

**GENERAL INFORMATION**

Name of proposed school: Binghampton Community School ("BCS")

Projected year of school opening with the identified authorizer: Fall of 2023

Charter authorizer for proposed school: Memphis Shelby County Schools

Sponsor/Sponsoring entity: Binghampton Community School

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

Model or focus of proposed school: International Baccalaureate World School

City of geographic community for proposed school: Binghampton

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

Primary Contact Mailing address: 8258 N Fletcher Run Cir Apt 303 Cordova, TN, 38016

Primary Contact work telephone: (\_\_\_\_) \_\_\_\_\_ Primary Contact mobile telephone: (\_\_\_\_) 901406-3603

Primary Contact email address: nhouse@fellow.bes.org

Names, current employment, and roles of all people on school design team, including school leader (add lines as needed):

Full name	Current employer and job title	Position with proposed school
Shawn Taylor	Memphis Leadership Foundation- CFO	Proposed Treasurer
Andy Bobowski	Backrs- Director of Community Engagement	Proposed Board Chair
Haley Mathews	ALLMemphis- External Relations Manager	Proposed Vice Chair
Russell Jackson	Ford Harrison LLC- Attorney, Managing Partner	Proposed Board Member
Alexandria Parris	Grizzlies Prep- Instructional Coach	Proposed Board Member
Jamel Dagher Nikita House	Paragon Bank- Commercial Lender BES- Fellow	Proposed Board Member Lead Founder and Proposed Head of School

Does the proposed school intend to contract or partner with a charter management organization? Yes \_\_\_\_\_ No

If yes, identify the CMO or other partner organization: \_\_\_\_\_

Does this applicant have charter school applications under consideration by any other authorizer? Yes \_\_\_\_\_ No

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

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

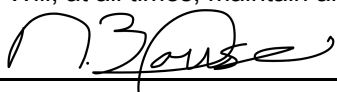
Indicate Applicant Type:

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

## ASSURANCES

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

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



**Signature**

Nikita House

**Printed Name of Authorized Representative**

Lead Founder and Proposed Head of School

**Title of Authorized Representative**

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# BINGHAMPTON COMMUNITY SCHOOL

Binghampton Community School

Application for a Charter School

Shelby County Schools

Opening 2023-2024 School Year

## Executive Summary

### Plan for the Proposed School

Binghampton Community School, (“BCS”) is a proposed K-5<sup>1</sup> elementary school in the Binghampton neighborhood in Memphis, TN. Our exact location, which has been secured by our sponsor, Maslow Development, Inc., is located at 3100 Walnut Grove. BCS desires to partner with Shelby County Schools in order to provide a high-quality school option and fill a need in the area for the students and families of Binghampton. BCS presents a unique and ambitious school model that is intentionally designed to tackle the inequities that exist in Binghampton coupled with providing an academic program that is exceptional in what it offers and that will assist in raising student achievement in Binghampton.

Our sponsor, Maslow Development Inc. (Maslow)<sup>2</sup>, is a non-profit real estate development company that co-designs and develops mixed-use communities anchored by high-quality schools. Maslow is currently designing their Lighthouse Project<sup>3</sup> which is geared towards designing a holistic ecosystem of mixed-income housing, health and wellness facilities, workforce development opportunities, and is anchored by a high-quality school option—Binghampton Community School. With this partnership, BCS believes that the proposed mission and vision of BCS will make it a school that is the first of its kind and one that will ultimately meet the needs of the community.

**Mission.** Together with our families, the mission of Binghampton Community School is to ensure our students in grades K through 5 will have a life of opportunity, choice, and joy by providing family support, a global education, and fostering a healthy mental and physical lifestyle.

**Vision.** The vision of BCS was created based on two truths. The first truth is that there are inequities that exist within Binghampton for our students and families that are unacceptable. The second truth is that student achievement within schools in the Binghampton area has been historically low according to the Tennessee Department of Education Report Card.<sup>4</sup>

It is because of these two truths that we propose Binghampton Community School.

We believe that we cannot propose a school that is solely focused on raising student achievement without addressing the inequities that exist within the community we are proposing. We believe that in order to close the achievement gap we must dismantle the barriers that inherently play a part in a student’s learning and achievement. Our core beliefs drive our mission.

1. **We believe in focusing on the whole family.** At BCS, we firmly stand by the belief that in order for children to be successful and achieve at high levels in the classroom, we cannot just focus on the whole child. We must dive deeper and focus on the needs of the family to ensure that every student has a healthy and stable home thus eliminating any barriers preventing them from achieving their full potential in school. With the support of our sponsor, Maslow, our school resources, and community and business partnerships, we will strive to ensure that food insecurities, homelessness, unemployment, and mental and physical health needs are met.
2. **We believe a global education is needed to be competitive and to meet the needs of the 21st century.** At BCS, we believe that all students should have access to an education that is high-quality, challenging, and

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<sup>1</sup> BCS welcomes the idea of adding on a Pre-K program and will continue monitoring the funding available to do so. In addition to this, BCS will also consider expanding past fifth grade in the future if there is a need from the community, we have successfully met our academic goals outlined in section 1.4, and if funding is available to replicate our school model. The construction of our proposed building outlined in section 2.3 is large enough to comfortably hold enrollment for a Pre-K-12 school.

<sup>2</sup> <https://www.maslowdevelopment.org/>

<sup>3</sup> <https://www.maslowdevelopment.org/lighthouse-project>

<sup>4</sup> Please refer to Section 1.2 surrounding student achievement at neighboring schools in Binghampton

prepares all students to be competitive individuals. By implementing the International Baccalaureate Primary Years Programme, we will deliver an education to our students that is focused on inquiry-based learning, which encourages our K-5 students to be internationally minded, critical thinkers, problem solvers, and that equips them with the knowledge, skills, and experiences to be competitive global citizens in the 21st century.

3. **We believe that having a strong foundation in literacy is the key for success in and outside the classroom.** At BCS, we understand literacy is embedded in every facet of our daily lives and it is essential for every student to be a proficient reader and writer, and possess the skills to communicate effectively. By ensuring literacy is embedded across all disciplines and supporting families at home helping their children with reading, BCS will ensure that every student is reading on or above grade level upon leaving our school.
4. **We believe that families are the most important stakeholder in a child's education.** At BCS, we believe that the success of a child can go even farther when it rests not only on the shoulders of the school but when it becomes a shared responsibility between all stakeholders in the children's lives. We believe that the more support and advocates children have in school, the higher their chances of success and achievement.
5. **We believe that mental and physical health matters.** At BCS, we believe that there are biological and psychological needs that must be met in order for children to reach their full potential. The health and well-being of a child is something that a school must focus on for that child to thrive academically, attain healthy social-emotional habits and skills, and develop into a healthy individual.

**Geographic and population considerations and its challenges.** Binghamton encompasses the 38112 zip code and a small percentage of 38111. The approximate boundaries of Binghamton are East Parkway to Holmes and Poplar Ave to Summer Ave, about a 2 mile radius. Binghamton is one of the most diverse neighborhoods in Memphis with 20 countries represented with a strong community base of non-profit organizations and businesses that are geared towards ensuring the health and well-being of this neighborhood. However, the east and west sections of Binghamton are vastly different with the east side having household incomes and property values that are double those on the westside of Binghamton. The western portion of Binghamton is plagued with blight, a high percentage of child poverty, and lack of access to resources. A third of the residents in Binghamton area are under the age of 18 and two out of three of those children live in poverty.<sup>5</sup> Currently, within Binghamton, 48% of households have incomes less than \$20,000, 35% of residents live below the poverty line, and 33% have no income.<sup>6</sup> Within the zip codes that Binghamton occupies, majority 38112 and a small percentage of 38111, the average child poverty percentage is 43.4%.<sup>7</sup> In addition to this, there is no full-service grocery store in the Binghamton classifying it as a food desert.<sup>8</sup> In addition to this, within Binghamton, there are low performing elementary schools. In Binghamton, the Achievement School District currently runs Cornerstone Prep- Lester Campus, a PreK-8 school and Lester Prep, a 6-8 school. In 2019, the data shows that between these two schools, the average proficiency in English Language Arts was 8.1% with their 2021 results average less than 5 percent according to the TDOE Report Card. A nearby Binghamton school that is within Shelby County Schools, Brewster Elementary (also an optional school), in 2019 showed an English Language Arts proficiency of 16.9%. Compass Community Schools- Binghamton, a K-8 school, shows an English Language Arts proficiency of 12.8% in their most recent data in 2021 .

Binghamton Community School intends to respond to the needs and challenges that exist within Binghamton with our key design elements:

1. **Family support.** BCS must address the needs of our families before we can expect their students to be their best selves in the classroom. Our goal in providing support would be to ensure that there are no food insecurities within the home and every family has access to basic needs that allow them to do more than just

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<sup>5</sup> <https://www.psrmemphis.org/father-vs-greek-class-ending-47-year-run-2/>

<sup>6</sup> <https://www.bdcmemphis.org/our-story-1>

<sup>7</sup> [https://www.memphis.edu/socialwork/research/files/documents/2020povertyfactsheet\\_correct.pdf](https://www.memphis.edu/socialwork/research/files/documents/2020povertyfactsheet_correct.pdf)

<sup>8</sup> <https://dailyMemphian.com/subscriber/article/24222/memphis-neighborhoods-grocery-stores-food-deserts>

survive, and address any counseling needs that may be needed for the family members individually or as a whole.

2. **International Baccalaureate World School.** By becoming an IB World School, we are giving access to a prestigious and global education to all children in Binghampton and in Memphis. The Primary Years Programme will be implemented in grades K-5 at BCS. The PYP offers an inquiry-based and concept-driven transdisciplinary model of learning and teaching, supported by a strong understanding of how students learn.
3. **Planting the seed to read.** A strong literacy foundation is linked to higher student achievement. By providing professional development to all core discipline teachers with the knowledge of how students read and how to incorporate literacy foundational skills and literacy practices within their subject area, our students will be proficient readers and writers when they leave us. By also providing support to families on how they can support their child at home, we are surrounding our students with literacy everywhere they go.
4. **BCS Parent Organization (“BCSPO”).** We believe that parents are our most important stakeholders and because of that, they deserve a permanent space within our school. Through the BCSPO, we will develop a strong parent support community that aids in delivering on the promise of our mission and vision and possesses an active role supporting their child’s education.
5. **Counseling for all students and Open Gym.** For students to be their best selves every day, their biological, psychological, and emotional needs must be tended to. We will aid in this through a focus on socio-emotional learning and mental health with our school counselors. We will teach students the importance of interpersonal skills, how to regulate and manage emotions, how to communicate effectively, and how to be okay with not being okay sometimes, which means teaching our students to not be ashamed of mental health issues. By incorporating physical activity in our daily schedules and opening our school on Saturdays for parents and students to attend fun physical activities, we are building healthy mental and physical habits.

**BCS Founding Team’s Capacity.** The Lead Founder and proposed Head of School, Nikita House, is a Fellow with BES, a non-profit organization that identifies and prepares excellent leaders to transform education in their communities.<sup>9</sup> Through this year-long fellowship, from August 2021-July 2022, Ms. House has developed expertise, practice, and training in school governance, entrepreneurship, fund development, school design, management, and anti-racism and equity practices. With the continued support of BES, if authorized, Ms. House will continue to be provided with Follow On Support through BES in Years 0-3 in order to ensure the success of her leadership and school. Through this fellowship, Ms. House has been able to visit local schools such as Libertas School of Memphis and Memphis Merit Academy, and has completed a residency at an IB school Campus International in Cleveland, Ohio, in February of 2022. Additionally, she will also complete residency with BES School Elan Academy in New Orleans, Louisiana in July of 2022.. Ms. House started out as a teacher with Shelby County Schools in 2012, where she worked with high school students as a foreign language teacher at an alternative school, and Overton High School as a Spanish teacher. She later worked for KIPP Memphis Schools in 2014 to 2021 as a fifth through eighth grade Spanish teacher, Grade Level Chair, Instructional Coach of multiple subject areas, and Dean of Culture and Instruction. Ms. House has also completed a year long fellowship in 2019 to 2020 with the KIPP School Leadership Program geared for aspiring School Leaders where she was able to travel to Chicago, New Jersey, Austin, Houston, and Los Angeles to observe high performing schools and develop her leadership capacity from a myriad of professionals. Ms. House is joined by an extremely talented proposed Founding Board of Directors with extensive experience in finance and budget, K-12 education, Early Literacy, Fund development, and legal expertise. BCS will continue to recruit and seek out talented individuals to the proposed Founding Board of Directors to ensure the success of the school.

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<sup>9</sup> <https://bes.org/about-2/>

## SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

### 1.1 School Mission and Vision

#### (a) Mission

Together with our families, the mission of Binghampton Community School is to ensure that our students in grades K through 5 will have a life of opportunity, choice, and joy by providing family support, a global education, and by fostering a healthy mental and physical lifestyle.

We will measure the success of our mission through two main components. The first metric of success will be the use of qualitative data that will be collected from all BCS students, parents/guardians, and BCS staff. The second metric of success will be through quantitative data. The below table indicates the specific measures of success that BCS will use, the frequency, and how we will analyze, adjust, and plan to pivot to ensure that we will deliver on our mission at BCS.

