professional Development Day Attire

- Well-kept denim (no wholes or tears) is acceptable, including colored denim
- Polo shirts other than the East End Prep polo are acceptable, unless when notified otherwise
 - ***NOTE: When packing or moving furniture appropriate workout clothes are acceptable, please use your professional judgment to ensure no clothing is too revealing***
- Sneakers are acceptable

Normal Teaching Days

- ***Shoes***
 - Sneakers, flips flops, and heels above 2 inches are not permitted.
 - Open toe shoes are acceptable, if feet are well manicured, however no flip-flops are permitted
- ***Men***
 - Collared shirt, long sleeve, button; Shirt tucked in
 - Pants must fit professionally, not too tight or baggy
 - Belt
 - ***NOTE: Cargo pants and pants with excessive pockets are prohibited***
- ***Women:***
 - Blouses and dresses must be of a professional cut, not too low-cut or revealing
 - Sleeveless blouses and dresses are acceptable in warmer month, but straps must be wide and arms should be covered by a sweater outside of classroom (no spaghetti straps, etc.)
 - Collared shirt, long sleeve, button up or polo shirt are acceptable
 - Pants should fit professionally, not too tight or baggy.
 - Skirts should be at or directly above knee-length
 - ***NOTE: Cargo pants, pants with excessive pockets, colored denim of any kind, leggings worn as pants, and sweatshirts other than EEP logo are prohibited***

Dress Code Enforcement

Proper dress is critical to establishing a culture focused on college and career readiness. As the models for our scholars, we share the responsibility for serving as strong professional examples. Professional dress is included in each staff member’s middle and end of year performance evaluation. In the event a staff member is out of dress code, he or she will be addressed immediately in a face to face conversation by a member of School Leadership of the same gender. If the problem persists, possible disciplinary actions may include sending the employee home for the day, a written letter of warning to be given to the employee and filed in the employee’s personnel file, and in the rare case of blatant policy abuse, possible termination of employment at East End Prep.

TOBACCO-FREE WORKPLACE POLICY

Employees may not use any tobacco products on school grounds, anywhere off school grounds that is visible from school grounds, or anywhere that it could be reasonably expected to encounter students, parents, or other East End Prep community members during or outside of the school day. Any violation of this policy may result in disciplinary action.

DRUG-FREE WORKPLACE POLICY

In accordance with the Federal Drug-Free Workplace Act, which requires that Schools maintain a drug-free workplace as a condition of receiving federal grants and contracts, East End Prep prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any school activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. An employee taking prescription medicines as prescribed for that employee by a licensed medical doctor will not be in violation of this policy.

PROPERTY & WORKPLACE SEARCHES POLICY

Teachers may bring their own property to school for use in their classroom or desk. The school is not responsible for any property lost or stolen during, or outside of school hours.

To safeguard the safety and property of our employees, students and East End Prep, the school reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at East End Prep to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

ELECTRONIC, CELLULAR, & SOCIAL MEDIA COMMUNICATION POLICIES

Electronic Mail, Communications, and Information Systems Policy

The school's email and other computer applications are intended for use by employees engaged in administrative or educational work. Employees should not use these systems for personal business or other business outside of the East End Prep business. The school reserves the right to review all email messages and Internet transaction, and users of the school's systems have no right to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination.

Cellular Phone Policy

Cell phones are to be used during the day solely for purposes necessary to carry out daily routines and processes (communicating with staff members or parents). Personal cell phone usage is prohibited unless the staff member is on break and not supervising students or dealing with a personal emergency. During professional development, the expectation is that staff remains "low-tech" with limited or no use of cell phones. Professionalism during professional development is included in each staff member's middle and end of year performance evaluation. In the event a staff member violates the cell phone policy, School Leadership will address the employee in a face to face conversation. If the problem persists, possible disciplinary actions may include a written letter of warning to be given to the employee and filed in their personnel file, and in the rare case of blatant policy abuse, possible termination of employment at East End Prep.

Social Media

East End Prep employees are personally responsible for the content they publish online. Your online behavior should reflect the same standards of honesty, respect and consideration that you use in all other interactions. The lines between public and private, personal and professional are blurred in the online world. By virtue of identifying yourself online as affiliated with East End Prep, you become a de-facto representative of East End Prep. You should ensure that the content associated with you is consistent with your work at the school and the school's mission. You should ensure that any posts made on sites where you identify yourself as an employee at East End Prep contain disclaimers that make it clear that

the opinions you express are solely those of the author and to not represent the views of the school. It is recommended that employees use a restricted profile setting to limit access to your personal information on social networking sites.

Professional Communication Policy

Staff is expected to check email a minimum of two times daily and voicemail at least once a day. ***All non-emergency emails and voicemails from East End Prep community members that require a reply should be responded to within 48 hours, unless it is a student's caregiver in which case it is 24 hours as outlined in the family handbook.*** Replies may let the party know that you will get back to them with further information at a specific, later time. All emails and their content should be treated confidentially. No papers, fliers, surveys or other information may be distributed in the school without written approval from the School Leader.

MEDIA POLICY

We strive to build the reputation of our organization. At the same time, we need to speak to external constituents with a consistent voice. To ensure the quality and consistency of information disseminated to media sources, all media contacts are to be handled by the School Leader, or his or her designee, regardless of who the media representative is, whom he or she represents, or how trivial the request.

All press releases or other promotional materials are to be approved by the School Leader or his or her designee prior to dissemination.

CONFIDENTIALITY POLICY

It is the policy of the school to ensure that the operations, activities and business affairs of the school are kept confidential to the greatest possible extent. If during the course of employment the employee acquires confidential information or proprietary information about the school and its students, such information is to be handled in strict confidence and is not to be discussed with persons outside the school. Such confidential information includes, but is not limited to, the following: student records, compensation, certain policies and procedures and, and building and security-related information. Employees are responsible for the internal security of such information.

Please remember that keeping all of the school's proprietary information confidential is part of your employment arrangement with the school. This obligation shall remain in effect during your employment at the school and at all times thereafter.

STUDENT POLICIES

Being Along With Students

Staff members need to make every effort to never be alone in a room with a student. On rare occasions when this is unavoidable, every effort should be made to keep the door to the hallway open. This policy exists for the safety and well-being of you and the scholar.

Employing Students

Staff may not employ any current students in their home or business in a paid or unpaid capacity.

MANDATED REPORTER POLICY

All School personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed—physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." ***Once***

you become aware that a student may be a victim of abuse or neglect, you must take the following steps:

1. Notify the school Leader of the situation.
2. Call the DCS hotline at 1-877-542-2873.
3. Complete an incident report.

The School Leader will assist you and the student in understanding the ramifications of the call and, when appropriate, will contact the parent/guardian. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

OUTSIDE EMPLOYMENT & ACTIVITY POLICY

Helping students achieve their full academic potential, and working to help the school realize its mission will take a significant investment of time from every staff member. Any outside employment that an employee decides to pursue must not conflict in any way with staff responsibilities within the school. Employees may not conduct outside work or use School property, equipment or facilities in connection with outside work while on School time.

Additionally, outside employment or any kind of outside activities that may conflict with the employee's position at East End Prep must be reported to the School Leader for approval.

2014-2015 STAFF MEMBER ACKNOWLEDGEMENT & CONSENT FORM

I have received my copy of the East End Prep Personnel Manual, which outlines the personnel policies of the school. I will familiarize myself with the information in the Manual and agree to observe these policies in all aspects.

I recognize that the Manual does not constitute a contractual agreement and that either the school or I may terminate my employment at any time for any reason, with or without cause, and I understand that no manager or representative of the school, other than the school Leader has any authority to enter into any employment agreement for a specified period of time or to make any promises or commitments contrary to the foregoing. Further, any such agreement, if made, shall not be enforceable unless it is in writing and signed by both myself and the school Leader.

I understand that the information contained in this Manual represents guidelines only, and that the school may change, rescind or add to any policies, benefits or practices described in this Manual at any time at its sole and absolute discretion with or without prior notice.

Staff Member Signature: _____

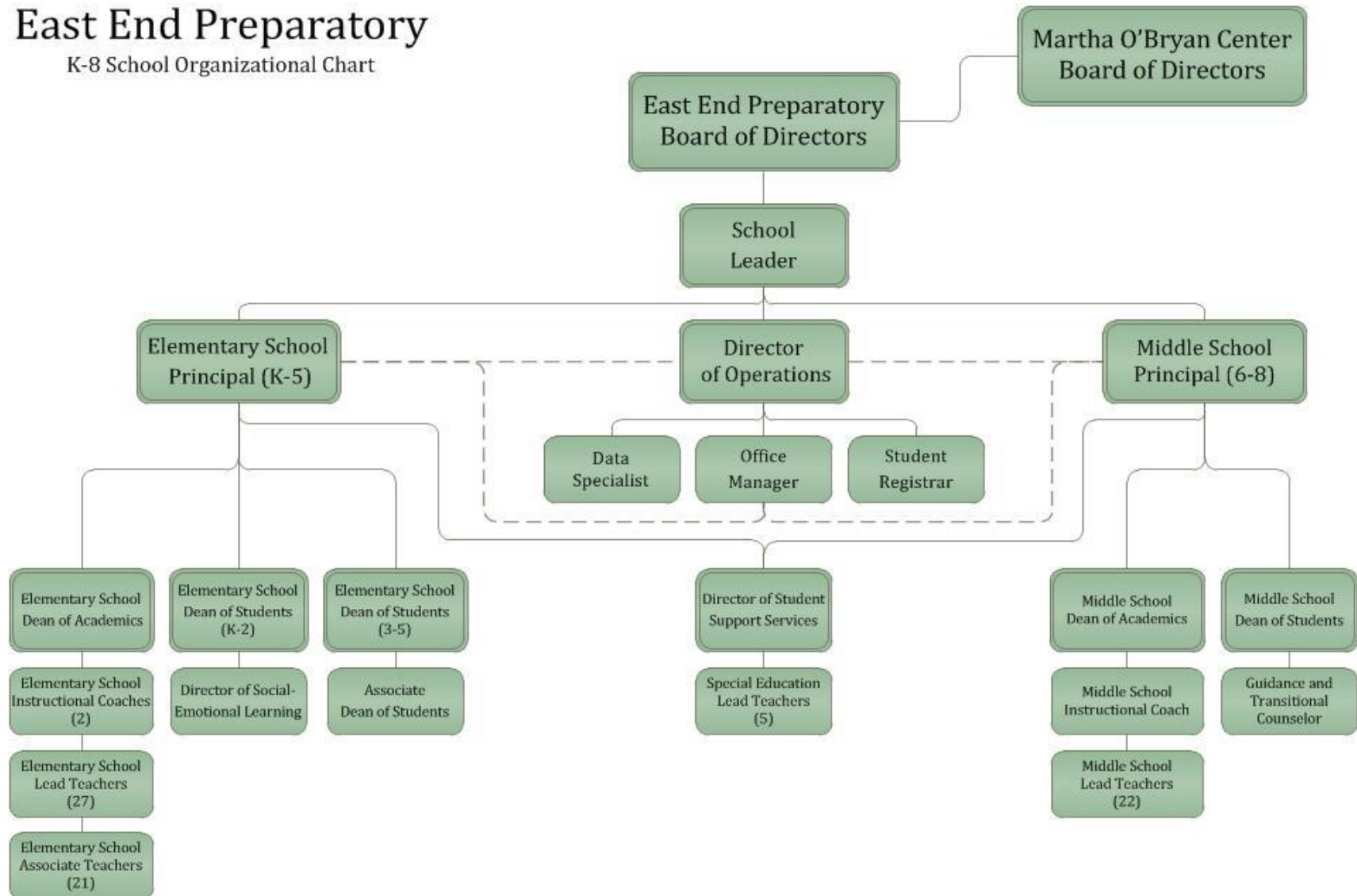
Staff Member Name (Print): _____

Date: _____

Attachment 10: School Organizational Chart (refers to Personnel)

East End Preparatory

K-8 School Organizational Chart



Attachment 11: Insurance Coverage (refers to Insurance)



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

2/10/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 5500 Maryland Way, Suite 330 Brentwood TN 37027		CONTACT NAME: Kathryn Byus PHONE (A/C, No, Ext): 615-377-5154 FAX (A/C, No): 615-263-5854 E-MAIL ADDRESS: kathryn_byus@ajg.com	
		INSURER(S) AFFORDING COVERAGE	NAIC #
		INSURER A: Arch Insurance Company	11150
		INSURER B: Lexington Insurance Company	19437
		INSURER C: Hartford Casualty Insurance Company	29424
		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES **CERTIFICATE NUMBER: 1103368703** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Teachers Prof \$1 <input checked="" type="checkbox"/> Sexual Abuse \$10 GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			NCPKG0166603	7/1/2014	7/1/2015	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$100,000 MED EXP (Any one person) \$5,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COMP/OP AGG \$2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			NCAUTO166603	7/1/2014	7/1/2015	COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$1,000,000 PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$10,000			48883291-126	7/1/2014	7/1/2015	EACH OCCURRENCE \$5,000,000 AGGREGATE \$ \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y <input checked="" type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	72WEDR2289	7/1/2014	7/1/2015	<input checked="" type="checkbox"/> WC STATUTORY LIMITS E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000
A	PROPERTY			NCPKG0166603	7/1/2014	7/1/2015	Ded: \$1,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 Hired Physical Damage Coverage under automobile policy: Comp ded: \$100; Coll ded: \$1,000

CERTIFICATE HOLDER East End Preparatory School 711 South Seventh Street Nashville TN 37206 USA	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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Attachment 12: CMO Agreement (refers to Additional Operations)

East End Preparatory will not contract with specific education service providers/charter management organizations.