**Figure 1.1(a)- Metrics of Success for BCS**

Qualitative Data			
Metric	Description	Frequency	Analyze and Pivot
BCS Student Surveys	Surveys given through nationally vetted organizations such as TNTP <sup>10</sup> or PBIS <sup>11</sup> , and/or internally created to gage satisfaction and gain feedback	Quarterly	Schoolwide Data Days
BCS Parent Surveys		Quarterly	Schoolwide Data Days
BCS Staff Surveys		Quarterly	Schoolwide Data Days
BCS Community Surveys		Quarterly	Schoolwide Data Days
BCS student and parent Focus Groups	Selected students and parents from each grade level to provide feedback on our school mission, execution of school model, and culture	December and May	January and May Data Days
Quantitative Data			
Metric	Description	Frequency	Analyze and Pivot
Fastbridge Diagnostics	Diagnostic to measure the growth of math/reading levels of students	Fall, Winter, Spring	Schoolwide Data Days
STEP	Assessment to measure the current reading level of students and track growth	One a quarter	Schoolwide Data Days Wednesday PD
TCAP	Assessment to measure the mastery of Tennessee Academic Standards	Fall of the next school year	Fall of the next school year
Authorizer Annual Performance Report	Performance report for charter schools on individual school and overall portfolio performance under the Performance Accountability	Annually	Dependent on when report is released

<sup>10</sup> <https://tntp.org/teacher-talent-toolbox/insight-survey>

<sup>11</sup> <https://www.pbisapps.org/products/scs>



	Framework <sup>12</sup>		
IBO Evaluations	Each IB World School is regularly evaluated to ensure that the standards and practices of its IB programme(s) are being maintained. Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a key element in the school's continual improvement <sup>13</sup>	Every 5 years after authorization	Dependent on the actual date of the evaluation

**(b) Vision**

Binghampton Community School (“BCS”) is a tuition-free, public charter school dedicated to serving the K-5 students and families of Binghampton. We at BCS have an unwavering belief that every student in the City of Memphis has an innate human right to an exceptional, high-performing, and tuition-free school, regardless of their race, socioeconomic status, and zip code. Our vision is that BCS will be a first of its kind school that not only delivers an exceptional and rigorous education but also caters to the needs of the child’s whole family to address the inequities that exist within the Binghampton community. By meeting the needs of the whole child and their families, we will aid in creating a stable and healthy home for our students that will ultimately lead to their success in the classroom and in their future.

Our sponsor, Maslow Development Inc. (Maslow), is a non-profit real estate development company that co-designs and develops mixed-use communities anchored by high-quality schools. Maslow’s mission is to improve the socioeconomic outcomes of communities by providing wraparound infrastructure for schools that addresses Maslow’s hierarchy of needs and ultimately aids in students reaching self-actualization. Maslow approaches this work with an ecosystem’s framework so that each pillar (education, housing, healthcare, workforce) performs better than if it existed in a silo, as each one works in concert and in service to one another. The proofpoint for this ecosystem’s approach is Maslow’s Lighthouse Project, a 15-acre mixed-use development that will include at its completion a total of 200 units of quality affordable housing, a holistic community clinic, workforce assets to create a small-business ecosystem, and the Binghampton Community School as its anchor. As a real estate developer, Maslow is responsible for building the infrastructure and finding best-in-class operators, like BCS, to anchor each component of the mixed-use development. These efforts are staffed and funded separate and apart from BCS. Ultimately, Maslow’s partnership with BCS undoubtedly aids in supporting the mission and vision of our school, thus making Binghampton Community School the first of its kind.

Since the onset of the pandemic, COVID-19 has globally disrupted and dismantled the way we conduct everyday life. The institution of education was turned on its head as school districts, families, and students were forced to navigate a new way of teaching and learning while remaining healthy and safe. As a result, what has been illuminated for us is what we knew to be true pre-pandemic: the longstanding issue of the inequities that exist in Memphis, including in education, for our students and families of color and for those that are socio-economically disadvantaged. From a city-wide standpoint, in 2019, 27.8 percent of Memphis residents lived below the poverty

<sup>12</sup>

[https://scsk12-my.sharepoint.com/personal/charterschools\\_scsk12\\_org/\\_layouts/15/onedrive.aspx?ga=1&id=%2Fpersonal%2Fcharterschools%5Fscsk12%5Forg%2FDocuments%2FCharter%20Website%20Content%2FAccountability%20and%20Oversight%2F2021%20OCS%20Guidebook%5FFINAL%2F2021%20OCS%20Guidebook%5FFINAL%2Fpdf&parent=%2Fpersonal%2Fcharterschools%5Fscsk12%5Forg%2FDocuments%2FCharter%20Website%20Content%2FAccountability%20and%20Oversight%2F2021%20OCS%20Guidebook%5FFINAL](https://scsk12-my.sharepoint.com/personal/charterschools_scsk12_org/_layouts/15/onedrive.aspx?ga=1&id=%2Fpersonal%2Fcharterschools%5Fscsk12%5Forg%2FDocuments%2FCharter%20Website%20Content%2FAccountability%20and%20Oversight%2F2021%20OCS%20Guidebook%5FFINAL%2F2021%20OCS%20Guidebook%5FFINAL%2Fpdf&parent=%2Fpersonal%2Fcharterschools%5Fscsk12%5Forg%2FDocuments%2FCharter%20Website%20Content%2FAccountability%20and%20Oversight%2F2021%20OCS%20Guidebook%5FFINAL)

<sup>13</sup> <https://www.ibo.org/become-an-ib-school/moving-forward-as-an-ib-world-school/>

line and 44.9 percent of children in Memphis were living in poverty.<sup>14</sup> From food deserts and food insecurities to unemployment, it is undeniable that the aforementioned problems must be addressed by our community so that students may live a life of opportunity, choice, and joy. Many studies and research have been done that undeniably show the direct correlation between students who live in poverty and the ensuing low student achievement. A recent study was conducted with 5.5 million students in 3<sup>rd</sup>-8<sup>th</sup> grade who took the MAP Growth Assessment by the Northwest Evaluation Association (NWEA). After comparing data from years 2018-2019 (pre-pandemic) to present day, they concluded that the largest achievement declines in reading, and math were from Black and LatinX students and those who attended high poverty schools.<sup>15</sup> Additionally, during the 2020-2021 school year, students of color were less likely to attend in-person school and endured many obstacles trying to access learning, compared to white students.<sup>1</sup> This piece of national data was shown to be reflective of what was and still is happening to students in Memphis, TN. Looking into Memphis Shelby County School's (MSCS) overall student achievement on the standardized state assessments from 2021, the results showed decreases in all core content areas from previous years. In English Language Arts (ELA), the overall achievement score showed only 14.8% of students were on track or mastered the standards and, of these students, Black and Hispanic students had the lowest achievement rate.<sup>16</sup> Previously, these averages were 21.2% in 2019 and 20.4% in 2018. In math, the district's performance was far worse with only 7.5% of students being on track to show mastery of the standards, with Black and Hispanic students again showing the lowest achievement percentages.<sup>17</sup> Previously, these averages were 23.8% in 2019 and 19.6% in 2018. According to the data presented above, our district's student achievement rates are below average since the onset of the pandemic, and there are alarming inequities that exist within the Binghamton community that must be addressed. Thus, the mission of Binghamton Community School was intentionally crafted to support students and families.

At BCS, we imagine a school community that truly meets the needs of our students and families by harnessing partnerships with other nonprofits, businesses, and our sponsor Maslow to address the inequities that exist when living in poverty. According to the local community development corporation in Binghamton, 48% of households in Binghamton make less than \$20,000 a year with 33% having no living wages or income.<sup>18</sup> In a community engagement event that was sponsored by Maslow and co-hosted with BCS on Saturday, February 19<sup>th</sup> 2022 at the Neighborhood Christian Center in Binghamton, one overarching question that was presented to the Binghamton community residents who attended was, "How might BCS support the needs of the broader Binghamton Community"? A plethora of ideas were generated that encompassed ideas from affordable housing to food insecurity solutions—more detail on these responses can be read in [Section 1.12](#). Our mission and vision is geared towards ensuring that we can assist in supporting the needs of the Binghamton community alongside our sponsor and future community partners. While we will ultimately partner with Maslow and future community partners, BCS will not be directly responsible for addressing housing and employment.

We imagine a school where academic excellence is the standard, both in instruction from faculty and in the learning and production of work from students. For us, academic excellence means providing all students with access to a reputable and global inquiry-based learning program, the International Baccalaureate (IB), which pushes students to think critically, solve complex problems, drive their own learning, and become culturally aware.<sup>19</sup> By providing a rigorous academic program, we are ensuring that the students of Binghamton have access to top-quality instruction and learning that is not just restricted to private schools or affluent neighborhood schools. We want our students to be prepared to meet the needs of the 21st century and have the choice to apply to competitive universities, career

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<sup>14</sup> City of Memphis. 2020. *Better Memphis: Anti-Poverty Plan*.

<https://www.memphistn.gov/news/better-memphis-anti-poverty-plan/>

<sup>15</sup> Beth Tarasawa. 2021. "Next year cannot be normal: New research confirms widening educational inequity during COVID-19."

<https://www.nwea.org/blog/2021/next-year-cannot-be-normal-new-research-confirms-widening-educational-inequity-during-covid-19/>

<sup>16</sup> Tennessee Department of Education. 2021. *Report Card*.

<https://reportcard.tnedu.gov/districts/792/achievement-ela>

<sup>17</sup> Tennessee Department of Education. 2021. *Report Card*.

<https://reportcard.tnedu.gov/districts/792/achievement-math>

<sup>18</sup> "Our Story." Binghamton Development Corporation, <https://www.bdcmemphis.org/our-story-1>

<sup>19</sup> International Baccalaureate Organization. 2021. *Benefits for Students*. <https://www.ibo.org/benefits/>

programs, and jobs. We imagine a strong literacy foundation being instilled in our students starting in kindergarten, where a love of reading is developed, and the essential components of reading instruction are happening in every class in order to produce on grade-level readers by third grade.<sup>20</sup> At BCS we understand that every student is uniquely and wonderfully made and with that comes the understanding that every child has their own character traits. We imagine every community stakeholder— families, teachers, students, and peers, playing a part in shaping a student’s character and moral compass. By focusing on one’s character, we are ensuring that our students are able to make sound decisions based on morals and ethics. Lastly, we at BCS understand the importance of physical and mental health and the impact it can have on achieving a life of opportunity, choice, and joy. We imagine a school that educates our students on the importance of healthy eating and lifestyle habits so that they can build lifelong habits that benefit their future generations to come. We imagine a school where our students have direct access to mental health counselors and social workers to support our students and families in being psychologically and physically safe.

Our vision is ambitious, but it is a necessary one that will be fulfilled over the years as our school grows to capacity in the 2028-2029 school year. In order to achieve our mission, BCS stands firm in five core beliefs that will bring this to fruition:

### **Core Belief 1: We believe in focusing on the whole family.**

*"We are true to our creed when a little girl born into the bleakest poverty knows that she has the same chance to succeed as anybody else." -Former President Barack Obama*

At BCS we firmly stand by the belief that for a child to be successful and achieve at high levels in the classroom, they must have no barriers that inhibit their learning or focus in the academic environment or at home. Ensuring that our students have a healthy and stable home is equally important for a student’s academic and human development. Together with our BCS families, community, and school partnerships, we will work to ensure food insecurities, ~~shelter~~ and basic needs for our families are met so that families can maintain a healthy and stable environment at home and so that students can solely focus on thriving in school.

Currently, there is no full-service grocery store in the Binghampton neighborhood, making Binghampton a food desert. In 2020, the one full-service grocery store that was available for almost three years to the community, Save A Lot, closed.<sup>21</sup> Now, the closest full-service grocer in Binghampton is Kroger, at the intersection of Poplar Avenue and Highland Street, which is approximately 1.6 miles away from the former Save A Lot’s location and a 32 minute walk, according to Google Maps.<sup>22</sup> Without a full-service grocery store, many residents in Binghampton are left without access to healthy, fresh, quality food. Food insecurities can be a result of lack of options available to the community such as grocery stores, lack of transportation, or lack of financial means to buy food. According to the University of Memphis Poverty Fact Sheet, the zip codes of 38111 and 38112, where Binghampton resides, the child poverty rate in 2020 was 41.9% and 45% respectively.<sup>23</sup> If a household has food insecurity, it can severely affect the children in a variety of ways. Children who suffer from food insecurity in the household can negatively affect their behavior and emotional state of being, develop poor health, chronic absenteeism in school, or compromised school performance.<sup>24</sup>

If a family is found to be food insecure, BCS intends to support the family in obtaining food through two main resources: a perishable and non-perishable pantry that BCS will maintain on the school’s premise and securing partnerships and donors to support financially or through item donations. For the BCS perishable and nonperishable pantry, we intend to keep essential foods and household items stocked for our families based on the need. Listed in our budget on tab six in line item 167, in Year 1 of operation, BCS will host a pantry of nonperishable grocery and

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<sup>20</sup> Shelby County School’s Destination 2025 goal is to have 90% of all third graders reading on grade level-

<http://scsk12.org/2025/>

<sup>21</sup> <https://www.bizjournals.com/memphis/news/2020/06/19/hard-sought-binghampton-grocer-c.html>

<sup>22</sup> <https://dailymemphian.com/subscriber/article/24222/memphis-neighborhoods-grocery-stores-food-deserts>

<sup>23</sup> <https://www.memphis.edu/benhooks/programs/pdf/2020povertyfactsheet.pdf>

<sup>24</sup> <https://link.springer.com/content/pdf/10.1007/s40124-014-0056-6.pdf>

household items in our temporary facility. We allotted \$4000 for this in Year 1 and this amount includes brown paper grocery bags for disbursement, and a rolling cart for the transport of items. During years 2-6 (with year 6 being the year that we are fully grown), this amount will increase over time to accommodate for the growth that will occur in enrollment. Once we are in our permanent facility that will be constructed by Maslow, we will expand this pantry to include perishable items as well. **Figure 1.1(a)** goes into detail as to how this will develop over time and grow with the increase of BCS families that are enrolled each year.

**Figure 1.1(a)- Sample Plan for Addressing Food Insecurities and Basic Needs at BCS**

<b>Logistics</b>	<b>Years 1-2</b>	<b>Years 3-4</b>	<b>Years 5-6</b>
BCS Budget Allotment	4-6k	10-12k	20-30k
Assessing Needs	Once a month, all families will receive a google form survey that will ask if they would like to receive items from the BCS pantry. The google form will indicate what we will have and the amount each family can receive based on the number of BCS students they have enrolled and the parents/guardians in the household that were listed on their enrollment/registration forms. Families have the option to check the boxes of the items they would like to receive. The google form will include the day and time the pick up of items will happen.		
Non Perishable/Household Items	Cans of vegetables, beans, spaghetti sauce, pasta, applesauce, peanut butter, jelly, hamburger helper, rice, popcorn, juice boxes, water, goldfish, seasonings, deodorant, lotion, toilet paper, cleaning wipes, toothbrushes, toothpaste.		
Perishable Items	N/A	Milk, bread, cheese, eggs, orange juice, fruit, vegetables	
Purchase and Planning	Once a month, the Director of Operations will be responsible for ensuring that our pantry is stocked and ready for the designated days of disbursement based on the google forms that are filled out each month by BCS families. Prior to or the day of, BCS staff will fill brown paper grocery bags with pre-orders submitted by families that will be labeled to the BCS family it goes to during disbursement.	Twice a month, the Director of Operations will be responsible for ensuring that our pantry is stocked and ready for the designated days of disbursement based on the google forms that are filled out each month by BCS families. Prior to or the day of, BCS staff will fill brown paper grocery bags with pre-orders submitted by families that will be labeled to the BCS family it goes to during disbursement. Perishable items (i.e jugs of milk, cheese) will also be labeled.	Twice a month, the Director of Operations will be responsible for ensuring that our pantry is stocked and ready for the designated days of disbursement based on the google forms that are filled out each month by BCS families. Prior to or the day of, BCS staff will fill brown paper grocery bags with pre-orders submitted by families that will be labeled to the BCS family it goes to during disbursement. Perishable items (i.e jugs of milk, cheese) will also be labeled.
Disbursement of Items	Once a month, BCS staff will disburse items to families based on pre-orders first, then on a first-come, first serve basis. Disbursement will occur on our abbreviated Wednesday days and will start 30 minutes before dismissal to ensure the flow of dismissal is not interrupted. BCS families who are picking up items will be instructed to show up 30 minutes before dismissal begins so that BCS	Twice a month, BCS staff will disburse items to families based on pre-orders first, then on a first-come, first serve basis. Disbursement will occur on two of our abbreviated Wednesday days and will start 30 minutes before dismissal to ensure the flow of dismissal is not interrupted. BCS families who are picking up items will be instructed to show up 30 minutes before dismissal	Three times a month, BCS staff will disburse items to families based on pre-orders first, then on a first-come, first serve basis. Disbursement will occur on two of our abbreviated Wednesday days and will start 30 minutes, along with one Saturday morning before dismissal to ensure the flow of dismissal is not interrupted. BCS families who are picking up items will be instructed to show up

	staff members can bring their order out to their cars. After dismissal is over, if any items are remaining, they will be disbursed on a first come, first serve basis.	begins so that BCS staff members can bring their order out to their cars. After dismissal is over, if any items are remaining, they will be disbursed on a first come, first serve basis.	30 minutes before dismissal begins so that BCS staff members can bring their order out to their cars. After dismissal is over, if any items are remaining, they will be disbursed on a first come, first serve basis. On Saturday, disbursement will happen from 9:00-10:00 am.
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The second resource that BCS will use to ensure we can assist with food insecurities and basic household needs will be securing donations and items through individual donors, by using platforms like Donors Choose and partnering with local organizations. For example, the Mid South Food Bank allows you to partner with them by acting as a mobile pantry site to which the Mid South Food Bank will deliver large quantities of food in refrigerated trucks for you to hand out.<sup>25</sup> By building relationships with food distribution sites and organizations that cater to this need, we are able to fulfill our family’s food insecurity needs should they arise.

Other basic needs in a household must be met in order for students to have a stable healthy home and at BCS we feel that it is important that we have regular touchpoints with our families in order to stay abreast of any challenges that our families are having that could be affecting the student so that we can navigate those challenges together. BCS understands that we cannot meet all needs of every family, especially those that require outside professionals, but what we can promise our families is that we can assist where we are able to and help them find solutions to their challenges.

BCS intends to realize this core belief through a six-step process that will be built out over time as the school grows and we gain more BCS families and BCS staff members as seen in **Figure 1.2(b)**. Step one is monthly **Family Touchpoints**. Before the school year begins and monthly throughout the school year, BCS will conduct regular touchpoints with every enrolled family. The goal of our touchpoints is to build an ongoing relationship of trust and support with the BCS staff and with all family stakeholders who are involved in supporting the BCS student. Families are our partners and it is important that we establish a positive and healthy rapport with all families. Touchpoints will begin starting the month of July with all newly enrolled families and students with in person visits that will occur during summer PD of every year. The rationale behind this in person touchpoint is solely to introduce families to staff and leadership, get to know the child and family, learn about the family’s goals as a unit and for the student themselves, and lastly, get the student excited about school. After the school year begins, all BCS families will be divided up amongst staff and once a month, BCS staff will set up time with the family once a month for touchpoint calls and these will be recorded in a schoolwide tracker that keeps records of the notes of the conversation. Items of discussion during a touchpoint call is to seek understanding of the family’s well being and to problem solve around any challenges occurring. This idea is modeled after KIPP Memphis Public Schools who during the onset of the pandemic in March of 2020, called all 450 families weekly to stay abreast of the family’s well being.<sup>26</sup> Step two is the **Family Questionnaire** that is given during the touchpoints each month. Giving a family questionnaire each month during our family touchpoints allows us to identify and determine any challenges that may be occurring and allows BCS to assist with problem solving and how we can support them in those to ensure both student and family can be stable, healthy, and thrive. Step three is **Analysis and Plan** based on the evidence gathered from the needs assessment during the home visit. The BCS staff will create a plan of action for the student and family that addresses the needs and gaps that were determined from the assessment conducted. This is also

<sup>25</sup> <https://www.midsouthfoodbank.org/hosting-a-mobile-pantry>

<sup>26</sup> Proposed Head of School, Nikita House, worked for KIPP Memphis Collegiate High the 2019-2020 and 2020-2021 school year. During the onset of the pandemic in March of 2020, every Dean was tasked with ensuring they had weekly phone calls with families to see where they could assist with any challenges that were happening as well as to provide updates on the students. During these calls, staff members were able to problem-solve around issues concerning lack of groceries in the household or assist with other basic needs in the households. As a result, KIPP staff were able to have a holistic picture of how the student and family were doing and could actively problem solve to assist in removing barriers that were affecting the student from performing at their best during school.

where Maslow, community resources, organizational partnerships, and school resources will be called upon to address the family’s needs within their plan. From there, the BCS staff will present this to the family for agreement. This leads us to step four which is **Progress Monitoring**. The BCS staff will monitor progress set in place through the family touchpoints. Step five is **Evaluate and Reflect**. Together with families, the BCS staff will evaluate the plan that was executed, reflect with families on what worked and what did not, and lastly, make changes to the family’s support plan. Step six is to **Repeat** the above steps to guarantee BCS families and students are always getting the support they need. When we cannot get in touch with a family, we will go through a series of steps to get in touch with them. Some of those steps include but are not limited to: call all people listed in the students contact form within the student information system, send text messages to all numbers listed for the student, send emails to all that are listed for the student, mail a letter home to the family, and/or make a courtesy visit to the student’s place of residence.

**Figure 1.2(b)- Sample Plan for BCS Family Touchpoints**

<b>Logistics</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Years 5-6</b>
<b>In Person Family Touchpoints</b>	All BCS staff: HOS, DOO, office manager, the three Kindergarten Teachers, 1 Special Education Teacher, and the 3 elective teachers, school counselor, and social worker will visit with all newly enrolled 60 families/students during Summer PD.  Starting in August, BCS staff will conduct touchpoints with monthly phone calls	All BCS staff: HOS, three Kindergarten Teachers, 1 Special Education Teacher, and the 3 elective teachers, school counselor, and social worker will visit with all newly enrolled 60 families/students during Summer PD.  Starting in August, BCS staff will conduct touchpoints with monthly phone calls	All BCS staff: HOS, Academic Dean, the three Kindergarten Teachers, 1 Special Education Teacher, IB Coordinator, and the 3 elective teachers, school counselor, and social worker will visit with all newly enrolled 60 families/students during Summer PD.  Starting in August, BCS staff will conduct touchpoints with monthly phone calls	All BCS staff: HOS, the Academic Dean, the three Kindergarten Teachers, 1 Special Education Teacher, IB Coordinator, and the 3 elective teachers, school counselor, and social worker will visit with all newly enrolled 60 families/students during Summer PD.  Starting in August, BCS staff will conduct touchpoints with monthly phone calls
<b>Family Touchpoint Tracker</b>	BCS will house all touchpoints with BCS families in a tracker that contains the guardian names of the BCS student, staff member completing the touchpoint, date, time, who was spoken to, questions asked: <p style="text-align: center;">What are your family’s goals? (to be asked in the summer)</p> <p style="text-align: center;">What progress have you made towards your family’s goals since we last spoke?</p> <p style="text-align: center;">Are there any barriers or challenges that you feel are preventing you from reaching those goals?</p> <p style="text-align: center;">Has the family had any challenges ensuring there’s enough food in the household?</p> <p style="text-align: center;">Has the student had any barriers at home to prevent them from doing school work?</p> <p style="text-align: center;">Do you feel you can adequately advocate for your child with our staff?</p> <p style="text-align: center;">Does your child feel like they can speak to their teachers if they need something or something is wrong?</p>			
<b>Follow-up from Tracker</b>	Once the tracker has completed, our counselor and social worker will go through the tracker and follow-up with families who need immediate assistance in order to see how can the school support and/or an outside source if we are not able to.			

**Core Belief 2: We believe a global education is needed to be competitive and meet the needs of the 21st century.**

Binghamton Community School commits to providing our students with the most exceptional, rigorous, and high quality education that is available for our students to be competitive in the 21st century. We possess an unwavering

belief that a high-quality education should be offered to all students, tuition-free, regardless of your race, socioeconomic status, or zip code where you reside. We affirm and are aligned with Shelby County School's Destination 2025 priorities<sup>27</sup> in goals and wish to partner with SCS to aid in meeting those goals for the betterment of our students.

BCS will be a school that is focused on inquiry-based learning, molding our students to be critical thinkers, problem solvers, active participants in their learning, and equipped with the ability to understand different perspectives and global issues that extend beyond their own community. We seek to push our K-5 students to be internationally minded and culturally aware individuals. We believe that it is vital for students to build relationships and have the ability to empathize and show compassion towards others who do not look like them or come from the same culture. Therefore, our goal is to work towards becoming a fully designated International Baccalaureate (IB) World School that offers the Primary Years Programme (PYP). The PYP offers a transdisciplinary, inquiry-based, and student-centered education with responsible action at its core, enabling students to learn between, across, and beyond traditional subject boundaries. BCS would be one of only three schools in the area/community to implement and offer the PYP program. BCS would be one of only three elementary schools in Memphis to implement and offer the PYP program, making that a total of six schools within Shelby County Schools to offer the IB. Within Shelby County Schools (SCS), the PYP is offered at Balmoral Ridgeway Elementary and Oak Forest Elementary, two schools that exist as optional-only schools where certain admission requirements must be met for students to attend.<sup>28</sup> Additionally, Lausanne Collegiate School, a private, pre-K-12 school, also implements the PYP to their students.<sup>29</sup> To attend Lausanne, families must pay a significant amount of tuition for students to attend. The other schools that offer IB programming are Ridgeway Middle (Optional), Germantown High, and Ridgeway High.

### **Core Belief 3: We believe a strong literacy is the foundation for success in and outside the classroom.**

At BCS we understand the impact that being an excellent reader and writer can have on your success in and outside the classroom. BCS intends to ensure that every student is reading on or above grade level when they graduate from our school in fifth grade. When looking at the reading proficiencies across the United States, we understand that there is an alarming percentage of students who are not reading on grade level. As a nation, our reading proficiency scores are continually decreasing at an alarming rate, especially since the onset of the pandemic. A consulting firm, McKinsey and Company, stated that the United States lost more than half a school in reading instruction.<sup>30</sup> Due to not all students testing in 2021, the looming fear is that the reading proficiency rates are far lower than what is being projected. Looking at the surrounding English Language Arts proficiency percentages that are illuminated in **Section 1.2**, BCS understands that part of its school model must include a focus on ensuring that all of our students will be reading at or above grade level.