Appendix 1: Personalized Learning Plan (refers to Academic Focus and Plan)

_____ 's Personalized Learning Plan for 2017-18 (Grade 6)

Long-term Goals

College:

Career:

Personal Development:

Passion/hobby/discipline you would like to pursue:

Short-term Goals

1. Earn a _____ grade point average in my academic courses, thereby improving my grade point average by _____ points.
 - a. Earn a(n) _____ in Literacy. Last year I earned a(n) _____.
 - b. Earn a(n) _____ in Math. Last year I earned a(n) _____.
 - c. Earn a(n) _____ in Science. Last year I earned a(n) _____.
 - d. Earn a(n) _____ in Global Literacy. Last year I earned a(n) _____.
2. What are your top three choices for Discovery courses? If you would like to pursue one not being offered, list it here also.
3. What 2-3 Character Strengths do you want to focus on the most this year? How will you know you achieved your goal?
4. Which 2-3 Habits of Success do you want to focus on the most this year? How will you know you achieved your goal?
5. How do you plan on ensuring you are a responsible member of the East End Prep community and contributing positively to the East End Prep culture?

List the 5 Key Action Steps you will take to ensure you meet your goals

- 1.
- 2.
- 3.
- 4.
- 5.

Weekly Schedule for Scholar Use in Tracking Action Steps

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:00am							
8:00-Noon							
Lunch							
12:45pm-3:30pm							

Appendix 2: Teacher Evaluation Rubric* (refers to Personnel)

Instruction	<i>Advanced</i>	<i>Proficient</i>	<i>Developing</i>	<i>Minimally Effective</i>
Establishing Learning Expectations and Student Engagement	<ul style="list-style-type: none"> • Serves as a model in establishing learning expectations and student engagement, demands high expectations for student learning, behavior, and quality of work in a variety of ways • Has developed a classroom culture where 95-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. • 85%-90% of student hands are ready to answer immediately when cold called when reviewing taught material. More than 50% of hands are raised during new material 	<ul style="list-style-type: none"> • Establishes, communicates, and demands high expectations for student learning, behavior, and quality of work in a variety of ways, including: Right is Right, No Opt Out, and Cold Call. • Has developed a classroom culture where 90% of the students are engaged in the learning activity. • 75-85% of hands are raised when reviewing taught material. Approximately 50% of hands are raised during new material. 	<ul style="list-style-type: none"> • Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work, and inconsistently uses Right is Right, No Opt Out, and Cold Call, or uses them at inappropriate times. • Has developed a classroom culture where 80% of the students are engaged in the learning activity. • 65%-75% of hands are raised when reviewing taught material. About 35%-45% of hands are raised during new material. 	<ul style="list-style-type: none"> • Does not succeed in establishing, communicating, and/or demanding high expectations for student learning, behavior, and quality of work and does not use Right is Right, No Opt Out, or Cold Call to establish expectations. • Less than 80% of students are engaged in the learning activity. • Less than 65% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material.
Use of Instructional Strategies	<ul style="list-style-type: none"> • Uses a wide variety of instructional strategies and activities that are academically rigorous and highly engaging. • Always ensures student learning through modeling, guided practice, and independent practice. • Actively seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> • Uses a sufficient variety of instructional strategies and activities that are academically rigorous and highly engaging. • Consistently ensures student learning through modeling, guided practice, and independent practice. • Seeks and implements new instructional strategies. 	<ul style="list-style-type: none"> • Limited in the variety of instructional strategies and/or not all activities are academically rigorous and highly engaging. • Inconsistently uses modeling, guided practice, and independent practice. 	<ul style="list-style-type: none"> • May inappropriately rely on only one or two instructional strategies and activities, which are either not academically rigorous or engaging for students. • Does not use modeling, guided practice, and independent practice with any regularity.
Pace of Instruction	<ul style="list-style-type: none"> • Pace of instruction is always highly efficient, engaging, and urgent. • Adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is considered sacred and is used in a highly efficient manner. 	<ul style="list-style-type: none"> • Pace of instruction is usually efficient, engaging, and urgent. • Usually adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. • Classroom time is clearly for teaching and learning. 	<ul style="list-style-type: none"> • Pace of instruction is inconsistently efficient, engaging, or urgent. • Only occasionally adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. • Most classroom time is for teaching and learning, but some time is lost in casual behavior. 	<ul style="list-style-type: none"> • Pace of instruction is not efficient, engaging, or urgent. • Does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. • Classroom time is not always for teaching and learning. Explanation:

*this is a one page sample taken from the comprehensive East End Preparatory Teacher Evaluation Rubric

Appendix 2: Teacher Evaluation Rubric (refers to Personnel)

Appendix 3: Leader Evaluation Rubric* (refers to Personnel)

Core Values and Responsibilities

Focus Area	Indicators	(5)	(4)	(3)	(2)	(1)
No Excuses or Shortcuts	Works hard to deliver on the urgent promise to provide an outstanding education for all students; owns shortcomings and does not seek to blame external forces.					
Team and Family	Cares about others and treats everyone with respect. Has fun with team and celebrates differences. Shares best practices; helps when teammates struggle.					
People Matter	Honors personal, family, and community commitments. Contributes to an environment that is exceptionally professional, stimulating, and supportive.					
Excellence is a Habit	Strives to set the standard in everything he/she does. Relentlessly pursues excellence and does not settle for “so-so” from students or self.					
Sweat the Small Stuff	Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything he or she does.					
First Things First	Recognizes that the needs of students always come before adults and prioritizes students first.					
Whatever it Takes	Is persistent, insistent, and deliberate in his or her actions; gives 100% every day and goes the extra mile to make the difference in the lives of our students.					
Many Minds, One Mission	Sees self as a partner in a national effort to improve the communities in which we live and work; is eager to learn best practices from other high-performing schools.					
Everything with Integrity	Values integrity and models it for students; does not merely post the values but allows them to drive actions and words; is humble, honest, and admits mistakes.					

Instructional Expertise and Leadership

Focus Area	Indicators	(5)	(4)	(3)	(2)	(1)
Teacher Development	Observation, Feedback and Practice: Accurately Diagnoses strengths and shortcomings of a lesson and provides observation feedback to assigned teachers at least once a week.; provides teachers with time to practice and build skill on concrete next steps;					
	Professional Development: Maximizes the impact of formal PD time by ensuring all sessions are well-planned and improve teacher effectiveness; focuses professional development time by aligning sessions with school priorities and student and teacher data					
Program and Curriculum Development	School Schedule Design: Designs a strategic school schedule that maximizes time and meets student needs.					
	Best Practices: Positively contributes to the evolution of best practices by thoughtfully engaging in school curriculum and program design.					
Content Knowledge	Content Knowledge and Engagement: Knows content, standards, and highly effective teaching strategies of at least 1 subject. Creates opportunities for teachers to plan from the standards.					

*this is a one page sample taken from the comprehensive East End Preparatory Leader Evaluation Rubric

Attachment 13: Public Charter School Planning and Budget Worksheet

The East End Preparatory Public Charter School Planning and Budget Worksheet is included as a separate file attachment.

Attachment 14: Budget Narrative

The East End Preparatory Budget Narrative is included as a separate file attachment.

Attachment 15: Diversity Plan

East End Preparatory Diversity Plan 2014

Please address the following in preparing your diversity plan:

1. *Articulate your commitment to diversity*

- a. ***What does diversity mean in this plan and why is it important to your school?*** At East End Preparatory, we believe that in order for scholars to flourish in a global society to have a myriad of experiences and build relationships with people from a variety of races, ethnicities, and cultures. This is only made possible by building a school population that includes students from all backgrounds and walks of life. Concurrent with this belief, is the importance of having a diversified staff that reflect the diversity in our students body.
- b. ***How do these compelling interests relate to other goals for your school?*** Our mission statement reads “East End Preparatory School prepares students for college degree completion and success in the competitive world beyond, through academic excellence and cultivating habits of the mind that promote strength of character and intellect”. Paramount to building character strength is developing through rich experiences and relationships with many people from diverse backgrounds and cultures. One cannot fully develop intellectually living in a homogenous environment where other cultures are just read about it books and not experienced in real life. We intend to continue to build the environment and program to cultivate those experiences and relationships.
- c. ***How will you know whether your compelling interests are being achieved?*** We use the MNPS Diversity management plan as a guide to gauge our progress toward overall student enrollment goals and hiring goals. Given our current trends, our specific goals are to have 3 racial groups over 15%-African American, Hispanic, and Caucasian. The benefits of having a diverse student body will be measured around our students’ actions, particularly social, as they matriculate through our grade levels. All students in 8th grade write an essay articulating their moral compass and outlook on the world which will include a diversity component. This exercise will give us a glimpse into the effectiveness of our character education program and strategic diversity priorities.

2. *Articulate your plan*

- a. ***What race-neutral approaches are available to advance your compelling interest in diversity?*** Through recruiting, current and future school programs, honoring all cultural heritages (including cultural month projects and celebrations) and other key events through school activities and community celebrations, we will communicate our message of diversity and our “one family” approach. Our personalized learning approach and focus on team and family create the framework for a diverse student body to flourish and excel. Our focus on character, habits of success, and a relentless drive for excellence effectively serve all students, regardless of race and background. This becomes even more powerful as a richly diverse student body drive toward goals together, as one team.
- b. ***How will you ensure that the individual decisions are not made according to race?*** At East End Preparatory School, we consistently and deliberately monitor all school initiatives and culture to ensure that the right decisions are being made objectively with a lens that aligns with our mission. Leadership operates transparently and collaboratively and will continue to intentionally monitor all decision making at all levels to ensure race-neutral decision making.
- c. ***Charter schools are required to offer an open enrollment period followed by a random selection lottery without conditions for any grades with more applications than space available. A waiting list is then established among those not selected through the random selection process, and subsequent applications may be added at the bottom of the list on a first come-first served basis. Your plan must account for that legal requirement.*** As we recruit and launch awareness campaigns in a cross-section of populations, our goal is that a diverse group of families

are reflected in the lottery process. We want to ensure that families who may not find us otherwise are touched through intentional recruiting. Families more savvy in researching school options may constitute less of the recruiting efforts pre-lottery due to the probability of their finding us anyway. That being said, we recognize that the random lottery draw provides all families with an equal chance of enrolling at East End Preparatory and further highlights the importance of intentional recruiting and marketing practices focused on diversity.

d. *How will any or all of the following approaches affect your ability to advance your compelling interest in diversity?*

- 1) ***School location-*** we already have our building, located in Inglewood area of East Nashville, lending itself naturally to a diverse population.
- 2) ***Targeted student recruitment-*** we intentionally recruit from a variety of locations and areas that contain richly diverse populations.
- 3) ***Specialized programs – In order to serve a richly diverse student population well, schools must be able to provide excellent personalized support and instruction to each student and family. A few key areas where personalization is especially important in diverse schools are listed below.*** In addition to our culture of acceptance, we employ a myriad of programs/services/structures for a richly diverse population to flourish and thrive.
 - ***ELL – English language acquisition is an important, and complex, service that must be well thought-out and executed.*** As we expand to K-8, East End Preparatory will continue to support our ELL population with high levels of efficacy and grow our practice by staying current on best practices with ELL instruction. All of our ELL teachers in grades K-5 and Literacy Teachers in grades 6-8, are required to be EL certified. We also provide translators for events, meetings, phone calls, and important materials that are sent home.
 - ***Differentiated Learning – with a wide range of preparation levels in a single school (which is often exacerbated within mixed income schools), having instruction being highly differentiated is very important.*** Our personalized learning approach ensures that all students are provided with a differentiated learning experience tailored to their specific learning needs, as outlined throughout our application.
 - ***SPED – a truly diverse school also aims to serve a wide span of learning styles and abilities; having a high quality SPED program is important.*** We have a Director of Student Support Services on staff, bringing 30+ years of experience to build our special education program to offer a variety of services and models to serve a wide range of students with various disabilities. As we expand, we expect our special education population to grow and will continue to ensure marketing and recruiting efforts reflect a message of acceptance for students with special needs, no matter how severe.
 - ***Cultural Competency – hiring and training a team of educators who is deeply committed to being culturally competent is also very important to the overall health and effectiveness of a diverse school.*** As we expand to 8th grade, we will continue to focus on hiring a diverse staff that reflects the scholar population. We will also ensure professional development and staff culture initiatives reflect cultural sensitivity training and inspire open conversation on the progress of staff cultural competency. Each year, during our July professional development, we dedicate a full day to cultural competency training. This conversation is revisited regularly throughout the year to ensure that it is an ongoing open and collaborative conversation.
 - ***Family Engagement – having a thoughtful family engagement plan is very important in a diverse school model, and it is complicated by the need for it to be flexible enough to meet the needs of a wide variety of families.*** East End Preparatory is a community of scholars, parents, teachers, and school leaders. We partner with families to put our scholars on the first steps toward college and life success. Parents are the child's first

teacher and the person that he/she looks to for continual guidance and support. Although the job of making decisions about school policy belongs to the School Leader and the Board of Directors, family involvement is not only welcomed, but absolutely critical to the success of each scholar in the school. We request caregiver input in developing our family involvement, and school improvement plan. Our Team and Family Handbook articulates our approach and commitment to family engagement. The following is excerpted from our current Team and Family Handbook and will be added to/modified as needed over the next two years prior to opening grades 6-8.