At BCS, our motto is, "Everyone is a reading teacher". In order to produce proficient and fluent readers and writers, literacy instructional components and strategies cannot be limited to just the ELA classroom. At BCS, literacy will be engrossed in all core disciplines to ensure that our students will be able to maximize their time with eyes on a variety of texts and will be able to have multiple teachers that are able to assist with helping all students become at or above grade level. We will invest in our teachers' professional development by getting them trained during the summer to learn about how students learn to read, to practice with literacy foundational skills instruction, and to learn how to incorporate literacy in their content. This means that our Science, Social Studies and Math teachers will be knowledgeable and skilled in the importance of phonological awareness and how that is a strong predictor of early reading success and because of this, our teachers will know how to appropriately identify and address it when their student is struggling in this area. This typically has been put on the shoulders of ELA teachers and RTI staff, but at BCS, all core discipline teachers will possess this knowledge and that is the power of incorporating literacy across all disciplines. Our teachers and staff will be able to collaborate across disciplines to identify, plan, and address the literacy issues our students are having and plan effectively to accelerate their literacy proficiency. In

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<sup>27</sup> <http://scsk12.org/2025/files/2019/Academic%20Plan%202019-20.pdf>

<sup>28</sup> Shelby County Schools. Types of Optional Programs. Retrieved from <https://www.scsk12.org/optional/types?PID=849>

<sup>29</sup> <https://www.ibo.org/en/school/004717/>

<sup>30</sup> <https://hechingerreport.org/americas-reading-problem-scores-were-dropping-even-before-the-pandemic/>

addition to this, all students will have sustained independent reading in each of their core subject areas, ELA, Math, Science, and Social Studies. This means that on top of the core instructional time that they will receive in ELA, students will also be able to continue getting eyes on a variety of texts in their other classes, thus increasing the number of minutes they are reading per day and being exposed to a wide variety of vocabulary as well. Within the teacher unit and lesson plans, there will be a section dedicated to explaining how the teacher plans on incorporating literacy within their lesson to ensure there is accountability on our vision for literacy across disciplines.

#### **Core Belief 4: We believe that families are the most important stakeholder in a child's education.**

At BCS we believe that the success of a child cannot rest on the shoulders of the school alone but should be a shared responsibility between all parties who have the student's best interest at heart. We believe that the more support and advocates a child has in school, the higher chance of success and achievement. We will encourage and support our families in being active participants by providing numerous ways for our families to support their students' learning at school and home through various volunteer opportunities, family literacy and data nights, and by offering support for families for helping their child at home. Research has shown us that children who have involved parents in their education have higher grades and test scores, attend school regularly, have better social skills, and have a positive outlook on school as a whole.<sup>31</sup> As a school, we must build and maintain positive relationships with our students' families in order to have another stakeholder to support our students. We are dedicated to ensuring that our families can be involved in their child's education through a strong parent association that will be able to serve as an additional support to our teachers, students, and other families as well. It will not be uncommon for parents to plan BCS events for the community and our students. It will not be uncommon for our parents to assist in welcoming our students every morning at school with a warm greeting. It will not be uncommon for every homeroom class to have an assigned parent volunteer that can act as an extra set of hands during activities or support for the teacher. We wholeheartedly believe that when we partner with families, together we will achieve our mission.

#### **Core Belief 5: We believe mental and physical health matters.**

At BCS, we believe that for a child to be successful in school, there are biological and psychological needs that must be met for them to be their best selves. The health and well-being of a child is something that a school must focus on for that child to thrive academically, attain healthy social-emotional habits and skills, and develop into a healthy individual. What the pandemic has illuminated for us, and what has been an underlying issue in many underserved pre-pandemic, is that a focus on the student's well-being is imperative given the trauma, stress, and problems that exist for the realities of students living in poverty and now in the midst of this pandemic. According to Maslow's hierarchy of needs, for a child to attain self-actualization, certain basic needs (e.g., food, safety, shelter) must be met. Our core belief centers around the research that for a child to be successful in school, there are biological and psychological needs that must be met for them to be their best selves. BCS intends to do this by ensuring that there is a school counselor starting in Year 1 that is available for all students to have regular services as needed. The elementary school years set the foundation for developing the knowledge, attitudes and skills necessary for children to become healthy, competent and confident learners. Elementary school counselors have an impact on these years by implementing a school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities and develop social/ emotional skills in response to issues they face.<sup>32</sup> According to the American School Counselor Association (ASCA), school counselors work to improve success for *all* students as well as apply academic achievement strategies, manage emotions and apply interpersonal skills and plan for postsecondary options.<sup>33</sup> The health and well-being of a child is something that a school must focus on for that child to thrive academically, attain healthy social-emotional habits and skills, and develop into a healthy individual. When the mind, body, and heart are lacking or are not being tended to, it is then that we see problems arise. Problems such as behavioral issues in the classroom, anxiety, depression, low student achievement, or physical health issues.

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<sup>31</sup> <http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm>

<sup>32</sup> <https://www.schoolcounselor.org/getmedia/1691fcb1-2dbf-49fc-9629-278610aedea/WWhy-Elem.pdf>

<sup>33</sup>Ibid



Although the mind and body are often regarded as separate, the two are intertwined and thus the need to implement a focus on our students mental and physical health. By instilling healthy eating habits, making physical fitness an everyday priority, and teaching our students' socio-emotional skills, we are standing by our belief that mental and physical health matters.

### **(c) Prescribed Purpose of BCS**

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Binghampton Community School is designed to address the six purposes of a charter school in Tennessee as stated in T.C.A. § 49-13-102 (a):

1. Improve learning for all students and close the achievement gap between high and low students;
2. Provide options for parents to meet educational needs of students;
3. Encourage the use of different and innovative teaching methods, and provide greater decision making authority to schools and teachers in exchange for greater responsibility for student performance;
4. Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;
5. Create new professional opportunities for teachers; and
6. Afford parents substantial meaningful opportunities to participate in the education of their children.

In accordance with T.C.A. § 49-13-102 (a) (1) and (2), Binghampton Community School was intentionally designed to improve all learning of all students who attend our school and close the achievement gap between high and low students. Our mission includes providing a global education to prepare students to meet the needs of the 21st century which undoubtedly prepares our students for high school and beyond. Through our focus on literacy across all disciplines, which is further detailed in **Section 1.1 (b) and (f)**, it allows our students to engage in reading a variety of texts in core classes and receive literacy instruction in all subject areas. This inevitably will assist in closing the achievement gap for our students.

Binghampton Community School intends to uphold T.C.A. § 49-13-102 (a) (3) of encouraging the use of innovative teaching methods by seeking to become an IB World School. The IB programme is an inquiry-based program that focuses on the whole child and grows them into become critical thinkers and problem solvers who are able to compare and contrast local and global issues and become internationally-minded. In addition to this, our elementary school is departmentalized which allows our students to learn and be challenged from different teachers.

In accordance with T.C.A. § 49-13-102 (a) (4), Binghampton Community School understands that we must ensure that we are preparing our students to meet district and state goals. We created goals outlined in **Section 1.4** that allows us to gather and analyze a variety of data based on the assessments that are given throughout the school year, seen in **Section 1.7**.

Binghampton Community School intends to provide new professional development opportunities for teachers as T.C.A. § 49-13-102 (a) (5). Starting with our summer PD, our staff is engaged in a variety of professional development that addresses a variety of knowledge, skills, and habits that we believe aid in a teacher being highly effective. On top of this, because our school is seeking candidacy with the IBO, all teachers will receive annual IB training to become certified and to also continue their ongoing professional development. Our teachers will also engage in weekly professional development after school based on gaps identified through coaching and new strategies for teachers to practice.

In accordance with T.C.A. § 49-13-102 (a) (6) it is our school's core belief that families are active participants in their children's education. At Binghampton Community School, we understand that it takes a village to ensure every child will lead a life of opportunity, choice, and joy as stated in our mission. We intend to ensure that families have multiple opportunities to be engaged in their child's learning by creating the space for them to be classroom volunteers, assist in planning and leading BCS school events, and by hosting education nights for parents where they can learn about how to support their children at home. This can be seen in **Core Belief 4**.

**(d) Alignment to Authorizer Priorities**

Shelby County Schools has set forth Destination 2025, a strategic plan to improve the quality of education which include five priorities. The priorities of Binghampton Community School are aligned to the Destination 2025 priorities.

SCS Schools Destination 2025 Priorities	BCS Alignment to Priority
<p><b>Priority 1:</b> Strengthen Early Literacy</p>	<p>Our school design is intentionally aligned with SCS Priority 1 through our <b>Core Belief 3</b>. We as a school will ensure that literacy skills are being taught across all core disciplines in order to ensure 1) Students will be on grade level in ELA by the end of 3rd grade and 2) Students are proficient readers and writers when they graduate from 5th grade. All students in K-5 will be receiving double blocks of ELA, small group instruction, and on-going professional development for teachers to learn how to incorporate literacy instruction in their classes.</p>
<p><b>Priority 2:</b> Improve Post- Secondary Readiness</p>	<p>BCS agrees with SCS Priority 2 that it is imperative that all high school students graduate on time and that they enroll in a post-secondary opportunity. This is reflected in our <b>Core Beliefs 3 and 2</b>. As an elementary school, we understand the gravity and importance that we have in contributing to setting our students up for success for middle school and beyond. The research states that children who are not reading proficiently by third grade are four times less likely to graduate from high school by the age of 19, thus impacting the quality of life an individual has.<sup>34</sup> BCS will support this priority and goal through our focus on strong literacy instruction across all core disciplines and family support regarding how to help their students continue practicing their skills at home. Additionally, with the implementation of the IB PYP, students are engrossed in a global education that is preparing students for high school and beyond.</p>
<p><b>Priority 3:</b> Develop Teachers, Leaders, &amp; Central Office</p>	<p>Our annual calendar and daily schedule allows for all staff and leaders to continually grow and develop in accordance with SCS Priority 3. In order to meet our BCS goals and priorities we must develop and retain</p>

<sup>34</sup> See the ESSA State Plan for more information regarding Tennessee’s Ready to Read Plan. <https://www2.ed.gov/admins/lead/account/stateplan17/tessastateplan122018.pdf>

	<p>highly qualified and effective staff and leadership. BCS will provide:</p> <ul style="list-style-type: none"> <li>● 23 days of summer PD starting in June of 2023</li> <li>● 27 PD days on abbreviated Wednesdays for 120 minutes</li> <li>● Full PD Days after benchmark and interim assessments are given to analyze data</li> <li>● Teachers will receive weekly observations from instructional coaches as well as 1:1 meetings to debrief observations, practice skills, and analyze student work</li> <li>● BES Follow On Support for the Lead Founder/Proposed Head of School from Year 0-3</li> <li>● IB professional development annually for all teachers, Head of School, and IB Coordinator led by the IBO in-person or virtually.</li> </ul>
<p><b>Priority 4:</b> Expand High Quality School Options</p>	<p>BCS will undoubtedly be a high quality option for all Binghamton families and for the rest of Shelby County Schools. Under SCS Priority 4, one of the Key Initiatives states, “<i>Expand Honors, AP, Dual Enrollment and IB offerings for all high schools</i>”.<sup>35</sup> By BCS working towards becoming an IB World School, we are preparing students starting in kindergarten to develop the skills, habits, and knowledge to be high school ready.</p>
<p><b>Priority 5:</b> Mobilize Family &amp; Community partners</p>	<p>Our <b>Core Belief 4</b> demonstrates our desire to work alongside families to support their students. Our <b>Core Belief 1</b> states how we will build and maintain community partnerships in order to provide the support for the whole family.</p>

**(e) Achieving Our Mission and Vision**

When we achieve our mission and vision, students will be set up to live a life of **opportunity, choice, and joy**. At BCS, we want our students to be equipped with the knowledge, skills, and experiences in order to be ready for any opportunity that interests them when it presents itself. We also want our students to have the ability to have a choice in what they want to experience and be a part of. Lastly, we believe our students have a natural right to experience joy— to be happy with their current state of well-being that stems from intrinsic and external factors. When students stay with us through fifth grade, we believe they will have the academic knowledge, socio-emotional habits, and exposure to a variety of experiences, in order to be prepared for opportunities that present themselves in middle school and beyond, the ability to choose what interests them, and to be joyful about their well-being.

Through our holistic approach to education, we are ensuring that our students are on track to live a life of opportunity and choice. By providing family support specifically addressing food insecurities, basic shelter, and mental health needs, we are aiding in the dismantling of barriers that may inhibit a child from reaching their full potential. By offering a global education through the IB programme, we are equipping students with 21st century skills and habits needed such as being critical thinkers, problem solvers, and being bilingual. Through our emphasis on literacy instruction across all disciplines, we are ensuring our students will be able to leave BCS in fifth testing at or above grade-level. By focusing on mental health we are teaching our students the importance of being

<sup>35</sup> <http://scsk12.org/2025/files/2019/Academic%20Plan%202019-20.pdf>

self-aware of what they are feeling and why, how to communicate effectively, and ways to cope through difficult situations. By focusing on the importance of physical health, we are teaching our students how to take care of their physical selves so they can maintain optimal health. When each of these three components of our mission are achieved, students will be able to live a life of opportunity, choice, and joy.

When we achieve our mission and vision, Binghampton Community School will be in the top 5% of public Tennessee schools on standardized tests within the city of Memphis. BCS will have every student reading on grade level or above by third grade their fifth grade year at BCS. When students leave us in fifth grade, all students will be prepared to enter into any high-performing middle school in Memphis and score proficiently in ELA, Math, Social Studies, and Science. All BCS students who have stayed with us from their third grade year till fifth grade will be prepared to enter into a Spanish 1 course in middle school. We understand that not all students and families will begin with us in Year 1 and because of this we have outlined in **Section 1.4** our academic goals.

#### **(f) Innovative key design elements of BCS**

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BCS has uniquely designed five key elements that will allow us to fulfill our mission, vision, and live out our core beliefs with students and families.

**Family Support.** It is essential that we meet the needs of the whole family and not just the student, in order to ensure our students can be their best selves in the classroom and have healthy, supportive, and stable homes. By focusing on the basic and immediate needs of our BCS families, we can alleviate stressors that may directly affect student learning at school and family stability at home. This can, but may not be limited to: a lack of food and/or clothes in the household, access to running water and electricity, a stable and permanent living arrangement, or any mental health issues that need to be addressed. Therefore, using our school resources, partnering with community non-profits, organizations, and businesses, we will be able to cater to the aforementioned needs so that families and students can do more than just survive, but thrive. Our goal in providing family support is in direct response to the anticipated needs in the Binghampton area that is further addressed in **Section 1.2(b)**. Long term, BCS hopes to partner with the parents of BCS students to teach families about financial security and stability, work one on one to determine education and career aspirations and support them in working towards those, and steps towards home ownership. Our long term goal aspirations stem from our unwavering belief that we must dismantle the systemic inequities that exist within our city in order to change the trajectory of families that live in poverty in Memphis and support them towards a life of opportunity, choice, and joy where they can do more than merely survive, but thrive. This directly correlates to providing family support in our mission and **Core Belief 1**.

**International Baccalaureate World School.** By becoming an IB World School, we are ensuring that we are fulfilling our mission, leading our students to a life of opportunity, choice, and joy, because they will have developed the knowledge, skills, habits, and experiences to succeed in any endeavor they choose. As stated in **Core Belief 2**, this program provides students with a global education that develops 21st century skills and gives students a high quality and rigorous education. The Primary Years Programme (PYP) will be implemented in grades K-5 at BCS. The PYP offers an inquiry-based and concept-driven transdisciplinary model of learning and teaching, supported by a strong understanding of how students learn.<sup>36</sup> The PYP is more than just an academic program, it is a program that is geared towards focusing on the whole child that simultaneously addresses students well-being. The PYP will develop students' academic, social, and emotional wellbeing, focusing on international-mindedness and a sense of belonging to local and global communities.

**Planting the seed to read.** A strong literacy foundation is linked to higher student achievement and overall higher student self-esteem and socio-emotional well being.<sup>37</sup> Consequently, a child that is not reading on grade level by third grade can have many obstacles to overcome as they matriculate throughout school, potentially widening the achievement gap. Through rigorous literacy instruction across all disciplines and promoting family reading time at home, our students will become excellent readers and writers. All teachers will participate in ongoing professional development in order to learn the importance of literacy and how to implement it within their specific discipline. In

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<sup>36</sup> <https://ibo.org/globalassets/publications/ib-research/research-pyp-key-findings-en.pdf>

<sup>37</sup> <https://www.readingfoundation.org/the-impact>

addition to this, BCS has intentionally allotted double blocks of ELA each day in grade K-5 so that students are able to receive in depth learning and practice every day. Additionally, all core disciplines will have a diverse classroom library and at the beginning of every class, all students will start out reading a text independently for 10 minutes that correlates to the subject area or lesson they will be learning about that day. BCS will also have a monthly reading incentive or event for students and families to develop the intrinsic motivation to read and to ensure all students are growing reading levels each year. This is in alignment with our mission as ensuring every student knows how to read and write proficiently will undoubtedly present many opportunities and choices for our students. In addition to this, this key element is in direct response to our **Core Belief 3**.

**BCS Parent Organization.** Without the support of our families, BCS would not be able to accomplish our mission. The BCS Parent Organization (“BCSPO”) is a way for parents to continue to be active in their child’s education at school and at home. When parents can support their children at home in their learning and reinforce what is taught in school, student academic achievement is higher, attendance is higher, and they feel more supported.<sup>38</sup> In our school, this looks like parents being able to be active participants in a variety of ways. For example a parent would be able to have the opportunity to act as a classroom volunteer where they can assist the teacher with activities, reading events, etc. This looks like parents being able to assist in planning, coordinating, and executing school events alongside BCS staff and leadership or, parents being able to lead an after-school club or activity of interest for the students. Families can continue to act as partners at home by supporting their child in assisting with homework, reading, and being emotionally available to cater to their students socio-emotional needs. BCS will offer monthly family as partner sessions where we can support parents on how to support their student at home to ensure their ultimate success.

**Counseling for all students and Open Gym.** For students to be their best selves every day, their psychological, biological, and emotional needs must be tended to; this in direct response to **Core Belief 5**. A study was done with 5618 students in elementary schools and the results showed that students performed higher on state tests when there is a comprehensive developmental school counseling program in school.<sup>39</sup> Ensuring that BCS students have access to a counseling program in school allows us to collaboratively support students academically, mentally, and socio-emotionally. When addressing students psychological needs, at BCS we will ensure that every student has access to a counselor and said counselor is able to screen all children for adverse childhood experiences (ACEs) and deliver counseling as needed to address mental health needs. In addition to this, it is important to us that our children understand the importance of, “It’s okay not to be okay”. We want to break the cycle within our community that talking about and accepting mental health issues is something that needs to be kept silent. Research states Black people experience direct traumatic stressors (including being heavily policed or being the victims of physical and verbal attacks), indirect stressors (such as the effects of viewing the video of the killing of George Floyd), and transmitted stressors (from traumatic stress passed from one generation to the next) and that 25% of Black people seek mental health services compared to 40% of Whites who seek mental health services.<sup>40</sup> At BCS, students will be able to receive services from a counselor individually or in groups to learn and practice about a variety of social emotional skills and to address any needs that a student needs support with, for example anger management, and, to address mental health needs. The American School Counselor Association states that across the United States, 1 in 5 students do not have access to a counselor in school making the ratio of students to counselors in school 464:1. That total comes to 8 million children currently in the United States that do not have access to a school counselor. In order to effectively reach and cater to all students, the ASCA recommends that ratio be 250:1.<sup>41</sup> When BCS is fully grown, we will have 475 students with 2 counselors/social workers available as seen in the Staff Assumptions tab in the BCS budget on tab 8 line 76.

At BCS we want every student and their families to develop positive physical health habits, including nutrition. Instead of just offering a physical education class, we will add “well being” to the course description. This will

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<sup>38</sup> <https://www.apa.org/pi/lgbt/programs/safe-supportive/parental-engagement>

<sup>39</sup> Sink & Stroh (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.

<sup>40</sup> <https://www.mcleanhospital.org/essential/how-can-we-break-mental-health-barriers-communities-color>

<sup>41</sup> <https://edtrust.org/resource/school-counselors-matter/>

enable students to not only understand and learn the importance of physical fitness, but they will also gain knowledge and understand the importance of eating healthy, the diseases associated with poor physical health, and how they can be proactive in living a life that is joyful, per our mission. BCS students will be able to engage in physical activity everyday whether in PE or at recess. In order for our students and families to build lifelong healthy habits, we will have an “open gym” two to three times a month on Saturdays. The purpose of this time is for students and families to come and engage in a variety of workouts and health education classes from trained professionals in the community. This could mean that on a Saturday a parent and their child could come to school on a Saturday and participate in a 45-minute Yoga session or engage in a Zumba class led by trained professionals. The goal is to foster a healthy mental and physical lifestyle for our students so they can live a life of opportunity, choice, and joy, and pass it down to their generations to come.

BCS’ emphasis on physical exercise and well-being will not only help students live healthier lives but research also shows that this design element will improve academic performance. Classroom behavior improves with as little as ten minutes of organized physical activity in the school day. Physical activity has a positive impact on anxiety, depression, mood, and wellbeing.<sup>42</sup> Improved classroom behavior, mood, and well-being give students the platform to learn. More evidence directly connects increased physical activity to improved academic performance; specifically that time in the school day dedicated to recess, physical education class, and physical activity in the classroom facilitates academic performance. Cognitive performance and brain health improve with either single sessions of or long-term participation in physical activity.<sup>43</sup>

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<sup>42</sup> Stead & Nevill (2010); The impact of physical education and sport on education outcomes: a review of literature, 3-5. Loughborough University

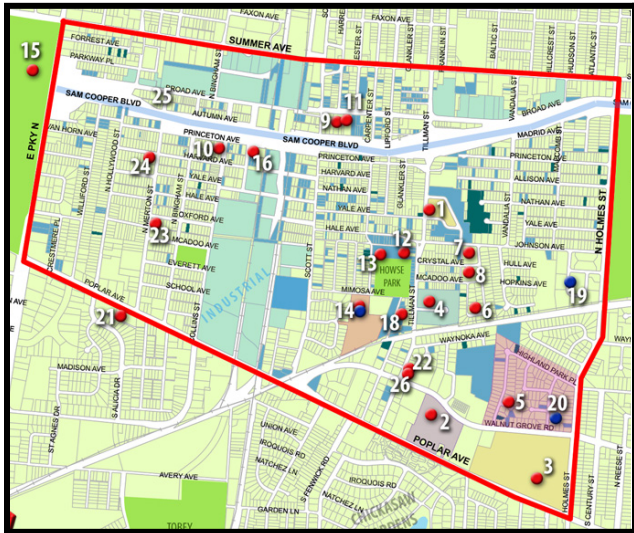
<sup>43</sup> Hokl & B.Del Valle (2013); Educating the Student Body: Taking Physical Activity and Physical Education to School. The National Academies Press (161-162). <https://doi.org/10.17226/18314>.

## 1.2 Enrollment Summary:

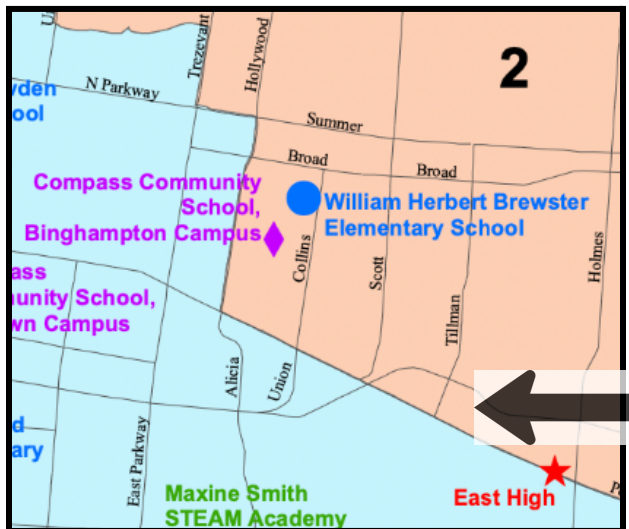
### (a) Community and Demographics

In accordance with Tennessee charter law, any student that resides in Shelby County may attend Binghampton Community School as long as we have seats available. With that said, we will be focusing our recruitment efforts in the neighborhood of Binghampton. Binghampton uniquely occupies 38112 and parts of 38111. It is approximately two square miles and is roughly defined as stretching from East Parkway to Holmes and from Poplar Avenue to Summer Avenue— please see **Figure 1.2(a)**.<sup>44</sup> From our targeted recruitment efforts, students are currently zoned to District 2 within the Shelby County Schools— please see **Figure 1.2(b)**.<sup>45</sup> Our proposed location, indicated by the black arrow on **Figure 1.2(b)**, has been secured by our sponsor Maslow, and is located at 3100 Walnut Grove Road.

**Figure 1.2(a)- Binghampton Map**



**Figure 1.2(b)- Target Area of Enrollment and Location of BCS**



<sup>44</sup> [http://www.memphishcd.org/noc\\_binghampton.html](http://www.memphishcd.org/noc_binghampton.html)

<sup>45</sup> <http://www.scsk12.org/schools/boundary/2021/scs%20schools%2020-21%20school%20location%20map.pdf>

The following table demonstrates student demographics of the schools of the elementary, middle, and high schools within Binghampton.<sup>46</sup>

**Figure 1.2(d): Elementary, Middle, and High School Demographics in Binghampton**

School	School District	Grades Served	Student Demographics	High Needs Populations	Number of Students
<b>Compass Community Schools-Binghampton</b>	SCS	K-8	Asian 5.4% Black 40.6% Hispanic/LatinX 51.5% White >5%	Economically Disadvantaged 33.7% English Language Learners 55.4% Students with Disabilities >5%	202
<b>William Herbert Brewster Elementary (Optional)</b>	SCS	PreK-5	Asian >5% Black 72.9% Hispanic/LatinX 22.8% White >5%	Economically Disadvantaged 76% English Language Learners 23.5% Students with Disabilities 15.1%	425
<b>Cornerstone Prep- Lester Campus</b>	ASD	Prek-5	Black <95% Hispanic/LatinX >5%	Economically Disadvantaged <95% English Language Learners 9.4% Students with Disabilities 21.9%	329
<b>Lester Prep</b>	ASD	6-8	Black 94.2% Hispanic/LatinX >5% White >5%	Economically Disadvantaged <95% English Language Learners 8.5% Students with Disabilities 15%	293
<b>East High</b>	SCS	9-12	American Indian/Alaskan Native >5% Asian >5% Black 73.4% Hispanic/LatinX 5.3% White 18.5%	Economically Disadvantaged 29.5% English Language Learners >5% Students with Disabilities >5%	545

### Recruiting Families

Although there are currently elementary schools in the area that we are proposing, we are confident that we will be able to secure target enrollment for 60 students for the fall of 2023. Given that we will be starting out with Kindergarten, our first step in recruitment of families will be the surrounding daycare centers and preschools in the area.