East End Preparatory Parents/Guardians are encouraged to...

- Establish a daily routine for your child (see Appendix C for sample schedule)
- Provide a quiet space to study.
- Provide positive reinforcement of student progress and success.
- Provide a library of books and/or frequent trips to the library as the family is able.
- Monitor the amount of television your scholar watches.
- Discuss academics and scholar work among family members.
- Help your child take responsibility for his/her actions.
- Check with your child's teacher for actual facts regarding a problem. A scholar may alter a situation to appear more innocent.
- Support other East End Prep families.
- Volunteer in the office and at school sponsored events.

East End Preparatory Parents/Guardians are required to...

- Attend Parent Orientation to review the Family Handbook.
- Ensure that your scholar gets to school each day, on time, and ready to learn.
- Reinforce East End Prep's Code of Character at home, including positive conversations about East End Prep staff and School Leadership.
- Attend Family Workshops on individual basis if required by the school.
- Demonstrate interest in the scholar's well-being by attending school functions and supporting the scholar's school activities.
- Read to your child for a grade level-assigned duration of time, including weekends, and sign the reading log.
- Make sure your child completes nightly homework assignments, sign and return them daily.
- Promote positive use of your scholar's extracurricular time via enrichment activities and exercise.
- Attend two mandatory report card conferences to pick up your scholar's report card and meet with your scholar's teacher to review progress.
- Effectively communicate with your scholar's teacher by responding to letters or phone calls within 24 hours of receiving the letter or phone call.

CELEBRATIONS OF DIVERSITY

- East End Preparatory has developed a great reputation to date and program for engaging families in general. As reflected throughout our application, East End Preparatory partners with families to create an educational support team around the scholar as they matriculate through all the way through 8th grade. A part of the family engagement experience is ensuring that all families' backgrounds and cultures are valued and celebrated. Among other opportunities, we celebrate Black History Month and Hispanic Heritage month to intentionally integrate programs to recognize and highlight the cultures and heritages of our scholars.

FAMILY WORKSHOPS

- East End Prep will periodically host family workshops. The dates and times will be announced via the homework folder, call-outs, and the school website. We will be discussing and learning about issues related to having a school-age child, such as: children's health, reading strategies for home, how to handle tough behaviors at home, developing parenting skills necessary to promote independence and self-managing children, emergency procedures, and coordinating with community organizations. These workshops are also great for building community and developing relationships with other parents. Parenting is not easy and having other people to talk to about ideas can be very valuable. We will provide childcare for the workshops.

GRADE LEVEL FAMILY NIGHTS

- Once a semester, Grade Level Family Nights will be held to invite scholars and their families to join their teachers for event at East End Prep. These events will include grade-level specific workshops to help support scholars at home, community building activities, information nights on upcoming events, and showcases of scholar work. Family attendance at these events is at the core of bringing our community together to collectively work to support the academic and character development of our scholars.

ACADEMIC FAMILY NIGHTS

- Throughout the year, Academic Family Nights will also be held to invite scholars and their families to join their teachers for events at East End Prep. These events will include academic workshops to help support scholars at home in all content areas, including Reading, Literacy, Math, Writing, Science, and Social Studies. In addition, Academic Family Nights will be used to help prepare students for standardized testing, including STEP, SRI, and the PARCC assessment. In these workshops, families will receive strategies to best support their scholar to meet their individual learning goals

FAMILY INVOLVEMENT POLICIES

- Weekly Grade Level Newsletter: Every week, families will receive an East End Prep update in their native language as requested. This will contain important school-wide information about academic skills taught that week, schedule, events, "shout outs", and other important reminders. It is very important that you read the update to stay up to date on all goings on at East End Prep.
- Phone calls: Parents may contact the teacher at school if they have a homework related question. If the teacher does not answer, leave a message so they can call you back. Teachers and staff are expected to return phone calls within 24 hours. If you receive a phone or other message from a staff member, we also expect the same courtesy of a return call within 24 hours.
- Meetings: If you need to meet with a teacher please make an appointment. An appointment can be made by calling the school and speaking with the teacher. Parents should not expect to meet with a teacher without a prior appointment. Appointments should not take place during the instructional day. They will need to take place before 7:30 AM or after 4:00 PM.
- Visits: Though we fully welcome parents at East End Prep, we ask that you call to arrange visits to the school in advance to minimize distraction to our scholars and the rhythm of the learning process. Upon arrival at the school, you will need to sign in at the front office and get a visitor badge. Parents visiting during school hours will not be permitted to enter the classroom unless a prior arrangement has

been scheduled with their scholar's teacher. In-School Communication: Phone use is for school business only. Teachers will not be available to talk on the phone during the school day unless they do not have a class. If you call for a teacher, office staff will take the message and get it to the teacher but we ask parents not to expect a call until school is out. We want our teachers and staff members focusing on teaching with no distractions throughout the day. Scholars are only allowed to use the phones in case of emergencies.

- 4) **Transportation plans**- our transportation plans include stops in many neighborhoods which contain diverse populations- see below for specific stops representative of the wide range of neighborhoods we serve.

East End Preparatory School 2014-15 Bus Schedules (Starting on Wed, August 20th)						
A - BUS (North)				AM	PM	PM
Location	Street	City	Zip	Arrival	3:30 Dismissal (Monday-Thursday)	2:00 Dismissal (Friday)
Neighborhood Walmart	109 Gallatin Pike N	Madison	37115	6:33 AM	4:45 PM	3:15 PM
Excellence Early Childhood Academy	131 Edonwold Rd.	Madison	37115	6:36 AM	4:49 PM	3:19 PM
Myatt Drive and Spring Branch Rd.	701 Myatt Dr	Madison	37115	6:40 AM	4:52 PM	3:22 PM
Old Hickory Blvd. & Goodmorning Dr.	1345 Goodmorning Dr	Nashville	37207	6:54 AM	4:25 PM	2:55 PM
Autumn Ridge Dr. & Brick Church Pike	4273 Brick Church Pike	Whites Creek	37189	6:58 AM	4:22 PM	2:52 PM
Cheshire Dr. & Ridgemont Dr.	4001 Ridgemont Dr	Nashville	37207	7:02 AM	4:13 PM	2:43 PM
Meadow Ct. & Westchester Dr.	3401 Meadow Ct	Nashville	37207	7:09 AM	4:06 PM	2:36 PM
Masonwood Dr. & Moorewood Dr.	3325 Moorewood Dr	Nashville	37207	7:12 AM	4:03 PM	2:33 PM
Richmond Hill Dr. & Spears Rd.	3134 Richmond Hills Dr.	Nashville	37207	7:15 AM	4:00 PM	2:30 PM
Oakview Dr. & Vailview Dr.	317 Vailview Dr	Nashville	37207	7:18 AM	3:57 PM	2:27 PM
HG Hills Food Stores	3105 Dickerson Pike	Nashville	37207	7:23 AM	3:52 PM	2:22 PM
B- BUS (North Central)				AM	PM	PM
Location	Street	City	Zip	Arrival	3:30 Dismissal (Monday-Thursday)	2:00 Dismissal (Friday)
Early Learning Daycare	2729 Whites Creek Pike	Nashville	37207	6:57 AM	4:18 PM	2:48 PM
Delway Ave. & Jones Ave.	347 Dellway Ave	Nashville	37207	7:07 AM	4:07 PM	2:37 PM
East Trinity Church of Christ	501 East Trinity Lane	Nashville	37207	7:11 AM	4:05 PM	2:35 PM
Holiday Mobile Village	201 Grizzard Ave	Nashville	37207	7:14 AM	3:47 PM	2:17 PM
Coin Express Laundry	1506 Dickerson Pike	Nashville	37207	7:19 AM	3:50 PM	2:20 PM
Kids University	1200 Dickerson Pike	Nashville	37207	7:22 AM	3:53 PM	2:23 PM
Loving Hands Daycare	825 Meridian	Nashville	37207	7:25 AM	3:56 PM	2:26 PM
C-BUS (South Central)				AM	PM	PM
Location	Street	City	Zip	Arrival	3:30 Dismissal (Monday-Thursday)	2:00 Dismissal (Friday)
Looby Center	2301 Rosa L Parks Blvd	Nashville	37228	6:49 AM	4:32 PM	3:02 PM
Hadley Park Library	1039 28th Ave North	Nashville	37208	7:01 AM	4:20 PM	2:50 PM
Church of the Messiah	88 Lafayette St.	Nashville	37210	7:12 AM	4:09 PM	2:39 PM
South 5th St./CWA entrance	500 South 5th St.	Nashville	37206	7:19 AM	4:00 PM	2:30 PM
South 7th St. & Frith Dr.	949 South 7th Street	Nashville	37206	7:21 AM	3:58 PM	2:28 PM
Martha O'Bryan Center	711 South 7th Street	Nashville	37206	7:25 AM	3:53 PM	2:23 PM
Berkshire Place Apts. Entrance	1500 Porter Rd	Nashville	37206	7:35 AM	3:43 PM	2:13 PM
D - BUS (South)				AM	PM	PM
Location	Street	City	Zip	Arrival	3:30 Dismissal (Monday-Thursday)	2:00 Dismissal (Friday)
Paragon Mills Elementary School	260 Paragon Mills Road	Nashville	37211	6:22 AM	4:55 PM	3:25 PM
Aldi's on MurfreesboroRd.	1911 Ransom Pl	Nashville	37217	6:37 AM	4:40 PM	3:10 PM
BigKMARK on Donelson Pike	530 Donelson Pike	Nashville	37214	6:48 AM	4:27 PM	2:57 PM
North 9th and Ramsey	831 Ramsey St	Nashville	37206	7:18 AM	3:57 PM	2:27 PM
Fannie Battle Day Care	108 Chapel Avenue	Nashville	37206	7:28 AM	3:47 PM	2:17 PM
East Nashville Baptist	2100 Scott Ave.	Nashville	37216	7:33 AM	3:43 PM	2:13 PM

- 5) **Grade configurations and feeder patterns**- as our students matriculate from 8th grade, we will provide a "menu bar" or high schools for them to attend which encompass many different population bases to give families to option to choose which one is the best fit for their scholar.

Attachment 13: Public Charter School Planning and Budget Worksheet

BUDGET SUMMARY

This worksheet will self-populate from the information provided in the "School Inputs" and "Facilities, Equip, Tech" worksheets.

	PLANNING	YR 1	YR2	YR 3	YR4
	Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8
	2016-17	2017-18	2018-19	2019-20	2020-21

Number of Students	576	672	768	864	864
Number of Employees	63	75	84	94	94

REVENUE

Basic Education Program	\$5,288,198	\$6,231,260	\$7,192,655	\$8,172,654	\$8,254,381
Title I	\$243,936	\$284,256	\$325,080	\$365,904	\$365,904
Title I Parent Involvement	\$2,299	\$2,679	\$3,064	\$3,449	\$3,449
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0
IDEA	\$80,500	\$94,500	\$106,750	\$120,750	\$120,750
Transportation	\$82,261	\$96,931	\$111,886	\$127,130	\$128,401
Charter start-up funds	\$0	\$0	\$0	\$0	\$0
Other start-up funds	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$0	\$0	\$0	\$0
Investment Income	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000
School level fundraising	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500

TOTAL REVENUE	\$5,751,694	\$6,764,126	\$7,793,934	\$8,844,387	\$8,927,385
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EXPENSES

	\$4,214,403	\$5,082,505	\$5,772,910	\$6,518,746	\$6,553,449
Personnel					
General Operating Expenses	\$476,546	\$514,543	\$564,989	\$615,928	\$617,458
Transportation	\$445,000	\$480,000	\$515,000	\$605,000	\$605,000
Athletic Program	\$0	\$0	\$0	\$0	\$0
Facilities	\$496,626	\$618,224	\$742,047	\$869,495	\$869,545
Technology & Equipment	\$106,245	\$159,971	\$166,699	\$177,428	\$177,558

linked to school's own payroll assumptions tab, as payroll was too big and benefit calculations not calculating correctly within school inputs tab

TOTAL EXPENSES	\$5,738,819	\$6,855,243	\$7,761,645	\$8,786,596	\$8,823,009
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SURPLUS/(DEFICIT)	\$12,875	(\$91,117)	\$32,289	\$57,791	\$104,375
Per student	\$22	-\$136	\$42	\$67	\$121

Beginning Fund Balance	\$640,516	\$653,390	\$562,273	\$594,562	\$652,353
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Ending Fund Balance	\$653,390	\$562,273	\$594,562	\$652,353	\$756,728
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Attachment 13: Public Charter School Planning and Budget Worksheet

East End Prep Budget

Base Year

2014

REVENUE ASSUMPTIONS	Get LEA BEP figures (F34) from the Charter Funding Overview document, available online.	PLANNING	YR 1	YR 2	YR 3	YR4
		Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8
		2016-17	2017-18	2018-19	2019-20	2020-21
		2016	2017	2018	2019	2020
Number of grade levels		6	7	8	9	9
K		96	96	96	96	96
1st		96	96	96	96	96
2nd		96	96	96	96	96
3rd		96	96	96	96	96
4th		96	96	96	96	96
5th		96	96	96	96	96
6th		0	96	96	96	96
7th		0	0	96	96	96
8th		0	0	0	96	96
9th		0	0	0	0	0
10th		0	0	0	0	0
11th		0	0	0	0	0
12th		0	0	0	0	0
Total Student Enrollment		576	672	768	864	864
Title I (% of student body)		84%	84%	84%	84%	84%
Special Education (% of student body)		8%	8%	8%	8%	8%

Basic Education Program (funding per student)	\$9,000	Base year
Inflation adjustor	1.01	
Title I (Including Parent Engagement)	\$600	Per student
Title I (Parent Involvement)	\$5	
IDEA	\$1,750	Per SPED student
Breakfast Program -- Federal Reimbursement	No	"yes" or "no"
Breakfast Program		Per student per day
Lunch Program		Per student per day
BEP Capital Outlay	\$140	Per student
School level fundraising		Per student

Basic Education Program	\$5,288,198	\$6,231,260	\$7,192,655	\$8,172,654	\$8,254,381
Title I (Including Parent Engagement)	\$243,936	\$284,256	\$325,080	\$365,904	\$365,904
Title I (Parent Involvement)	\$2,299	\$2,679	\$3,064	\$3,449	\$3,449
Federal Breakfast Program	\$0	\$0	\$0	\$0	\$0
Federal Lunch Program	\$0	\$0	\$0	\$0	\$0
IDEA	\$80,500	\$94,500	\$106,750	\$120,750	\$120,750
BEP Capital Outlay	\$82,261	\$96,931	\$111,886	\$127,130	\$128,401
Charter start-up funds (Title Vb)					
Other start-up grant funds					
School level fundraising	\$0	\$0	\$0	\$0	\$0
Student fees	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000
Investment Income					
Private fundraising (foundations, corporate)					
Private fundraising (individuals)	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500
TOTAL REVENUE	\$5,751,694	\$6,764,126	\$7,793,934	\$8,844,387	\$8,927,385

East End Preparatory - Charter Application Budget - Revenue Assumptions

PLANNING YR 1 YR 2 YR 3 YR4
PLANNING YR 1 YR 2 YR 3 YR4

GENERAL OPERATING EXPENSES

2016-17 2017-18 2018-19 2019-20 2020-21
2016 2017 2018 2019 2020

Instruction

Assumptions

Field Trip Venues	\$5	# of Students Enrolled	\$2,880	\$3,360	\$3,840	\$4,320	\$4,320
MAP (Only 1st and 2nd) Assessments	\$1,250	Fixed Amount	\$1,263	\$1,275	\$1,288	\$1,301	\$1,314
Kickboard	\$13	# of Students Enrolled	\$7,272	\$8,569	\$9,891	\$11,239	\$11,351
STEP Assessment	\$10,000	Fixed Amount	\$10,100	\$10,201	\$10,303	\$10,406	\$10,510
Classroom Money	750	# of Lead Teachers	\$20,250	\$27,000	\$31,500	\$36,750	\$36,750
Related Arts & Supplies	5	# of Students Enrolled	\$2,880	\$3,360	\$3,840	\$4,320	\$4,320
Overall Curriculum by Grade	5,000	# of Grade Levels	\$30,300	\$35,704	\$41,212	\$46,827	\$47,295
Learning.com	10	# of Students Enrolled	\$5,760	\$6,720	\$7,680	\$8,640	\$8,640
SRI	5	# of Students Enrolled	\$0	\$3,360	\$3,840	\$4,320	\$4,320
ACT Aspire	20	# of Students Enrolled	\$0	\$13,440	\$15,360	\$17,280	\$17,280
The Leader in Me Program	\$6,500	Fixed Amount	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
Discovery Program (Club Stipends included)	\$65	# of Students Enrolled	\$5,000	\$43,680	\$49,920	\$56,160	\$56,160
Supplemental Online Instructional Programs	\$20	# of Students Enrolled	\$11,520	\$13,440	\$15,360	\$17,280	\$17,280
Uniforms - New Students	\$20	# of New Students	\$1,920	\$1,920	\$1,920	\$1,920	\$1,920
Uniforms - Overage	\$10	Fixed Amount	\$10	\$10	\$10	\$10	\$10
Uniforms - Inventory	\$10,000	Fixed Amount	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Teacher External Off Site Training	\$100	# of Lead Teachers	\$2,700	\$3,600	\$4,200	\$4,900	\$4,900
Bloomboard PD modules	\$200	# of Teachers (Lead & Asso	\$9,600	\$11,400	\$12,600	\$14,000	\$14,000
Bloomboard Talent Management Tool	\$50	# of Teachers (Lead & Asso	\$2,400	\$2,850	\$3,150	\$3,500	\$3,500
Special Education Curriculum	\$2,000	Fixed Amount	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
SPEd services (MNPS and Franklin Speech)	\$80	# of Students Enrolled	\$46,080	\$53,760	\$61,440	\$69,120	\$69,120
Medical Supplies	\$2	# of Students Enrolled	\$864	\$1,008	\$1,152	\$1,296	\$1,296
Vision & Hearing	\$3	# of Students Enrolled	\$1,843	\$2,150	\$2,458	\$2,765	\$2,765
Library Books	\$2,000	# of Grade Levels	\$12,000	\$14,000	\$16,000	\$18,000	\$18,000
Saturday School (contractors for instruction)	No	Input "yes" or "no"	\$0	\$0	\$0	\$0	\$0

Total Instructional Supplies

Per student

\$193,142 \$279,307 \$315,463 \$352,853 \$353,551
\$335 \$416 \$411 \$408 \$409

			PLANNING	YR 1	YR 2	YR 3	YR4
Contracted Services							
Annual audit	\$13,000	Per year	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000
Business Meetings/Meals	\$250	Fixed Amount	\$250	\$250	\$250	\$250	\$250
Food	\$15	# of Students Enrolled	\$8,640	\$10,080	\$11,520	\$12,960	\$12,960
Supplies for Family Engagement	\$1,000	Fixed Amount	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Laminating Film	\$6	# of Students Enrolled	\$3,168	\$3,696	\$4,224	\$4,752	\$4,752
Sage Fee	\$1,020	Fixed Amount	\$1,020	\$1,020	\$1,020	\$1,020	\$1,020
General Officesupplies	\$5,000	Fixed Amount	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Copy Paper	\$15	# of Students Enrolled	\$8,640	\$10,080	\$11,520	\$12,960	\$12,960
Legal funds	\$0	Per year	\$0	\$0	\$0	\$0	\$0
CMO fees (if applicable)	\$0	Per year	\$0	\$0	\$0	\$0	\$0
MOB Management	\$80,000	Fixed Amount	80,800	81,608	82,424	83,248	84,081
Event Translation Services	\$2,000	Fixed Amount	2,000	2,000	2,000	2,000	2,000
IEP Translation Services	\$100	SPED Count	4,600	5,400	6,100	6,900	6,900
NTF Core Member fee	\$14,000	Fixed Amount	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
TFA core member fee	\$5,000	Fixed Amount	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Insight Staff Culture survey fee	\$1,000	Fixed Amount	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
SurveyMonkey	\$300	Fixed Amount	\$300	\$300	\$300	\$300	\$300
Squarespace	\$240	Fixed Amount	\$240	\$240	\$240	\$240	\$240
Batchgeo	\$100	Fixed Amount	\$100	\$100	\$100	\$100	\$100
Regular Postage	\$220	Fixed Amount	\$220	\$220	\$220	\$220	\$220
Extra Postage	\$100	Fixed Amount	\$100	\$100	\$100	\$100	\$100
Big mail outs- report cards, marketing	\$3,000	Fixed Amount	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Postage Machine Rental	\$40	Month Fixed	\$480	\$480	\$480	\$480	\$480
Brochures	\$3,000	Amount Fixed	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Other Marketing Supplies	\$5,000	Amount	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Holiday Party	\$50	# of Total Staff	\$3,150	\$3,750	\$4,200	\$4,700	\$4,700
End of Year Dinner	\$50	# of Total Staff	\$3,150	\$3,750	\$4,200	\$4,700	\$4,700
Staff Morale - Swag	\$50	# of Total Staff	\$3,150	\$3,750	\$4,200	\$4,700	\$4,700
Recruitment	\$1,000	Fixed Amount	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Leader Professional Development (Relay plus)	\$1,000	# of Admin Staff	\$42,000	\$14,000	\$16,000	\$18,000	\$18,000
Bank Fees	\$150	Month	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
Building Supplies (Playground in 15-16)	\$7	# of Students Enrolled	\$4,032	\$4,704	\$5,376	\$6,048	\$6,048
Cleaning Supplies	\$4	# of Students Enrolled	\$2,304	\$2,688	\$3,072	\$3,456	\$3,456
Technology Service	\$25,000	Fixed Amount	\$23,000	\$26,000	\$30,000	\$33,000	\$33,000
MNPS Database	\$1,500	Fixed Amount	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Storage	\$0	Fixed Amount	\$0	\$0	\$0	\$0	\$0
Computer Lab Installation	\$0	Fixed Amount	\$20,000	\$0	\$0	\$0	\$0
Wireless Installation	\$0	Fixed Amount	\$12,000	\$0	\$0	\$0	\$0
ConnectEd	\$10	# of Students Enrolled	\$5,760	\$6,720	\$7,680	\$8,640	\$8,640
Total Contract Services			\$283,404	\$235,236	\$249,526	\$263,074	\$263,907
TOTAL GENERAL OPERATING EXPENSES			\$476,546	\$514,543	\$564,989	\$615,928	\$617,458

	PLANNING PLANNING	YR 1 YR 1	YR 2 YR 2	YR 3 YR 3	YR4 YR4
TRANSPORTATION COSTS ASSUMPTIONS	2016-17 2016	2017-18 2017	2018-19 2018	2019-20 2019	2020-21 2020
Number of students participating	576	672	768	864	864
Number of buses required	7	8	9	11	11
Bus purchasing costs					
Fuel costs					
Maintenance costs					
Bus Contracting Costs	\$445,000	\$480,000	\$515,000	\$605,000	\$605,000
TOTAL TRANSPORTATION COSTS	\$445,000	\$480,000	\$515,000	\$605,000	\$605,000
<i>Per student</i>	<i>\$772.57</i>	<i>\$714.29</i>	<i>\$670.57</i>	<i>\$700.23</i>	<i>\$700.23</i>
TOTAL ATHLETIC COSTS	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENSES (not including Facilities, Equip, Tech)	\$921,546	\$994,543	\$1,079,989	\$1,220,928	\$1,222,458

FACILITIES, EQUIPMENT & TECHNOLOGY

ONLY COMPLETE HIGHLIGHTED FIELDS. ALL OTHERS WILL SELF-POPULATE.

FACILITIES

INPUT "Purchase" or "Lease"

Lease

PLANNING	YR 1	YR2	YR 3	YR4
Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8
2016-17	2017-18	2018-19	2019-20	2020-21
2016	2017	2018	2019	2020

LEASE OPTION (if applicable)

Square feet leased			63360	78240	93120	108000	108000	
Lease rate	\$5.20	Per sq ft	Annual lease cost	335,808	423,278	514,022	608,040	608,040 2% year over year increase
Custodial	\$1.75	Per sq ft		110,880	136,920	162,960	189,000	189,000 2% year over year increase
Maintenance Contracts	\$40.00	# of Students Enrolled		23,040	26,880	30,720	34,560	34,560
Phone Service	\$400.00	Month		4,848	4,896	4,945	4,995	5,045
Utilities		various		\$0	\$0	\$0	\$0	\$0
Capital Outlay (building renovations)		One-time cost	Capital Outlay					
Total cost to lease				\$474,576	\$591,974	\$712,647	\$836,595	\$836,645
General liability insurance	\$350.00	# of Total Staff		22,050	26,250	29,400	32,900	32,900

TOTAL FACILITIES COSTS	\$496,626	\$618,224	\$742,047	\$869,495	\$869,545
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TECHNOLOGY & EQUIPMENT COSTS

PLANNING	YR 1	YR2	YR 3	YR4
Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8
2016-17	2017-18	2018-19	2019-20	2020-21
2016	2017	2018	2019	2020