In order to create buy-in with families, we need to be able to talk to families and parents of school age kids who will be entering or soon to be entering Kindergarten for the fall of 2023. As you will see in [sections 1.11](#), we have lots of recruitment efforts continuing this summer to develop a rapport around our innovative model. Being able to invest families into what separates our school from the current neighborhood schools speaks volumes when we look at proficiency data of all three elementary schools in the area. Although there are options for families, schools that are producing ELA TCAP scores of less than 15% from year to year as seen in [Figure 1.2\(f\)](#) means that there are no “quality” seats in Binghampton. Our students cannot continue to underperform and fall further behind. Our recruitment will be ongoing throughout the summer, fall, and winter in Binghampton so that families are well informed of their options for their students so BCS can collect intents to enroll from new and transferring families.

Our permanent location will be 3100 Walnut Grove and within a two mile radius of this location, there are approximately 30 child care centers that currently enroll children ages six weeks to five years old according to the Tennessee Department of Human Services. The demand for an elementary school presents itself with the number of school age children that will be ready to enter kindergarten from year to year just within the amount of child care

<sup>46</sup> Refer to [www.reportcardtnedu.gov](http://www.reportcardtnedu.gov)



centers that are in a two mile radius. During the summer of 2022 and the planning year of the school, efforts will be spent continuing community engagement efforts to connect with families, community members, and child care centers to learn more about Binghampton Community School and what makes us different from the current schools in the area. Creating buy-in for families and community members will be key for us in securing our target enrollment. More detail on BCS recruitment and community engagement efforts can be found in [Section 1.11 and 1.12](#), respectively. [Figure 1.2\(c\)](#) lists the aforementioned centers that will be targeted for kindergarten enrollment.

**Figure 1.2(c)- Child Care Centers with Preschool Age Children<sup>47</sup>**

Name of Center	Address	Phone Number	Contact	Ages	Capacity
Binghampton Christian Academy	175 N Tillman	901-323-4092	Tari Harris	4-5 years old	20
Five Star LEarning Academy	3079 Crystal	901-323-2677	Dina Banks-Johnson	6 wk-12 years old	60
Christ the Way Learning Academy	3273 Princeton	901-864-3842	Brenda Haley	6 wk-12 years old	7
Lydia’s Child Enrichment Center	594 Harrell Street	901-1452-1667	Fairy Bardney	6 wk-12 years old	35
New Tyler Child Enrichment Center	3300 Summer Ave	901-452-9257	Francene Brown	6 wk-12 years old	99
Lord’s Tabernacle Christian Academy	2818 Midland Ave	901-454-7060	N/A	6 wk-5 years old	106
Lindenwood Christian CCC/AS Program	2400 Union Ave	901-458-8687	Phil Vaughn	6 wk-6 years old	396
St. Luke’s Day School	480 S. Highland	901-324-8271	N/A	6 wk-6 years old	99
Buntyn Preschool	561 S. Prescott	901-458-8271	Kathy Creech	8 mo-6 years old	69
First Baptist Day School	200 E. Parkway	901-458-8212	N/A	3 mo-5 years old	120
Threshold Montessori School	581 Ellsworth	901-327-4980	Patty Ferrara	18 mo-6 years old	49
StarZ KidS Family Day Care	2525 Selman Ave	901-846-3549	Starkyria Harris	6 wk-12 years old	7
Look Who Learning Home	776 Nerwell St.	901-364-0247	Paula Wilks	6 wk-12 years old	7
Just For Little People Learning Center	2260 Central Ave	901-729-2825	Shmetrice Mootry	6 wk-12 years old	52
SCS Hanley Head Start	2636 Spottswood	901-416-2811	N/A	3-5 year old	200
Child Enrichment Center	2181 Union Ave	901-276-4264	Lafarra Fennel	6 wk-5 years old	99
Community Child Care and Referral	730 S. Highland	901-505-2515	Angela Sellers	6 wk-12 years old	39
Little Harvard Child Care	2548 Jackson Ave	901-230-1315	Tony Parks	6 wk-12 years old	89
A Parent’s Choice Learning Academy	2501 Jackson	901-454-0571	Robin Mims	6 wk-12 years old	24
Shining Star	2988 Park Ave	901-453-2362	April Simmons-Woods	6 wk-12 years old	53

<sup>47</sup> <https://tnmap.tn.gov/childcare/>

Learning Center LLC					
ABC Child Care Center	3280 Park Ave	901-314-8553	Kimberly Hopkins	6 wk-12 years old	51
Porter-Leath & Univ of Memphis	2869 Park Ave	901-577-2500	Jeffery Parker	6 wk-5 years old	309
Lil Daniel and Friends Learning Center	3327 Park Ave	901-324-6676	Sadie Smith	6 wk-12 years old	54
Magic Kidz Group Home	3359 Park Ave	901-323-0051	Diannah Hamer	6 wk-12 years old	12
Magic Kidz Learning Center	3363 Park Ave	901-323-0051	Glenda Anderson	6 wk-12 years old	16
Magic Land Home Center	3210 Carrington Rd	901-550-6044	Tamara Simmons	6 wk-12 years old	7
Paige's Rising Stars Learning Academy	3450 Park Ave	901-320-3052	Yolanda Paige	6 wk-12 years old	24
Kreative Kids Learning Center	3187 Jackson Ave	901-458-9241	Pamela Tuggle	6 wk-12 years old	22
ASD-Cornerstone Prep	320 Carpenter Street	901-729-9432	Alex Wrobel	4-5 years old	40

**(b) Rationale for the proposed community of Binghampton**

Binghampton Community School and its sponsor Maslow, selected Binghampton because of a need for a high quality school option in Binghampton, the high poverty rate that exists, and the lack of resources as stated in **Section 1.1(b)**. As stated in our mission statement and core beliefs, we intend to do more than just provide an exceptional education, we intend to cater to the needs of our families in Binghampton.

Binghampton Community School will be a proposed K-5 school that will be available to all families in Memphis no matter what zip code they currently reside in because we believe that everyone should have access to a high-quality, tuition-free education. There are only three public elementary schools that exist in Binghampton currently and those are Compass Binghamton (MSCS-charter), William Herbert Brewster (MSCS-optional), and Cornerstone Prep-Lester (ASD). According to the Tennessee Department of Education’s 2021 School Accountability list, William Herbert Brewster Elementary is currently on the Targeted Support and Improvement Exit list. In addition to this, according to the TN Ready state assessment data, in 2018, 2019, and 2021, William Herbert Brewster Elementary School’s ELA proficiency scores were 16%, 16.9%, 15.1% respectively, while Math scores were 29%, 25.6%, 8.1% for those same years. Cornerstone Prep- Lester Campus is currently on the Comprehensive Support and Improvement Schools list. TN Ready ELA state assessment data for 2018, 2019, and 2021 was 12.6%, 8.9%, less than 5% respectively and math scores being 21.1%, 11.5%, less than 5% respectively. More detailed student achievement data on the schools within the Binghampton neighborhood and how they compare against the district, state, and national level can be found in **Section 1.2(c)**. According to the Fall 2021 Educational Priorities Document/Rubric, the Central City East region, which Binghampton falls under according to Shelby County Schools, only 23% of schools have scored a three (3) or above on the School Performance Card.<sup>48</sup>

In addition to the low student achievement, Binghampton is an area of Memphis where high poverty, lack of resources, and systemic disparities exist. There are extensive research studies that correlate students who are living

<sup>48</sup>

[https://scsk12-my.sharepoint.com/personal/charterschools\\_scsk12\\_org/Documents/Charter%20Website%20Content/Reports%20and%20Publications/Educational%20Priorities%20Document%20Rubric/EPDR%20&%20Quality%20Seats%202021-22.pdf](https://scsk12-my.sharepoint.com/personal/charterschools_scsk12_org/Documents/Charter%20Website%20Content/Reports%20and%20Publications/Educational%20Priorities%20Document%20Rubric/EPDR%20&%20Quality%20Seats%202021-22.pdf)

in poverty to low academic achievement. Students who live in poverty are more likely to experience chronic stressors such as financial strain in the household, social and emotional disruptions to development, and cognitive lags due to changes in brain structure from trauma.<sup>49</sup> Within the city of Memphis, according to the 2020 University of Memphis Poverty Fact Sheet, Memphis has a poverty rate of 21.7% and a child poverty rate of 35%.<sup>50</sup> Consequently, when we look at the racialization of poverty, the Black and Hispanic/LatinX population continue to suffer higher rates of poverty than the non-Hispanic Whites in Memphis and Shelby County.<sup>51</sup> When we look at the poverty level by race, for the Black population it is 26.1%, for the Hispanic/LatinX population it is 29.2%, and for Non-Hispanic Whites it is 9.3%.<sup>52</sup> When we further examine the poverty that exists within Binghampton, we see that the averages for overall poverty and childhood poverty are significantly higher, especially among Black and Hispanic/LatinX people. According to a local Binghampton development corporation, 48% of households make an income of \$20,000 or less, 35% of households live below the poverty line, and 33% of the households have no living wage.<sup>53</sup> In addition to this, this area has seen a reduction in homeownership, a population decrease, and blight.<sup>54</sup> It is for these reasons that BCS intentionally crafted its mission to not only offer a high quality educational option for the community, but to also cater to the needs of the community that are due to the inequities that exist. In **Figure 1.2(d)** we see the poverty percentages that exist for our city of Memphis, Binghampton,

**Figure 1.2(d) Poverty Percentages in Memphis<sup>55</sup>**

2019 Poverty Rate	Overall	Under 18	White	Black	Latino
United States	12.3%	16.8%	9%	21.2%	17.2%
Tennessee	13.9%	19.7%	11.2%	21.5%	23.6%
Shelby County	16.8%	25.9%	6.8%	23%	24.5%
Memphis	21.7%	35%	9.3%	26.1%	29.2%
38112	29.2%	41.9%			
38111	27.9%	45%			

**(c) Academic Performance and Enrollment Trends of Surrounding Schools**

For the proposed location of BCS, below are the schools that reside in Binghampton zip code and would be in proximity to our proposed location. Their school demographic overview is seen in **Section 1.2(c)**, and their state report card’s most recent academic results from the 2020-2021 school year are below in **Figure 1.2(g)**. In 2020 when the pandemic began, students across the nation suffered learning loss as schools were forced to go virtual for the safety of students, staff, and families. In addition to this, many schools and students struggled to navigate online teaching and learning which is seen in the 2020-2021 results. In Tennessee, all core content areas tested saw a drop in proficiency rates since students last tested in 2019 by as much as 5% or more as seen in **Figure 1.2(f)**.<sup>56</sup> It is important to note that the United States Department of Education suspended testing requirements for the year of 2020 due to the global pandemic.<sup>57</sup> The academic data comes from the Tennessee Department of Education. From the surrounding schools in Binghampton, a need for a high-quality school that can address the needs of all learners is needed. The below schools are located in the 38112 zip code with the exception of East High, which is in 38111. However, all five schools are less than a mile from each other and less than a mile from the BCS proposed location. The schools that are listed below would also fall within our target recruitment area. The data reveals the percentages of students that are performing on grade level on Tennessee state assessments which translates to the percentage of students that are scoring on track or mastered in each content area. The most recent student achievement data from

<sup>49</sup> <https://files.eric.ed.gov/fulltext/EJ1230212.pdf>

<sup>50</sup> <https://www.memphis.edu/benhooks/programs/pdf/2020povertyfactsheet.pdf>

<sup>51</sup> Ibid

<sup>52</sup> Ibid

<sup>53</sup> <https://www.bdcmemphis.org/our-story-1>

<sup>54</sup> Ibid

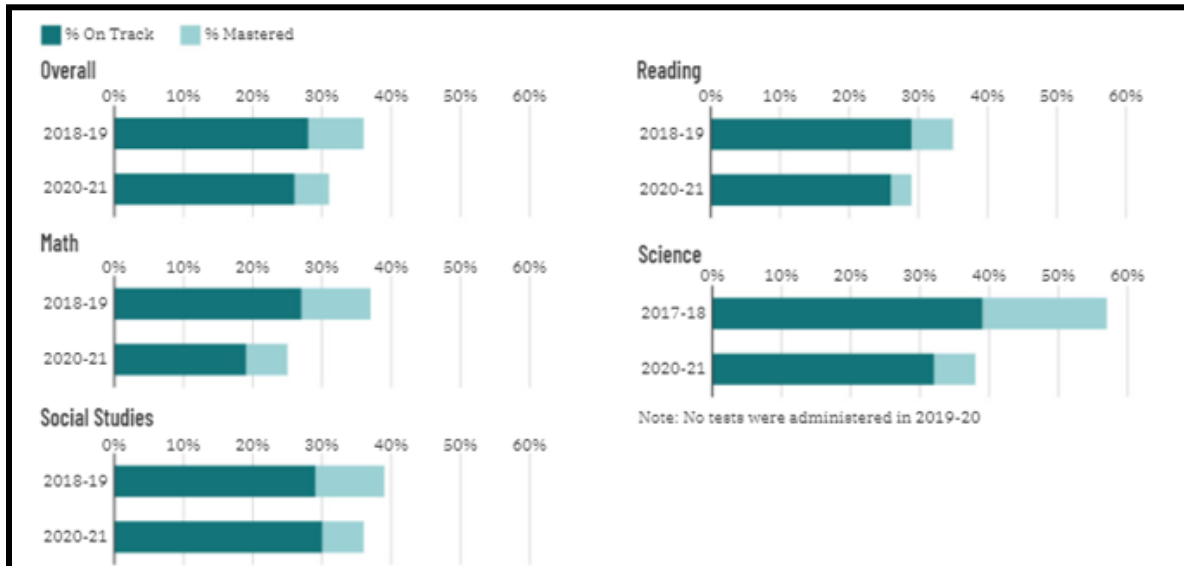
<sup>55</sup> <https://www.memphis.edu/benhooks/programs/pdf/2020povertyfactsheet.pdf>

<sup>56</sup> <https://tn.chalkbeat.org/2021/8/2/22605300/tennessee-pandemic-student-tcap-scores-decline-covid>

<sup>57</sup> <https://www.proedtn.org/news/517902/Testing-Waiver-for-2020-2021-School-Year.htm>

the 2020-2021 school year indicates that within the three elementary schools options available in Binghampton, approximately 14% of students are on grade level in ELA and approximately 7% of students are on grade level in math. It is no surprise then that as students matriculate to the nearby Binghampton middle schools, the student achievement data from 2020-2021 school year indicates that approximately less than 5% of students are on grade level in ELA and math. Comparatively, in **Figure 1.2(g)**, you can see the state and district achievement rates in order to see how the surrounding area schools in Binghampton compare.