ASSUMPTIONS

Student enrollment			576	672	768	864	864
Copier	\$100	# of Students Enrolled	\$57,600	\$67,200	\$76,800	\$86,400	\$86,400
IPADS	\$2,000	Fixed Amount	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Instructional staff computers	\$1,000	# of New Staff	\$9,000	\$12,000	\$9,000	\$10,000	\$10,000
Headphones	\$750	Fixed Amount	\$750	\$750	\$750	\$750	\$750
Teacher Easels (replacements)	\$500	Fixed Amount	\$500	\$500	\$500	\$500	\$500
Doc cams	\$2,500	Fixed Amount	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
LCD	\$2,500	Fixed Amount	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Carts for cam and LCD	\$500	Fixed Amount	\$500	\$500	\$500	\$500	\$500
Student computers (100 per grade level in 6th-8th)	\$12,500	Fixed Amount	\$12,625	\$47,751	\$47,879	\$48,008	\$48,138
Laminator	\$1,500	Fixed Amount	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Cameras for filming lessons (frontload)	\$0	Fixed Amount	\$0	\$0	\$0	\$0	\$0
Horseshoe tables	\$2,250	Fixed Amount	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250
Student Chairs	\$30	# of New Students	\$2,880	\$2,880	\$2,880	\$2,880	\$2,880
Student Desks	\$90	# of New Students	\$8,640	\$8,640	\$8,640	\$8,640	\$8,640
Rugs	\$0	Fixed Amount	\$0	\$0	\$0	\$0	\$0
Classroom Furniture	\$2,000	Fixed Amount	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Admin Computers	\$1,000	# of New Admin Staff	\$0	\$2,000	\$2,000	\$2,000	\$2,000
Replacement Costs for Admin Computers	\$2,000	# of New Admin Staff	\$0	\$4,000	\$4,000	\$4,000	\$4,000
Phones	\$1,000	Fixed Amount	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

TOTAL TECHNOLOGY & EQUIPMENT COSTS	\$106,245	\$159,971	\$166,699	\$177,428	\$177,558
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East End Preparatory Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
	Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8	
Annual Increase	1%	1%	1%	1%	1%	1%
Effective Increase	101.00%	102.01%	103.03%	104.06%	105.10%	103%

Select Retirement Option	Fiscal Year Start	Position	Base Salary/Bonus %	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
Instruction -Lead Teachers									
TCRS Legacy	2015-16	Teacher K		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	Teacher K		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	Teacher K		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	Teacher K		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	1st grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	1st grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	1st grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	1st grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	2nd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	2nd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	2nd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	2nd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	3rd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	3rd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	3rd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	3rd grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	4th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	4th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	4th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	4th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Hybrid	2016-17	5th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Hybrid	2016-17	5th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Hybrid	2016-17	5th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Hybrid	2016-17	5th grade		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Hybrid	2017-18	6th grade		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Hybrid	2017-18	6th grade		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Hybrid	2017-18	6th grade		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Hybrid	2017-18	6th grade		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Hybrid	2017-18	6th grade		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Hybrid	2017-18	6th grade		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Hybrid	2018-19	7th grade		\$47,000	0	0	48,424	48,908	49,397
TCRS Hybrid	2018-19	7th grade		\$47,000	0	0	48,424	48,908	49,397
TCRS Hybrid	2018-19	7th grade		\$47,000	0	0	48,424	48,908	49,397
TCRS Hybrid	2018-19	7th grade		\$47,000	0	0	48,424	48,908	49,397
TCRS Hybrid	2018-19	7th grade		\$47,000	0	0	48,424	48,908	49,397
TCRS Hybrid	2019-20	8th grade		\$47,000	0	0	0	48,908	49,397
TCRS Hybrid	2019-20	8th grade		\$47,000	0	0	0	48,908	49,397
TCRS Hybrid	2019-20	8th grade		\$47,000	0	0	0	48,908	49,397
TCRS Hybrid	2019-20	8th grade		\$47,000	0	0	0	48,908	49,397
TCRS Hybrid	2019-20	8th grade		\$47,000	0	0	0	48,908	49,397
TCRS Legacy	2015-16	Interventionist (K-5)		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2019-20	Interventionist (6-8)		\$47,000	0	0	0	48,908	49,397
TCRS Legacy	2015-16	Music Teacher #1		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2015-16	Art Teacher #1		\$47,000	47,470	47,945	48,424	48,908	49,397
TCRS Legacy	2017-18	Music Teacher #2		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Legacy	2017-18	Art Teacher #2 PE		\$47,000	0	47,945	48,424	48,908	49,397
TCRS Legacy	2017-18	Teacher		\$47,000	0	47,945	48,424	48,908	49,397

Total Wages - Instruction - Lead Teachers	1,281,690	1,726,009	2,033,814	2,396,511	2,420,476
Teacher Bonuses	8.5%	108,944	146,711	172,874	203,703
Total # of Lead Teachers	27	36	42	49	49
Total # of New Lead Teachers	4	9	6	7	-

East End Preparatory Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
	Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8	
Annual Increase	1%	1%	1%	1%	1%	1%
Effective Increase	101.00%	102.01%	103.03%	104.06%	105.10%	103%

Select Retirement Option	Fiscal Year Start	Position	Base Salary/Bonus %	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
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Instruction -Associate Teachers

Metro New	2015-16	AT Kindergarten	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT Kindergarten	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT Kindergarten	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT Kindergarten	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 1st grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 1st grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 1st grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 1st grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 2nd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 2nd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 2nd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro	2015-16	AT 2nd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2015-16	AT 2nd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2015-16	AT 3rd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2015-16	AT 3rd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2015-16	AT 3rd grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2015-16	AT 4th grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2015-16	AT 4th grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2015-16	AT 4th grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2016-17	AT 5th grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2016-17	AT 5th grade	\$35,000	35,350	35,704	36,061	36,421	36,785
Metro New	2016-17	AT 5th grade	\$35,000	35,350	35,704	36,061	36,421	36,785

Total Wages - Instruction - Associate Teachers		742,350	749,774	757,271	764,844	772,492
Associate Teacher Bonuses	2.0%	14,847	14,995	15,145	15,297	15,450
Total # of Associate Teachers		21	21	21	21	21
Total # of New Associate Teachers		3	-	-	-	-

Office of the Principal - Certified

TCRS Legacy	2015-16	School Director	\$100,000	101,000	102,010	103,030	104,060	105,101
TCRS Legacy	2016-17	Principal (K-5)	\$92,000	92,920	93,849	94,788	95,736	96,693
TCRS Legacy	2016-17	Principal (6-8)	\$92,000	92,920	93,849	94,788	95,736	96,693
TCRS Legacy	2015-16	Assistant Principal (train pos)	\$88,000	-	-	-	-	-
TCRS Hybrid	2015-16	Assistant Principal (train pos)	\$88,000	-	-	-	-	-
TCRS Hybrid	2015-16	Academic Dean (K-5)	\$85,000	85,850	86,709	87,576	88,451	89,336
TCRS Hybrid	2018-19	Academic Dean (6-8)	\$85,000	-	-	87,576	88,451	89,336
TCRS Hybrid	2015-16	Instructional Coach (K-5)	\$65,000	65,650	66,307	66,970	67,639	68,316
TCRS Hybrid	2015-16	Instructional Coach (K-5)	\$65,000	65,650	66,307	66,970	67,639	68,316
TCRS Hybrid	2019-20	Instructional Coach (K-8)	\$65,000	-	-	-	67,639	68,316
TCRS Hybrid	2017-18	Dean of Students 6-8	\$70,000	-	71,407	72,121	72,842	73,571
TCRS Hybrid	2015-16	Dean of Students 3-5	\$70,000	70,700	71,407	72,121	72,842	73,571
TCRS Hybrid	2016-17	Dean of Students K-2	\$70,000	70,700	71,407	72,121	72,842	73,571
TCRS Hybrid	2015-16	Assoc. Dean of Students (train pos)	\$55,000	-	-	-	-	-
TCRS Hybrid	2015-16	Assoc. Dean of Students	\$55,000	55,550	56,106	56,667	57,233	57,806

Total Wages - Office of the Principal - Certified		700,940	779,356	874,726	951,112	960,623
Office of the Principal - Certified Bonuses	2.0%	14,019	15,587	17,495	19,022	19,212
Total # of Office of the Principal - Certified		9	10	11	12	12
Total # of New Certified Admin		-	1	1	1	-

East End Preparatory Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
	Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8	
Annual Increase	1%	1%	1%	1%	1%	1%
Effective Increase	101.00%	102.01%	103.03%	104.06%	105.10%	103%

Select Retirement Option	Fiscal Year Start	Position	Base Salary/Bonus %	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
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Office of the Principal - Non-Certified

Metro	2017-18	Director of SEL K-2	\$45,000	-	45,905	46,364	46,827	47,295	
Metro	2019-20	Guidance/Transition Counselor 6-8	\$45,000	-	-	-	46,827	47,295	
Metro	2015-16	Director of Operations	\$65,000	65,650	66,307	66,970	67,639	68,316	
Metro	2015-16	Registrar	\$45,000	45,450	45,905	46,364	46,827	47,295	
Metro	2018-19	Data Specialist	\$45,000	-	-	46,364	46,827	47,295	
Metro	2015-16	Office Manager K-5	\$40,000	40,400	40,804	41,212	41,624	42,040	

Total Wages - Office of the Principal - Non-Certified				151,500	198,920	247,272	296,572	299,538	
Office of the Principal - Non-Certified Bonues	2.0%			3,030	3,978	4,945	5,931	5,991	
Total # of Office of the Principal - Non-Certified				3	4	5	6	6	
Total # of New Non Certified Admin				-	1	1	1	-	

Special Education

TCRS Legacy	2015-16	Director of Student Supports Services	\$70,000	70,700	71,407	72,121	72,842	73,571	
TCRS Legacy	2018-19	Special Ed LT 6-8	\$47,000	-	-	48,424	48,908	49,397	
TCRS Legacy	2019-20	Special Ed LT 6-8	\$47,000	-	-	-	48,908	49,397	
TCRS Legacy	2016-17	Special Ed LT K-2	\$47,000	47,470	47,945	48,424	48,908	49,397	
TCRS Legacy	2016-17	Special Ed LT 3-5	\$47,000	47,470	47,945	48,424	48,908	49,397	
TCRS Legacy	2017-18	Special Ed LT K-5	\$47,000	-	47,945	48,424	48,908	49,397	

Total Wages - Special Education				165,640	215,241	265,818	317,384	320,558	
Special Education Bonues	2.0%			3,313	4,305	5,316	6,348	6,411	
Total # of Special Education				3	4	5	6	6	
Total # of New SPED				2	1	1	1	-	

Other

None	2015-16	Substitutes	\$3,000	3,030	3,060	3,091	3,122	3,153	
None	2015-16	Paid Leave	\$15,000	15,150	15,302	15,455	15,609	15,765	
None	2015-16	Recruitment	\$3,000	3,030	3,060	3,091	3,122	3,153	
None	2015-16	Overtime	\$1,000	1,010	1,020	1,030	1,041	1,051	
None	2015-16	Club stipends, GLL	\$7,500	7,575	7,651	7,727	7,805	7,883	

Total Other Wages				29,795	30,093	30,394	30,698	31,005	
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East End Preparatory Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
	Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8	
Annual Increase	1%	1%	1%	1%	1%	1%
Effective Increase	101.00%	102.01%	103.03%	104.06%	105.10%	103%

Select Retirement Option	Fiscal Year Start	Position	Base Salary/Bonus %	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
Total Wages & Compensation				3,216,067	3,884,969	4,425,071	5,007,423	5,057,497	
Total # of Staff				63	75	84	94	94	
Total # of New Staff				9	12	9	10	-	
Taxes									
Social Security			6.20%	199,396	240,868	274,354	310,460	313,565	
Medicare			1.45%	46,633	56,332	64,164	72,608	73,334	
State Unemployment			4.00%	22,680	27,000	30,240	33,840	33,840	
Retirement									
TCRS Legacy	Retirement Certified - Pre-July 2014		9.04%	139,604	158,337	164,298	174,783	176,531	
TCRS Hybrid	Retirement Certified - Post July 2014		9.00%	54,358	87,219	122,122	155,841	157,399	
Metro	Retirement Classified - Existing		17.12%	86,436	95,157	104,044	113,100	114,231	
Metro New	Retirement Classified - New		8.56%	33,278	33,611	33,947	34,286	34,629	
				24,202	33,369	33,369	33,369	9,167	
Insurance									
Medical Insurance Increase				0.00%	0.00%	0.00%	0.00%	0.00%	
				100.00%	100.00%	100.00%	100.00%	100.00%	
Certified (Dental Included)			\$5,833	227,487	291,650	338,314	390,811	390,811	
Non Certified (Dental Separate)			\$5,652	135,648	141,300	146,952	152,604	152,604	
Dental (Non-Certified only)			\$340	8,160	8,500	8,840	9,180	9,180	
Life & ADD									
Certified			\$57	2,223	2,850	3,306	3,819	3,819	
Non Certified			\$170	4,080	4,250	4,420	4,590	4,590	
Workers Compensation									
			0.44%	14,151	17,094	19,470	22,033	22,253	based on the current premium

East End Preparatory Charter School

			2016-17	2017-18	2018-19	2019-20	2020-21	Notes
			Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8	
			Enrollment					
K	Attrition		96	96	96	96	96	
1st	0.00%		96	96	96	96	96	
2nd	0.00%		96	96	96	96	96	
3rd	0.00%		96	96	96	96	96	
4th	0.00%		96	96	96	96	96	
5th	0.00%		96	96	96	96	96	
6th	0.00%		0	96	96	96	96	
7th	0.00%		0	0	96	96	96	
8th	N/A		0	0	0	96	96	
Total Enrollment			576	672	768	864	864	
Change in Enrollment From Prior Year			96	96	96	96	0	
Free	OKAY	76.00%	438	511	584	657	657	
Reduced		8.00%	46	54	61	69	69	
Paid		16.00%	92	108	123	138	138	
Title I Regression Factor			84%	84%	84%	84%	84%	
SPED %			46	54	61	69	69	
Active Grade Levels			6	7	8	9	9	
# of Events			10	10	10	10	11	
# of School Days			186	186	186	186	187	
# of Discover Days			0	75	75	75	76	
Square Footage			63360	78240	93120	108000	108000	
Annual Increase			1.00%	1.00%	1.00%	1.00%	1.00%	Average Increase
Effective Increase			102.01%	103.03%	104.06%	105.10%	106.15%	1%
Apply Increase			Driver					
			2016-17	2017-18	2018-19	2019-20	2020-21	Notes
BEP	Yes	# of Students Enrolled	\$9,000	5,288,198	6,231,260	7,192,655	8,172,654	8,254,381 \$9000 per # of Students Enrolled; average 0.01 annual year over year increase in rate applied
BEP Capital Outlay	Yes	# of Students Enrolled	\$140	82,261	96,931	111,886	127,130	128,401 \$140 per # of Students Enrolled; average 0.01 annual year over year increase in rate applied
Title I	No	t of FRL Count & Regression	\$600	244,200	285,000	325,200	366,000	366,000 \$600 per Product of FRL Count & Regression Factor
Title I Parent Engagement	No	FRL Count	\$5	2,299	2,684	3,064	3,449	3,449 \$4.75 per FRL Count
IDEA	No	SPED Count	\$1,750	80,500	94,500	106,750	120,750	120,750 \$1750 per SPED Count
NSLP	No	Select	\$0	0	0	0	0	0
Fundraising	No	Fixed Amount	\$37,500	37,500	37,500	37,500	37,500	No underlying assumption
Grants	No	Fixed Amount	\$0	0	0	0	0	0 No underlying assumption
Uniforms	No	Fixed Amount	\$12,500	12,500	12,500	12,500	12,500	No underlying assumption
Special Events	No	Fixed Amount	\$1,000	1,000	1,000	1,000	1,000	No underlying assumption
Field Trips	No	Fixed Amount	\$3,500	3,500	3,500	3,500	3,500	No underlying assumption
To be defined	No	Fixed Amount	\$0	0	0	0	0	0 No underlying assumption
To be defined	No	Fixed Amount	\$0	0	0	0	0	0 No underlying assumption
To be defined	No	Fixed Amount	\$0	0	0	0	0	0 No underlying assumption
To be defined	No	Fixed Amount	\$0	0	0	0	0	0 No underlying assumption
Other	No	Fixed Amount	\$0	0	0	0	0	0 No underlying assumption

East End Preparatory Charter School

			2016-17	2017-18	2018-19	2019-20	2020-21	Notes
			Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8	
			1.00%	1.00%	1.00%	1.00%	1.00%	1%
			101.00%	102.01%	103.03%	104.06%	105.10%	102%
Annual Increase	Apply Increase	Driver	Assumption					
Effective Increase								
Instruction								
Field Trips								
Venue	No	# of Students Enrolled	\$5.00	2,880	3,360	3,840	4,320	4,320
Transportation	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
Total Field Trips				2,880	3,360	3,840	4,320	4,320
Instructional Supplies								
MAP (Only 1st and 2nd)	Yes	Fixed Amount	\$1,250.00	1,263	1,275	1,288	1,301	1,314
Kickboard	Yes	# of Students Enrolled	\$12.50	7,272	8,569	9,891	11,239	11,351
STEP Assessment	Yes	Fixed Amount	\$10,000.00	10,100	10,201	10,303	10,406	10,510
Classroom Money	No	# of Lead Teachers	\$750.00	20,250	27,000	31,500	36,750	36,750
Related Arts & Supplies	No	# of Students Enrolled	\$5.00	2,880	3,360	3,840	4,320	4,320
Overall Curriculum by Grade Learning.com	Yes	# of Grade Levels	\$5,000.00	30,300	35,704	41,212	46,827	47,295
SRI	No	# of Students Enrolled	\$10.00	5,760	6,720	7,680	8,640	8,640
ACT Aspire	No	# of Students Enrolled	\$5.00	3,360	3,840	4,320	4,320	4,320
To be defined	No	# of Students Enrolled	\$20.00	-	13,440	15,360	17,280	17,280
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
Total Instructional supplies				77,825	109,628	124,914	141,082	141,780
Contracted Services								
The Leader in Me Program	No	Fixed Amount	\$6,500.00	6,500	6,500	6,500	6,500	6,500
Discovery Program (Club Stipends included)	No	# of Students Enrolled	\$65.00	5,000	43,680	49,920	56,160	56,160
Supplemental Online Instructional Programs	No	# of Students Enrolled	\$20.00	11,520	13,440	15,360	17,280	17,280
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
Total Contracted Services				23,020	63,620	71,780	79,940	79,940
Uniforms								
New Students	No	# of New Students	\$20.00	1,920	1,920	1,920	1,920	1,920
Overage	No	Fixed Amount	\$10.00	10	10	10	10	10
Inventory	No	Fixed Amount	\$10,000.00	10,000	10,000	10,000	10,000	10,000
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
Total Uniforms				11,930	11,930	11,930	11,930	11,930
Instructional Equipment								
IPADS	No	Fixed Amount	\$2,000.00	2,000	2,000	2,000	2,000	2,000
Instructional staff computers	No	# of New Staff	\$1,000.00	9,000	12,000	9,000	10,000	10,000
Headphones	No	Fixed Amount	\$750.00	750	750	750	750	750
Teacher Easels (replacements)	No	Fixed Amount	\$500.00	500	500	500	500	500
Doc cams	No	Fixed Amount	\$2,500.00	2,500	2,500	2,500	2,500	2,500
LCD	No	Fixed Amount	\$2,500.00	2,500	2,500	2,500	2,500	2,500
Carts for cam and LCD	No	Fixed Amount	\$500.00	500	500	500	500	500
Student computers (100 per grade level in 6th-8th)	Yes	Fixed Amount	\$12,500.00	12,625	47,751	47,879	48,008	48,138
Laminator	No	Fixed Amount	\$1,500.00	1,500	1,500	1,500	1,500	1,500
Cameras for filming lessons (frontload)	No	Fixed Amount	\$0.00	-	-	-	-	-
Total Instructional Equipment				31,875	70,001	67,129	68,258	68,388
Furniture								
Horseshoe tables	No	Fixed Amount	\$2,250.00	2,250	2,250	2,250	2,250	2,250
Student Chairs	No	# of New Students	\$30.00	2,880	2,880	2,880	2,880	2,880
Student Desks	No	# of New Students	\$90.00	8,640	8,640	8,640	8,640	8,640
Rugs	No	Fixed Amount	\$0.00	-	-	-	-	-
Classroom Furniture	No	Fixed Amount	\$2,000.00	2,000	2,000	2,000	2,000	2,000
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
Total Furniture				15,770	15,770	15,770	15,770	15,770
Professional Development								
Teacher External Off Site Training	No	# of Lead Teachers	\$100.00	2,700	3,600	4,200	4,900	4,900
Bloomboard PD modules	No	# of Teachers (Lead & Associat	\$200.00	9,600	11,400	12,600	14,000	14,000
Bloomboard Talent Management Too	No	# of Teachers (Lead & Associat	\$50.00	2,400	2,850	3,150	3,500	3,500
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
To be defined	No	Fixed Amount	\$0.00	-	-	-	-	-
Total Professional Development				14,700	17,850	19,950	22,400	22,400
Total Instruction				178,000	292,160	315,313	343,700	344,528

Office of the Principal

Supplies

Business Meetings/Meals
Food Supplies
for Family Engagement
Laminating Film
Sage Fee
General Office supplies
Copy Paper
To be defined
To be defined
To be defined

No	Fixed Amount	\$250.00	250	250	250	250	250
No	# of Students Enrolled	\$15.00	8,640	10,080	11,520	12,960	12,960
No	Fixed Amount	\$1,000.00	1,000	1,000	1,000	1,000	1,000
No	# of Students Enrolled	\$5.50	3,168	3,696	4,224	4,752	4,752
No	Fixed Amount	\$1,020.00	1,020	1,020	1,020	1,020	1,020
No	Fixed Amount	\$5,000.00	5,000	5,000	5,000	5,000	5,000
No	# of Students Enrolled	\$15.00	8,640	10,080	11,520	12,960	12,960
No	# of Grade Levels	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Supplies

27,718 31,126 34,534 37,942 37,942

Contracted Services

MOB Management
Event Translation Services
IEP Translation Services
To be defined
To be defined

Yes	Fixed Amount	\$80,000.00	80,800	81,608	82,424	83,248	84,081
No	Fixed Amount	\$2,000.00	2,000	2,000	2,000	2,000	2,000
No	SPED Count	\$100.00	4,600	5,400	6,100	6,900	6,900
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Contracted Services

87,400 89,008 90,524 92,148 92,981

Licenses & Fees

NTF Core Member fee
TFA core member fee
Insight Staff Culture survey fee
Survey Monkey
Squarespace
Batchgeo
To be defined
To be defined
To be defined
To be defined

No	Fixed Amount	\$14,000.00	14,000	14,000	14,000	14,000	14,000
No	Fixed Amount	\$5,000.00	5,000	5,000	5,000	5,000	5,000
No	Fixed Amount	\$1,000.00	1,000	1,000	1,000	1,000	1,000
No	Fixed Amount	\$300.00	300	300	300	300	300
No	Fixed Amount	\$240.00	240	240	240	240	240
No	Fixed Amount	\$100.00	100	100	100	100	100
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Licenses & Fees

20,640 20,640 20,640 20,640 20,640

Instructional Equipment

Admin Computers
Replacement Costs for Admin Computers
To be defined
To be defined
To be defined

No	# of New Admin Staff	\$1,000.00	-	2,000	2,000	2,000	2,000
No	# of New Admin Staff	\$2,000.00	-	4,000	4,000	4,000	4,000
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Instructional Equipment

- 6,000 6,000 6,000 6,000

Furniture

Office Furniture
To be defined
To be defined
To be defined
To be defined

No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Furniture

- - - - -

Postage

Regular Postage
Extra Postage
Big mail outs- report cards, marketing
Postage Machine Rental
To be defined

No	Fixed Amount	\$220.00	220	220	220	220	220
No	Fixed Amount	\$100.00	100	100	100	100	100
No	Fixed Amount	\$3,000.00	3,000	3,000	3,000	3,000	3,000
No	Month	\$40.00	480	480	480	480	480
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Postage

3,800 3,800 3,800 3,800 3,800

Marketing

Brochures
Other Marketing Supplies
To be defined
To be defined
To be defined

No	Fixed Amount	\$3,000.00	3,000	3,000	3,000	3,000	3,000
No	Fixed Amount	\$5,000.00	5,000	5,000	5,000	5,000	5,000
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Marketing

8,000 8,000 8,000 8,000 8,000

Staff Morale

Holiday Party
End of Year Dinner
Staff Morale- Swag
To be defined
To be defined

No	# of Total Staff	\$50.00	3,150	3,750	4,200	4,700	4,700
No	# of Total Staff	\$50.00	3,150	3,750	4,200	4,700	4,700
No	# of Total Staff	\$50.00	3,150	3,750	4,200	4,700	4,700
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Staff Morale

9,450 11,250 12,600 14,100 14,100

Gas

Recruitment
To be defined
To be defined
To be defined
To be defined

No	Fixed Amount	\$1,000.00	1,000	1,000	1,000	1,000	1,000
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Gas

1,000 1,000 1,000 1,000 1,000

Furniture

Office Furniture
To be defined
To be defined
To be defined
To be defined

No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Furniture

- - - - -

Professional Development

Leader Professional Development (Relay plus)
To be defined
To be defined
To be defined
To be defined

No	# of Admin Staff	\$1,000.00	42,000	14,000	16,000	18,000	18,000
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

Total Professional Development

42,000 14,000 16,000 18,000 18,000

Total Office of the Principal

200,008 184,824 193,098 201,630 202,463

Fiscal

Contracted Services

Audit

Interest Bank

Fees To be

defined To be

defined

Total Contracted Services

No	Fixed Amount	\$13,000.00	13,000	13,000	13,000	13,000	13,000
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$150.00	1,800	1,800	1,800	1,800	1,800
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

14,800 14,800 14,800 14,800 14,800

Total Fiscal

14,800 14,800 14,800 14,800 14,800

Transportation

of School Day Routes

of Boost Day Routes

of Bus Monitors

7	6	6	6	6
1	1	1	1	1
6	6	6	6	6

Total Transportation

55 per bus

445,000 480,000 515,000 605,000 605,000

Plant

Buses

Extra Legs (20 per extra le

7	8	9	11	11
3	2	1	0	0

Supplies

Building Supplies (Playground in 15-16)

Cleaning Supplies

To be defined

To be defined

To be defined Total

Supplies Contracted

Services Custodial

Contract

Technology Service

Maintenance Contracts

Copier Expenses

Building Rent

PowerSchool

MNPS Database

Storage

Computer Lab Installation

Wireless Installation

Total Contracted Services

Utilities

Phone Service

Phones

ConnectEd

Maintenance of Phones

To be defined

To be defined

To be defined

To be defined

To be defined

To be defined

Total Utilities

Insurance

D&O and Liability (workers comp in payroll)