**Figure 1.2(e)- Tennessee TCAP Scores from 2020 in all Core Subjects<sup>58</sup>**



**Figure 1.2(f)<sup>59</sup>**

School	Grades	ELA On Track/Mastered %			Math On Track/Mastered %		
		2018	2019	2021	2018	2019	2021
Compass Binghampton	K-8	-	-	12.8%	-	-	5.3%
William Herbert Brewster	PreK-5	16%	16.9%	15.1%	29%	25.6%	8.1%
Cornerstone Prep-Lester	PreK-5	12.6%	8.9%	>5%	21.1%	11.5%	>5%
Lester Prep	6-8	8.7%	7.3%	>5%	12.1%	17.1%	>5%
East High	9-12	22.3%	44.4%	57.5%	6.8%	23%	18.3%

<sup>58</sup> <https://tn.chalkbeat.org/2021/8/2/22605300/tennessee-pandemic-student-tcap-scores-decline-covid>

<sup>59</sup> Refer to [www.reportcardtnedu.gov](http://www.reportcardtnedu.gov)

Figure 1.2(g)<sup>60</sup>

District and State	ELA On Track/Mastered %			Math On Track/Mastered %		
	2018	2019	2021	2018	2019	2021
Shelby County Schools	20.4%	21.2%	14.8%	19.6%	23.8%	7.5%
State of Tennessee	32.8%	34.9%	29.8%	33%	37%	25.9%

**(d) Target population**

BCS will serve any student regardless of race, socioeconomic status, learning disabilities, achievement scores from previous schools, and zip code. Binghampton Community School’s target student population is K-5 and primarily low-income families. We purposely chose this grade span and demographic of population due to the lack of quality elementary schools in the Binghampton area as explained in **Section 1.2 (a), (b), and (c)** and the high poverty percentage in the area as seen in **Section 1.2(b)**. As evidenced by our community support through submitted petitions and letters of support **Attachment E**, there is incredible demand for BCS. Our goal is to provide a global education where all students can live a life of opportunity, choice, and joy by equipping them with knowledge, skills, and experiences, throughout their time in our school. Our school design incorporates academic components that will allow us to close the achievement gap by raising literacy and math rates over time, preparing our students to read on grade level by third grade and thereafter. In addition to this, we intend to cater to our target population in our school design by providing family support in order to dismantle barriers that inhibit student success and family health and wellbeing.

**(e) Effectiveness of BCS**

Binghampton Community School intends to offer a unique, and intentionally designed K-5 school to the community of Binghampton that offers a global education to its students and that caters to the needs of the whole child and its families. Due to the underperformance of surrounding schools in the area, BCS will bring students and families a reputable, global education to improve academic performance, promote healthy socioemotional skills and wellbeing, and broaden the perspectives and understanding of the world in which we live to build a better tomorrow. We will execute this vision by becoming an International Baccalaureate (IB) World School and implementing the Primary Years Programme (PYP) for ages 3-12. The IB program strives to develop students who will build a better world based on understanding and respect while igniting their appetite for learning and excellence. The IB curriculum is different than other curricula because it 1) encourages students of all ages to think critically and challenge assumptions, 2) develops independently of government and national systems, incorporating quality practice from research and the IB global community of schools, 3) encourages students of all ages to consider both local and global contexts, and 4) develops multilingual students.<sup>61</sup>

<sup>60</sup> <https://reportcard.tnedu.gov/state/0/achievement>

<sup>61</sup> <https://www.ibo.org/benefits/why-the-ib-is-different/>

In the state of Tennessee there are only five schools that offer the IB PYP, three of which are located in the city of Memphis.<sup>62</sup> There is no school in the surrounding Binghampton area that offers the IB program for their students. Within Shelby County Schools the two elementary schools that offer the IB PYP are Balmoral Ridgeway Elementary and Oak Forest Elementary, two optional schools for which students have to meet specific admission requirements in order to attend.<sup>63</sup> Balmoral Ridgeway is 7.7 miles away from our schools proposed location in Binghampton which is a 17 minute car ride. Oak Forest is 12.7 miles away from our proposed school location which is a 21 minute car ride. The third school where the IB PYP is offered is Lausanne Collegiate School, a Pre-K-12 private school. However, if our families wanted to attend this school they would have to pay a costly tuition and meet admission requirements. Lausanne is also 8.4 miles away which is a 16 minute car ride from Binghampton. Because the IB offers a continuum of education which includes the Middle Years Programme (MYP) and Diploma Programme (DP), a student could continue their rigorous and competitive education throughout middle and high school. Within Shelby County Schools, there are three schools that offer the aforementioned programming for students after fifth grade. Those schools are Ridgeway Middle, Ridgeway High, and Germantown High. Through the IB PYP program, we are providing our students with a global education that not only focuses on the whole child but that also equips students with the skills needed to compete in our changing society. Students leaving our school in fifth grade will be culturally aware, critical thinkers, who possess the knowledge and skills to excel in middle school and beyond. BCS desires to partner with Shelby County Schools by joining them in being an additional school within the district that offers the IB programme, providing a competitive and high quality education for our students in Binghampton.

Additionally, BCS, although we join the neighboring elementary schools like Compass Binghampton and Cornerstone Prep by focusing on the whole child, BCS is taking this a step further by focusing on the whole family by providing family support in order to meet families where they are. It is our belief that in order for a child to perform at their full potential, they must have a stable home environment to support them emotionally, physically, and academically. Because of this belief, as explained in **Section 1.1(b), 1.1(f)**, and in **Core Belief 1**, we will evaluate immediate family needs on a monthly basis and provide family support. Through our proposed community partnerships and school resources, we will be able to provide mental health counseling, address food insecurities, and any other basic needs not being met that inhibit the ability for our families and students to thrive. Our families are of the utmost importance to us and because of this we believe it is part of our duty to help meet our family's needs so they can support their children at home.

#### **(f) Existing Operators**

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Not Applicable.

#### **(g) Enrollment Summary and Demographics Chart**

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Binghampton Community School will enroll any student in the city of Memphis although our target recruitment efforts will be centered on Binghampton. In **Figure 1.2(h)** is the BCS proposed enrollment summary from Year 0 in 2023 until we are at capacity in Year 6 of operation in 2028. We will implement a slow growth model by starting out with 60 students in kindergarten. We based our decision on having a slow growth model off of Elan Academy in New Orleans, Louisiana.<sup>64</sup> Starting in Year 2 of operation, we will add a new kindergarten class of 65 students each year and add 5 students into the feeder grade as seen reflected in **Figure 1.2(h)**. By adding 10 students each year until Year 4, this will allow us to realistically increase revenue from year to year while keeping our classroom sizes and teacher-student ratio small, allowing our teachers and students to reap the benefits of small group instruction and

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<sup>62</sup>

<https://www.ibo.org/programmes/find-an-ib-school/?SearchFields.Region=&SearchFields.Country=US&SearchFields.State=TN%7CUS&SearchFields.Keywords=&SearchFields.Language=&SearchFields.BoardingFacilities=&SearchFields.SchoolGender=&SearchFields.ProgrammePYP=true>

<sup>63</sup> <https://www.scsk12.org/optional/types?PID=849>

<sup>64</sup> As a Fellow with BES, Nikita House has been able to participate in school studies with other BES schools. Elan Academy has seen much success with their slow growth model and continues to lead with high student achievement on state testing.

increased individualized learning. One of the largest experiments conducted regarding classroom size and student achievement was called, STAR, Student Teacher Achievement Ratio. This experiment took place in Tennessee over a period of four years and what was concluded was that 1) students scored significantly higher on standardized tests and showed as much as three months gains in growth, 2) there were reportedly fewer behavioral challenges in class, and 3) teachers reported that they were more efficient and productive.<sup>65</sup> With each class of 60-75, there will be three cohorts keeping the student to teacher ratio low. With small classroom sizes, we are confident that this will aid in our ability to ensure that we are producing on grade level students from year to year and meet each child’s needs. In the event seats become available during the school year, we will use our waitlist and recruitment efforts to meet our enrollment number

### Attrition and Retention

While recruiting students from year to year, it is important to always be thinking about how BCS can ensure that our students are staying with us from year to year. Attrition is a realistic obstacle that the district is currently facing and it is important to launch BCS knowing that this must be a priority. In order to tackle attrition, one of the first steps BCS will take is a low-lift step— building rapport and relationships with students and families. Through our family touchpoints mentioned in **Section 1.1**, we will build trust with our families and show our support for not only their students, but the family as a whole, which is key to our mission. Another way we will tackle attrition is through quarterly surveys that allow us to get a temperature check on all the aspects of our school model and climate through nationally vetted surveys. During schoolwide data days, the BCS staff will analyze the feedback presented from parents to see where we need to pivot and make shifts to ensure that this remains a school where families want to continue to enroll their children. Another way we will tackle student attrition and retention is by ensuring we are defining what success looks like for our students at BCS and using our data to progress, monitor students growth, and be transparent with families. When parents are able to articulate why their children are excelling, they have a clear picture of how their child is doing and how the school contributes to that success. Consequently, when both families and students are struggling to understand the underperformance because of the lack of communication, it gives more reason to potentially not re-enroll. At BCS, we want to maintain constant communication with our families on the progress of their children so that they are able to see their growth and development.

The anticipated student demographics for BCS is listed in **Figure 1.2(i)**. Our estimates are based on the student demographics in the surrounding Binghampton schools near our proposed location at 3100 Walnut Grove, which can be seen in **Figures 1.2(j-n)**. All surrounding schools in which our anticipated demographics were based on the below schools, which are less than 2.2 miles away from our proposed location.

**Figure 1.2(h)- Proposed Enrollment Summary for BCS**

Enrollment Summary							
Grade Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*
	2022	2023	2024	2025	2026	2027	2028
<b>K</b>	<b>Planning Year</b>	60	65	70	75	75	75
<b>1</b>			65	70	75	75	75
<b>2</b>				70	75	75	75
<b>3</b>					75	75	75
<b>4</b>						75	75
<b>5</b>							75
<b>Total</b>			<b>60</b>	<b>130</b>	<b>210</b>	<b>300</b>	<b>375</b>

\*At Capacity.

**Figure 1.2(i)- Anticipated Student Demographics for BCS**

Race	Percentage	Identified Category	Percentage
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<sup>65</sup> <https://edsources.org/wp-content/uploads/old/STAR.pdf>

<b>Black</b>	94%	<b>Economically Disadvantaged</b>	90%
<b>Latinx</b>	3%	<b>Students with disabilities</b>	15%
<b>White</b>	-	<b>English Language Learners</b>	6%
<b>Other</b>	3%		

Figure 1.2(j)- Cornerstone Prep- Lester Campus, Pre-K-5<sup>66</sup>

<b>Race</b>	<b>Percentage</b>	<b>Identified Category</b>	<b>Percentage</b>
<b>Black</b>	<95%	<b>Economically Disadvantaged</b>	<95%
<b>Latinx</b>	>5%	<b>Students with disabilities</b>	21.9%
<b>White</b>	Not enough students	<b>English Language Learners</b>	9.4%
<b>Other</b>	Not enough students		

Figure 1.2(k)- William Brewster Elementary, Pre-K-5<sup>67</sup>

<b>Race</b>	<b>Percentage</b>	<b>Identified Category</b>	<b>Percentage</b>
<b>Black</b>	72.9%	<b>Economically Disadvantaged</b>	76%
<b>Latinx</b>	22.8%	<b>Students with disabilities</b>	15.1%
<b>White</b>	>5%	<b>English Language Learners</b>	23.5%
<b>Other</b>	>5%		

Figure 1.2(l)- Compass Community Schools-Binghamton, K-8<sup>68</sup>

<b>Race</b>	<b>Percentage</b>	<b>Identified Category</b>	<b>Percentage</b>
<b>Black</b>	40.6%	<b>Economically Disadvantaged</b>	33.7%
<b>Latinx</b>	51.5%	<b>Students with disabilities</b>	>5%
<b>White</b>	>5%	<b>English Language Learners</b>	55.4%
<b>Asian</b>	5.4%		

Figure 1.2(m)- Lester Prep, 6-8<sup>69</sup>

<b>Race</b>	<b>Percentage</b>	<b>Identified Category</b>	<b>Percentage</b>
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<sup>66</sup> <https://reportcard.tnedu.gov/schools/985-8010/information>

<sup>67</sup> <https://reportcard.tnedu.gov/schools/792-2053/information>

<sup>68</sup> <https://reportcard.tnedu.gov/schools/792-8190/information>

<sup>69</sup> <https://reportcard.tnedu.gov/schools/985-8070/information>



<b>Black</b>	94.2%	<b>Economically Disadvantaged</b>	<95%
<b>Latinx</b>	>5%	<b>Students with disabilities</b>	15%
<b>White</b>	>5%	<b>English Language Learners</b>	8.5%
<b>Other</b>	Not enough students		

Figure 1.2(n)- East High, 9-12<sup>70</sup>

<b>Race</b>	<b>Percentage</b>	<b>Identified Category</b>	<b>Percentage</b>
<b>Black</b>	73.4%	<b>Economically Disadvantaged</b>	29.5%
<b>Latinx</b>	5.3%	<b>Students with disabilities</b>	>5%
<b>White</b>	18.5%	<b>English Language Learners</b>	>5%
<b>Other</b>	Not enough students		

<sup>70</sup> <https://reportcard.tnedu.gov/schools/792-2180/information>

### 1.3 Academic Focus and Plan

#### (a) Academic Focus of BCS

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Binghampton Community School commits to providing our students with the most exceptional, rigorous, challenging, and prestigious education that is available. We possess an unwavering belief that a high-quality education should be offered to *all* students, tuition-free, regardless of the student's race, socioeconomic status, or zip code where they reside.