To be defined

To be defined

To be defined

To be defined

Total Insurance

No	# of Students Enrolled	\$7.00	4,032	4,704	5,376	6,048	6,048
No	# of Students Enrolled	\$4.00	2,304	2,688	3,072	3,456	3,456
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

6,336 7,392 8,448 9,504 9,504

No	Total Square Footage	\$1.75	110,880	136,920	162,960	189,000	189,000
No	Fixed Amount	\$25,000.00	23,000	26,000	30,000	33,000	33,000
No	# of Students Enrolled	\$40.00	23,040	26,880	30,720	34,560	34,560
No	# of Students Enrolled	\$100.00	57,600	67,200	76,800	86,400	86,400
No	Total Square Footage	\$5.20	335,808	423,278	514,022	608,040	608,040
No	Fixed Amount	-	-	-	-	-	-
No	Fixed Amount	\$1,500.00	1,500	1,500	1,500	1,500	1,500
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	20,000	-	-	-	-
No	Fixed Amount	\$0.00	12,000	-	-	-	-

583,828 681,778 816,002 952,500 952,500

Goes up 2% so I man

Yes	Month	\$400.00	4,848	4,896	4,945	4,995	5,045
No	Fixed Amount	\$1,000.00	1,000	1,000	1,000	1,000	1,000
No	# of Students Enrolled	\$10.00	5,760	6,720	7,680	8,640	8,640
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

11,608 12,616 13,625 14,635 14,685

No	# of Total Staff	\$350.00	22,050	26,250	29,400	32,900	32,900
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-
No	Fixed Amount	\$0.00	-	-	-	-	-

22,050 26,250 29,400 32,900 32,900

Total Plant

623,822 728,036 867,475 1,009,539 1,009,589

Depreciation

Prior Year

Current Year

-	-	-	-	-
-	-	-	-	-

Total Depreciation

- - - - -

East End Preparatory Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
	Grades K-5	Grades K-6	Grades K-7	Grades K-8	Grades K-8	
<u>Revenue</u>						
BEP	5,288,198	6,231,260	7,192,655	8,172,654	8,254,381	\$9000 per # of Students Enrolled; average 0.01 annual year over year increase in rate applied
BEP Capital Outlay	82,261	96,931	111,886	127,130	128,401	\$140 per # of Students Enrolled; average 0.01 annual year over year increase in rate applied
Title I	244,200	285,000	325,200	366,000	366,000	\$600 per Product of FRL Count & Regression Factor
Title I Parent Engagement	2,299	2,684	3,064	3,449	3,449	\$4.75 per FRL Count
IDEA	80,500	94,500	106,750	120,750	120,750	\$1750 per SPED Count
NSLP	-	-	-	-	-	
Fundraising	37,500	37,500	37,500	37,500	37,500	No underlying assumption
Grants	-	-	-	-	-	No underlying assumption
Uniforms	12,500	12,500	12,500	12,500	12,500	No underlying assumption
Special Events	1,000	1,000	1,000	1,000	1,000	No underlying assumption
Field Trips	3,500	3,500	3,500	3,500	3,500	No underlying assumption
Other	-	-	-	-	-	No underlying assumption
TOTAL REVENUE	5,751,958	6,764,875	7,794,054	8,844,483	8,927,481	

East End Preparatory Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
<u>Expenses</u>						
Teachers	1,281,690	1,726,009	2,033,814	2,396,511	2,420,476	
Associate Teachers	742,350	749,774	757,271	764,844	772,492	
Certified Administrators	700,940	779,356	874,726	951,112	960,623	
Non-Certified Administrators	151,500	198,920	247,272	296,572	299,538	
Special Education	165,640	215,241	265,818	317,384	320,558	
Bonuses	144,152	185,577	215,776	250,302	252,805	
Other Wages	29,795	30,093	30,394	30,698	31,005	
<i>Total Wages & Compensation</i>	3,216,067	3,884,969	4,425,071	5,007,423	5,057,497	
Social Security	199,396	240,868	274,354	310,460	313,565	
Medicare	46,633	56,332	64,164	72,608	73,334	
State Unemployment	22,680	27,000	30,240	33,840	33,840	
Retirement	337,878	407,691	457,779	511,378	491,956	
Medical, Dental, & Vision	371,295	441,450	494,106	552,595	552,595	
Life & ADD	6,303	7,100	7,726	8,409	8,409	
Workers Compensation Insurance	14,151	17,094	19,470	22,033	22,253	
<i>Total Employer Benefits & Taxes</i>	998,335	1,197,535	1,347,839	1,511,323	1,495,952	
Instruction	178,000	292,160	315,313	343,700	344,528	
Special Education	48,080	55,760	63,440	71,120	71,120	
Health Services	2,707	3,158	3,610	4,061	4,061	
Library	12,000	14,000	16,000	18,000	18,000	
Office of the Principal	200,008	184,824	193,098	201,630	202,463	
Fiscal	14,800	14,800	14,800	14,800	14,800	
Transportation	445,000	480,000	515,000	605,000	605,000	
Plant	623,822	728,036	867,475	1,009,539	1,009,589	
<i>Total Non Personnel Expenses</i>	1,524,417	1,772,739	1,988,736	2,267,850	2,269,560	
<i>Total Depreciation</i>	-	-	-	-	-	
TOTAL EXPENSES	5,738,819	6,855,243	7,761,645	8,786,596	8,823,009	
OPERATING INCOME (LOSS)	13,139	(90,368)	32,409	57,887	104,471	
BEGINNING FUND BALANCE	640,204	653,342	562,974	595,383	653,270	
ENDING FUND BALANCE	653,342	562,974	595,383	653,270	757,741	

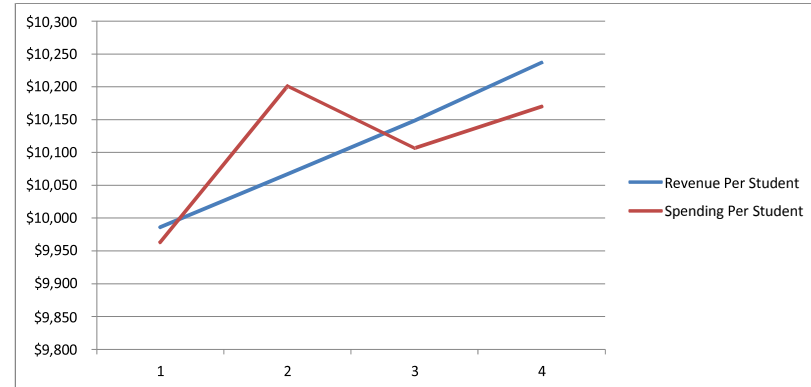
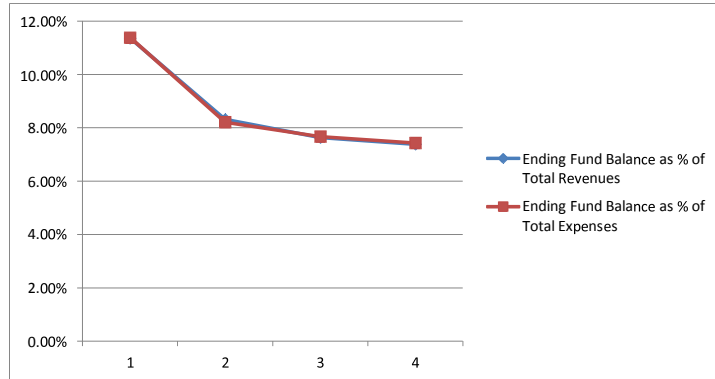
East End Preparatory Charter School

	2016-17	2017-18	2018-19	2019-20	2020-21	Notes
KEY ASSUMPTIONS						
# of Students Enrolled	576	672	768	864	864	
# of New Students	96	96	96	96	0	
FRL Count	484	565	645	726	726	
Product of FRL Count & Regression Factor	407	475	542	610	610	
SPED Count	46	54	61	69	69	
# of Grade Levels	6	7	8	9	9	
# of Events	10	10	10	10	11	
Total Square Footage	63,360	78,240	93,120	108,000	108,000	
Month	12	12	12	12	13	
# of School Days	186	186	186	186	187	
# of Discovery Days	0	75	75	75	76	
# of Teachers (Lead & Associate)	48	57	63	70	0	
# of Lead Teachers	27	36	42	49	0	
# of New Lead Teachers	4	9	6	7	0	
# of Admin Staff	12	14	16	18	0	
# of New Admin Staff	0	2	2	2	0	
# of Total Staff	63	75	84	94	0	
# of New Staff	9	12	9	10	0	
KEY INDICATORS						
Operating Income as % of Total Revenues	0.23%	-1.34%	0.42%	0.65%	1.17%	
Operating Income as % of Total Expenses	0.23%	-1.32%	0.42%	0.66%	1.18%	
Ending Fund Balance as % of Total Revenues	11.36%	8.32%	7.64%	7.39%	8.49%	
Ending Fund Balance as % of Total Expenses	11.38%	8.21%	7.67%	7.43%	8.59%	
Operating Income Growth (Decline) From Prior Year	-24.84%	-787.80%	-135.86%	78.61%	80.47%	
Fund Balance Growth (Decline) From Prior Year	2.05%	-13.83%	5.76%	9.72%	15.99%	
Revenue Per Student	\$9,986	\$10,067	\$10,149	\$10,237	\$10,333	
Spending Per Student	\$9,963	\$10,201	\$10,106	\$10,170	\$10,212	

East End Preparatory Charter School

2016-17	2017-18	2018-19	2019-20	2020-21	Notes
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GRAPHICAL INDICATORS



Attachment 14: Budget Narrative

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

A plan for compliance with state and federal accounting and reporting requirements.

Since East End Preparatory's opening in 2011, we have complied with all state and federal accounting and reporting requirements, with support from our sponsor agency, Martha O'Bryan Center. Over its 120 year history, Martha O'Bryan Center has garnered extensive experience with both federal and state accounting and reporting requirements.

East End Preparatory submits annual reports in compliance with the state approved chart of accounts coding structure and follows practices consistent with federal cost reimbursement programs, such as Title I and IDEA. If East End Preparatory ever expends more than \$500,000 in federal funds, we will engage our audit firm to conduct an A-133 audit, to ensure proper levels of scrutiny.

To date, East End Preparatory has had no issues with state and federal accounting and reporting, and it is in good standing with Metro Nashville Public Schools. Our fiscal year is July 1 through June 30.

How the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.

Because the East End Preparatory proposed budget is a scale up of our existing financial model—which is already promoting high levels of academic achievement—we have evidence that it can be fully implemented. Throughout our four-year history, East End Preparatory has implemented a rigorous educational program, producing student achievement levels that match or exceed state and national standards, measured by a battery of assessment tools, including STEP and MAP.

By expanding our model to support grades 6-8, East End Preparatory will further strengthen our operational and financial capacity. The increased size of the school will allow for a spreading of fixed operational and administrative costs over a larger body of students, which will ultimately free up more dollars per student to go towards educational and instructional spending. While East End Preparatory will encounter new budget requirements and considerations as it expands into the middle school grades, our School Leader and the Board of Directors have determined that the school's growth ultimately positions us to provide the highest-quality college preparatory educational option for Nashville's children and youth. Indeed, dedicating an overwhelming level of resources towards our students and their education ensures that our students are prepared to succeed. By providing students with great leaders, highly-qualified and exceptional teachers, research-based curriculum, hands-on technology aligned with 21st Century Knowledge and Skills, and a safe, structured, and supportive environment, our students will achieve at high levels, excel in high school, graduate from college, and become leaders in our community.

Student enrollment and BEP projections

East End Preparatory's student enrollment assumptions are 96 students per grade level, for a total projected enrollment of 480 K-4 scholars in fiscal year 2016. It is important to note that 96 is used in an effort to be conservative and budget smart in case enrollment ever decreases. Target enrollment for each class is 100 students. Each year, East End Preparatory will add a new Kindergarten class of approximately 100 students, with preexisting grade levels transitioning upwards until the school reaches a terminal enrollment of 900 K-8 scholars in fiscal year 2020. It is important to note that leadership and instructional staffing assumptions and other operating expenses have been developed to stretch capacity up to an additional 8 students per grade level, if necessary.

The Basic Education Program (BEP) rate assumption for fiscal year 2015, which serves as the base rate for

future year assumptions through fiscal year 2020, is \$9,000 per average daily membership (ADM) or average enrollment. Year over year, the BEP rate is assumed to increase at least 1%, which is consistent with recent BEP trends. The 1% assumed increase in the BEP rate year over year will ultimately lead to a BEP rate in fiscal year 2020 that is approximately 5.1% higher than the BEP rate in fiscal year 2015, which is also consistent with the historical BEP funding trends. East End Preparatory has tempered the assumed increase of the BEP rate by offsetting assumed increases to payroll spending and areas of the budget more subject to inflation fluctuations.

East End Preparatory has also included an assumption of \$140 per student for the BEP Capital Outlay component that comes directly from the state to defray facility costs incurred.

All anticipated funding sources, including grants, state, federal and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.

In addition to the BEP and BEP Capital Outlay assumptions, East End Preparatory has included assumptions for the public funding sources Title I and IDEA based on fiscal year 2015 funding levels and the appropriate drivers, including MNPS's regression factor of awarding Title I on the basis of the school's Free and Reduced Lunch percentage (assuming 84%) and IDEA funds on the basis of the school's current Special Education Student count (7%). No other public sources have been budgeted, including National School Lunch Program (NSLP) reimbursement and E-Rate. East End Preparatory currently participates in MNPS's Community Eligibility Provision program under NSLP, so there is no net benefit or cost to the school's revenues or expenses for food services. East End Preparatory currently participates in E-Rate, but due to the year to year uncertainty these funds, has not included that in the budget but will include it in future budget projections if we are successful in securing.

Other non-public sources include assumptions around uniform sales, field trip fees, and proceeds from hosted events for students, their families, and members of the community. These assumed amounts are based on historical track record and are largely offset by expenses, though there is some variation. East End Preparatory has also assumed a modest fundraising amount of \$37,500 per year, consistent with East End Preparatory's development track record. This assumption is likely conservative, as the school will be essentially doubling its impact in a high needs area of Nashville; East End Preparatory fully expects additional resources to grow as the community footprint and impact of the school grows.

All anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds.

East End Preparatory's five-year budget outlook bodes well for our school's future. With our operating budget expected to essentially double in five years, from a \$4.76M budget to an \$8.93M budget, East End Preparatory demonstrates ability to scale in the longer term. Operating income is anticipated to be positive except for in fiscal year 2018, when East End Preparatory will invest in middle school related arts staffing in anticipation of its growth in fiscal year 2019 and fiscal year 2020. When put into context of a financial reserve that is slated to be approximately \$650,000 in fiscal year 2016, however, East End Preparatory is confident that our fiscal year 2018 investments will be in line with the interests of our scholars and theory of action for student achievement.

East End Preparatory's personnel numbers are expected to grow from 54 staff in fiscal year 2015 to 94 staff in fiscal year 2020. This represents a predominately linear growth trend year over year, with the outlier being fiscal year 2018, where there will be an uptick in teaching staff as we expand into middle school. As we budget thoughtfully and to adhere to our theory of action for student achievement, we must invest in these roles early before the school is at scale.

Our biggest area of staffing growth will be among instructional staff year over year, with average teacher salaries starting at \$47K. As the school matures, there will also be a resource intensive segmentation of leadership across grade levels to fine tune the educational program more appropriately to respective grade levels.

A 1% year over year increase has been budgeted for COLA adjustments, in addition to a 2% per year amount budgeted for bonuses and merit and performance adjustments. All the standard employer taxes and benefits have been budgeted for as well: Social Security at 6.2% of salaries; Medicare at 1.45% of salaries; 4% of the first \$9K per employee per calendar year for state unemployment insurance; retirement costs based on respective participation in MNPS and TCRS programs, including accounting for nuances with the new TCRS Hybrid program, as well as the six-month waiting period when a support employee first participates in MNPS. Health insurance and workers compensation insurance amounts have been budgeted using fiscal year 2015 pricing data.

Regarding other key expenses, East End Preparatory has included a robust amount of spending on a per scholar basis that adequately reflects all of the programmatic requirements, as well as key operating systems. Our largest expenses include our operating lease with MNPS at \$5.20/square foot, with the square footage per student growing from around 80 square feet per student up to 120 square feet per student. This is consistent with the idea of more communal space growing as our school grows and ultimately providing more resources for scholars. Janitorial services have been budgeted at \$1.75/square foot, consistent with the current contracted level. Transportation is a major expense as well, representing approximately 7% of budgeted expenses in a given year. Back-office and wrap-around services through Martha O'Bryan Center have been budgeted at \$80K per year, growing at 1% per year.

With all expenses considered, the average spend per scholar is expected to be around \$9,874 in fiscal year 2016 and grow up to \$10,212 in fiscal year 2021, with some leveling off of spending, excluding inflation, after fiscal year 2020, since East End Preparatory will then be at scale.

The systems and processes by which the organization and school will manage accounting, purchasing, payroll and audits. Include any draft policies on financial controls, etc.
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East End Preparatory contracts with Martha O'Bryan Center for a host of wrap-around and support services, including financial back-office support. As such, East End Preparatory's systems and processes build upon an already established and sophisticated business office operating and managing Martha O'Bryan Center's \$6M+ operating budget. These systems and processes include a seasoned financial management team of three full-time staff utilizing Sage, an enterprise accounting system that is prevalent in both the non-profit and for profit sector.

Martha O'Bryan Center, on behalf of East End Preparatory, records and processes all invoices, securing approvals for payments through the school's approval channels and following approver threshold requirements. Payroll is also administered, including but not limited to, employer tax calculation, elective and mandated deductions, and providing general human resource support and personnel file maintenance. Martha O'Bryan Center also maintains the accounting records of East End Preparatory, reconciling its accounts and preparing monthly financial statements for the Board of East End Preparatory. These records conform to generally accepted accounting principles, as promulgated by Governmental Accounting Standards Board (GASB).

When East End Preparatory engages an audit firm, our administrative staff and business staff of the Martha O'Bryan Center work closely to make sure the audit firm has access to all necessary financial information and records. Said work and records are maintained and organized contemporaneously to facilitate a smooth audit process. During the course of the audit, any other requests by the audit firm are fielded by involved staff at East End Preparatory and Martha O'Bryan Center. After the audit is complete, both sets of involved staff review the audit report and management letter. Should the audit report or management letter include any findings, both sets of staff work together to address said findings and implement corrective actions, as

necessary.

The procedures governing the deposit and investment of idle funds and comprehensive travel regulations.

East End Preparatory has adopted financial policies that require it to maintain bank accounts which are FDIC insured. East End Preparatory currently banks with Pinnacle, a member of the State of Tennessee Collateral Pool. Participation in this pool provides additional security for deposits in excess of FDIC insurance limits. Said accounts are not speculative instruments, but rather basic business checking and savings accounts; the latter earns interest at less than 0.1% per year. From time to time, East End Preparatory's Board of Directors, in consultation with its finance committee, will evaluate additional banking instruments to maximize interest earnings on available funds, while maintaining security of said funds and ensuring continued liquidity. In conjunction with this, when East End Preparatory's reserves reach levels greater than 10% of its operating budget, both school leadership and the Board of Directors will look for opportunities to invest and expand the impact of the school, including but not limited to providing additional resources for scholars, investing in staffing, hiring personnel in anticipation of future initiatives, and making key investments in school infrastructure and equipment.

Describe how the school will provide an independent annual audit of organizational and school level financial and administrative operations.

On an annual basis, all charter schools in the state of Tennessee must contract with an independent, approved certified public accountant or accounting firm to complete the audit of the school's financial statements and issue an unqualified opinion on the representation of those statements. East End Preparatory has been in compliance with this requirement since our inception and will continue to adhere to this requirement throughout our existence. Each spring, our Board finance committee issues a request for proposals from audit firms, with special attention to cost, as well as reputation, experience, and expertise with charter school finance.

In fiscal year 2014, we selected Frasier, Dean, & Howard, PLLC to conduct our annual audit; this firm has an established track record auditing a number of Nashville charter schools, including LEAD Public Schools and Knowledge Academy. Frasier, Dean, & Howard, PLLC also audited our sponsor agency, Martha O'Bryan Center. All East End Preparatory audit reports are currently on file with MNPS. Auditor recommendations from each audit report have been implemented when appropriate.

Describe your team's individual and collective qualifications for implementing the financial plan successfully.

The administrative leadership of East End Preparatory has already garnered four years of experience implementing a successful financial plan, through operation of our elementary school. Charter schools can often run into financial difficulty in their first few years, and yet, our team has demonstrated an impeccable ability to adhere to budget requirements and implement mid-year changes whenever new financial challenges have presented themselves. In addition to receiving his bachelor's degree in mathematics, our School Leader comes with many years of classroom and school administration experience, which often overlapped with managing a budget, and our Assistant Principal has had experience leading and managing a K-8 school prior to her tenure at East End Preparatory. Additionally, our full-time Director of Operations is singularly dedicated to optimizing system and processes, including financial planning and implementation. Charter schools with dedicated operations roles have shown better track records for adhering to financial plans and managing risk. All of this is in conjunction with our partnership for business services through Martha O'Bryan Center, which has its own staff and track records for implementing financial plans successfully.

It's important to note that East End Preparatory's Board of Directors is also a critical to ensuring our

financial plan is successfully implemented. The Board is comprised of a number of professionals with extensive business and finance expertise, ranging from a former CFO to financial consulting to proprietors of business and tax advisors. Since our Board ultimately retains fiduciary responsibility for our school, it is especially critical that we maintain a Board with deep experience developing and implementing financial plans, as well holding others accountable to implementing financial plans successfully.

Discuss the school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.

Part of East End Preparatory's contingency plan is predicated in the generally conservative approach we have taken to budgeting. As mentioned earlier, while for budget purposes East End Preparatory has assumed we will have an average enrollment of 96 per grade level, we have developed a budget that has capacity to support another 12 students per grade level, or an additional 108 students when our school is fully built out (K-8). In other words, our current financial plan only calls for marginal expense increases when additional scholars enroll (above the 96 per grade level number). For example, an additional 6 students per grade level in fiscal year 2020 would add approximately \$500,000 in additional revenue. By hedging our enrollment assumptions, in spite of track record, East End Preparatory has developed a strong worst case scenario as its starting scenario.

The major precipitator of lower funding is usually lower enrollment. So, in the event that initial trends indicate that the BEP allocation for the year will be lower because of initial enrollment, discretionary resources will be diverted towards recruitment and targeted outreach for late and mid-year enrollments. Because the BEP weights ADM 70% during the first part of the second half of the year, East End Preparatory will have some runway for additional enrollments without significant deterioration of its projected revenues.

That said, even with hedged enrollment assumptions, a worst case scenario budget as the base budget, and some ramp up built into the Tennessee charter school funding model, East End Preparatory recognizes that some things are outside of our control, such as a change in the actual funding rate. In the event that there is a decline from projected revenues, East End Preparatory leadership and our Board of Directors will look to evaluate areas for reduction. While an across the board percentage cut could potentially address any funding decreases or gaps on paper, East End Preparatory is aware of the practical limitations of that approach. We would look to target areas for reduction that were not instructional or vital to our theory of action with regards to student achievement. Some measures might include reevaluating vendor relationships and asking for scope reductions for non-essential services in exchange for pricing concessions. Other measures might include delaying or deferring the hiring of non-instructional roles until a later time.

It is important to note that East End Preparatory has already had success managing and operating our elementary school during what is usually a very turbulent financial period—the first years of operation. In spite of that, East End Preparatory ended fiscal year 2014 with a \$600,000 reserve, and current projections for fiscal year 2015 indicate that we will likely increase that reserve by \$50,000 to \$200,000 by year's end. This will put our fund balance in the range of 10-15% of total expenses, the range where most charter school finance experts would expect our school to be after four years of operations.

Discuss how one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

East End Preparatory understands that while it can plan as much as possible for the needs of its scholars, there will always be unforeseen needs that may be otherwise untenable for our budget, including supporting the needs of scholars with disabilities. Part of protecting against this is ensuring that we have a minimum adequate level of budgeting. In our current financial plan, East End Preparatory has assumed that about 8% of the student population will have an IEP or some sort of additional need. We have budgeted for staff, supplies, and contracted supplemental services with that percentage in mind.

In the event we encounter the aforementioned additional expenses beyond what is budgeted, then school leadership and our Board of Directors will take a similar approach to how it would address lower than projected revenues. Areas of the budget that are not instructional and could otherwise be diverted towards meeting the high cost needs of student with disabilities would be immediately diverted. East End Preparatory would engage its peers at other local charter schools to look for recommendations, as well as opportunities to share resources. It would also lean on sponsor agency Martha O'Bryan Center to provide more wrap-around services to its scholar to free up resources otherwise being paid for out of pocket. Our conservative budgeting approach and healthy reserve also allows flexibility for a contingency plan to be put in place in real time in the event that the needs specific students require significant additional funding such as a one on one aid or high cost special transportation until a long term plan can be created.

Ultimately, any new impact to the budget will necessitate a re-prioritization of spending, while not jeopardizing other scholars' instruction. But to be unequivocally clear, East End Preparatory is committed to appropriately and adequately serving all scholars and their needs, doing what is best for each child instead of what is best for the budget in tough situations. In the event East End Preparatory cannot offset the costs with our existing budget, we will evaluate strategic usage of our reserves from prior years. That is the purpose of exercising good budgetary control and building a reserve in the first place—to be able to address new budget circumstances beyond our control.

If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.

East End Preparatory currently outsources its financial management to sponsor agency Martha O'Bryan Center. Martha O'Bryan Center provides a range of services to East End Preparatory at a significantly lower premium when factoring all the additional wrap-around services we use beyond back-office. And, when surveying other back-office or financial management firms, the current cost is comparable to what East End Preparatory would otherwise pay for back-office services alone. Therefore, East End Preparatory has elected to sole source its back-office relationship, due to the comprehensive services provide and the low cost incurred.

Our School Leader and Board of Directors have extensive experience leading and managing schools, as well as managing budgets and finances. That also includes expertise that positions them to hold their financial management support team at Martha O'Bryan Center accountable. We also use our annual audit to evaluate the effectiveness and compliance of Martha O'Bryan Center on our behalf.