An IB education is designed to be a transformative experience in which students develop international-mindedness, critical thinking skills, and become lifelong learners.<sup>71</sup> The IB programs are a holistic framework for schools to adopt to focus on student academics, social-emotional, and physical wellbeing while simultaneously teaching students how to be productive and positive participants in their own lives and beyond.<sup>72</sup> The Primary Years Program (PYP) offers a transdisciplinary model of learning. The six transdisciplinary themes allow teachers to provide students with authentic and real-life contexts to explore and engage with rich dialogues and ongoing collaboration to build an understanding of themselves, their wider community and the world. Through this process of learning in the PYP, students become competent learners who have the cognitive, affective and social tools to engage in lifelong learning. The IB learner attributes are a set of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile provides an important foundation for international mindedness.<sup>73</sup>

It is important to make note that by becoming an IB World School, IB programs do not provide academic curriculums of any kind. Like the majority of public schools, BCS will carefully vet curricula that have proven results and that are aligned to Tennessee State Standards. Subsequent subsections detail how the IB components come together as a part of the academic plan for our school and how it aligns with MSCS goals and priorities as well as Tennessee State Standards.

In support of our mission, BCS will provide all students with a global education through the International Baccalaureate (IB) program by becoming an IB World School.<sup>74</sup> By becoming an IB World School, we are ensuring that we are fulfilling our mission: leading our students to a life of opportunity, choice, and joy because they will have developed the knowledge, skills, habits, and experiences to succeed in any endeavor they choose. With the IB program, we will be a school that is focused on inquiry-based learning, pushing our K-5 students to be internationally minded, critical thinkers, problem solvers, active participants in their learning, and culturally aware individuals. All the above is in direct alignment with the MSCS vision of the Office of Academics which states, *“We are committed to preparing well rounded graduates who compete globally, because they persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.”*<sup>75</sup>

In accordance with Tennessee code § 49-13-102, our goal is to improve learning for all students and close the achievement gap between high and low students.<sup>76</sup> Additionally, we seek to partner with Memphis Shelby County Schools (MSCS) to support the Destination 2025 goals of (1) 80 percent of seniors being prepared for post-secondary education or the workforce, (2) 90 percent of students earning their high school diploma on time, and (3) 100 percent of students that are college or career ready will enroll in a post-secondary option.<sup>77</sup> These goals are directly correlated to BCS because it is our belief that in order to achieve these results, the work starts in kindergarten. **Section 1.1(d)** details how our school design aligns with MSCS Destination 2025 goals and priorities.

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<sup>71</sup> <https://ibo.org/learn-more-about-the-ib/>

<sup>72</sup> <https://ibo.org/programmes/primary-years-programme/why-offer-the-pyp/>

<sup>73</sup> Ibid

<sup>74</sup> Refer to [www.ibo.org](http://www.ibo.org) for a description of the International Baccalaureate Organization.

<sup>75</sup> Refer to [www.scsk12.org/academics/files/2019/Academic%20Plan%202019%20Version.pdf](http://www.scsk12.org/academics/files/2019/Academic%20Plan%202019%20Version.pdf)

<sup>76</sup>

<https://casetext.com/statute/tennessee-code/title-49-education/chapter-13-tennessee-public-charter-schools-act-of-2002/section-49-13-102-purpose>

<sup>77</sup> [www.scsk12.org/academics/files/2019/Academic%20Plan%202019%20Version.pdf](http://www.scsk12.org/academics/files/2019/Academic%20Plan%202019%20Version.pdf)

As of November 2021, there are 5400 schools globally that offer the IB programme across 159 countries.<sup>78</sup> The effectiveness and value of the IB program is seen by the number of schools that choose to adopt an IB program as their school focus. Between 2016 and 2020, the number of IB programmes offered grew by 33.3%.<sup>79</sup> Within Shelby County Schools district, there are five (5) schools that offer the IB programme. Those schools are Balmoral Ridgeway Elementary, Oak Forest Elementary, Ridgeway Middle, Germantown High, and Ridgeway High.<sup>80</sup> Additionally, there is one private school, Lausanne Collegiate School, that offers the IB programme.<sup>81</sup> There is no other school in the Binghampton area or in proximity to our proposed location that offers a program like this to its students making BCS, if authorized, a one-of-a-kind, high quality educational option for the Binghampton students and greater Memphis area. The data that supports the effectiveness of becoming an IB World School is detailed in **Section 1.3(d)**. Our academic focus at BCS is as follows:

**Providing a global education:** At BCS, we seek to provide all students with a global education in order to lay the foundation to becoming global citizens and developing 21st century skills. The PYP will be implemented in grades K-5 at BCS. The PYP offers an inquiry-based and concept-driven transdisciplinary model of learning and teaching, supported by a strong understanding of how students learn. The PYP will develop students' academic, social, and emotional wellbeing, focusing on international-mindedness and a sense of belonging to local and global communities. The PYP nurtures independent and collaborative learners, encouraging every student to have voice, choice, and ownership in their own learning.<sup>82</sup>

**Literacy:** To achieve the MSCS Destination 2025 goal of 90 percent of third graders being on grade level in reading under Priority 1 and to ensure that all students in grades K-5 are reading and writing at or above grade level, BCS will ensure literacy foundational skills, instruction, and reading of a variety of texts is present across all disciplines, not just in ELA.<sup>21</sup> In order to ensure that all of our students are reading and writing at or above grade level, literacy practices and skills cannot be isolated to English language arts classrooms. We will do this by 1) ensuring all core instructional staff receive professional development and coaching practice of the Science of Reading and the Orton-Gillingham method, 2) every core discipline has a highly diverse and engaging classroom library, and 3) there is independent reading time incorporated into every core discipline.

### **(b) Outline of Academic Plan**

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The academic plan of Binghampton Community School is strategically centered around our mission and aligned to the Memphis Shelby County Schools Destination 2025 goals and priorities. We ambitiously set out to provide our students with a global education, but one that lays the foundation in producing global citizens that are critical thinkers, problem solvers, internationally minded, and care about the local and global issues around them. With that, our academic plan has four core components which are: a transdisciplinary curriculum framework through the IB, literacy across all disciplines, and high quality instruction, planning, and data analysis.

In order to implement our academic plan, we must first begin the process of seeking candidacy with the International Baccalaureate Organization and complete authorization milestones.<sup>83</sup> This is a highly rigorous and lengthy process in order to uphold the integrity, practices, and teachings of the programs to ensure that all parents, no matter which IB school their child attends, are held to the same high standards. During the process of applying to become an IB school, the school will work with an IB Development Team that will keep track of each of the phases that are outlined in **Figure 1.3(a)**. In addition to this, the IB Development Team and school will work together to create a more concrete timeline since both the school and the IB Development Team will both be responsible for deliverables

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<sup>78</sup> Refer to <https://www.ibo.org/about-the-ib/facts-and-figures/>

<sup>79</sup> Ibid

<sup>80</sup> Refer to <https://www.scsk12.org/optional/tyaes?PID=849>

<sup>81</sup> Refer to <https://www.lausanneschool.com/IB>

<sup>82</sup>

<sup>83</sup> <https://www.ibo.org/become-an-ib-school/timeline-and-stages/>

and action items throughout this process. It is imperative to make note of the timeline for seeking authorization from the International Baccalaureate Organization:

*“The authorization process is school-focused and -driven, allowing each school to determine its own readiness for each successive stage in the process. This determination is based on the satisfactory completion of the preceding phase’s milestones and the school’s consideration of advice provided by IB educators and staff. As a result, **there are no set deadlines or timeframes for any stage of authorization.** Schools will work with IB educators and staff to develop, review and update their projected timeline for authorization.”<sup>84</sup>*

**Figure 1.3(b)** contains a more concise in-depth timeline for IB designation that is used between the IBO and the school seeking IB designation. The following are the authorization milestones and phases to the IB programme and can be found on the International Baccalaureate Organization website:

**Figure 1.3(a)<sup>85</sup> - Overview of of four stages towards IB authorization**

Steps in Authorization	Milestones	Process
1	Consideration	<ul style="list-style-type: none"> <li>• School submits indication of interest and begins working with the IB development team</li> <li>• School determines that it meets the requirements for candidacy, including completion of required professional development</li> <li>• School informs the IB of its intent to apply for candidacy</li> <li>• School pays the appropriate fee before the application for candidacy can be submitted</li> </ul>
2	Request for candidacy/ Decision for candidacy	<ul style="list-style-type: none"> <li>• School submits Application for candidacy</li> <li>• IB issues response to the Application for candidacy</li> <li>• School resolves matters to be addressed, if any</li> <li>• IB issues decision on candidacy</li> </ul>
3	Candidacy (incorporating Consultancy):	<ul style="list-style-type: none"> <li>• IB assigns consultant, consultancy begins</li> <li>• School begins trial implementation</li> <li>• School pays the Candidacy and consultancy services fee (payable annually until the school informs the IB that it plans to apply for authorization)</li> <li>• School and consultant agree upon dates for consultant visit</li> <li>• IB schedules consultant visit at the school’s request</li> <li>• IB issues Consultant visit report</li> <li>• School determines that it meets the requirements for authorization, including completion of required professional development</li> <li>• School informs the IB that it plans to apply for authorization</li> <li>• Consultancy ends</li> <li>• IB issues End of consultancy report</li> </ul>
4	Request for authorization/ Decision on authorization:	<ul style="list-style-type: none"> <li>• School pays the Candidacy and application for authorization services fee (payable annually until the school is authorized)</li> <li>• School submits Application for authorization</li> <li>• IB issues response to the Application for authorization</li> <li>• School resolves matters to be addressed, if any</li> <li>• IB Educators conduct verification visit</li> <li>• IB issues Verification visit report</li> <li>• School resolves matters to be addressed, if any</li> <li>• IB issues decision on authorization</li> </ul>

<sup>84</sup> <https://www.ibo.org/globalassets/publications/become-an-ib-school/guide-to-school-authorization-en.pdf>

<sup>85</sup> <https://www.ibo.org/become-an-ib-school/timeline-and-stages/>

		<ul style="list-style-type: none"> <li>• School submits signed authorization agreement</li> <li>• IB awards authorization</li> </ul>
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**Figure 1.3(b)<sup>86</sup> - In Depth Timeline of the Four Phases to Authorization for IB**

Milestone	Days, weeks, months or years needed to complete	Progress timeline
<b>Submit interest</b>	BCS cannot complete an interest form until we are authorized. When authorized, an interest form will take no more than 5 minutes to complete.	August of 2022
<b>Inform development manager of your intended application for candidacy submission date</b>		August of 2022
<b>Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP) implemented without DP only: head of school attends the mandatory category 1 workshop</b>  <b>CP implemented with DP only: head of school attends the mandatory workshop, if they have not previously attended</b>	Proposed Head of School Ms. House completed her Head of School Category 1 workshop Saturday, March 26, 2022. See <b>Attachment F6</b> for Ms. House’s completed Head of School IB certificate.	March of 2022
<b>PYP, MYP, DP, and CP implemented without DP only: pay Application for candidacy fee</b>  <b>CP implemented with DP only: pay One-time pre-authorization fee</b>	Must be paid prior to submitting your application for candidacy	September of 2022
<b>Submit Application for candidacy</b>	In order for BCS to submit an application for candidacy, the school must have certain milestones completed in order such as a hired staff and facility secured.	June of 2023
<b>MYP and CP implemented without DP only: begin process of scheduling the</b>	Not Applicable	Not Applicable

<sup>86</sup> [The authorization process: Projecting your timelinehttps://www.ibo.org/contentassets/the-authorization...](https://www.ibo.org/contentassets/the-authorization-process-projecting-your-timeline)

<b>Launching” in-school workshop</b>		
<b>Application for candidacy feedback report provided to the school</b>	28 days (maximum)	July of 2023
<b>Submit evidence to resolve any matters to be addressed (if required)</b>	14 days (maximum)	July of 2023
<b>Evidence reviewed, and matters resolved, or further information requested (if required)</b>	14 days (initial evidence review) This process continues until all matters are resolved.	August of 2023
<b>Candidacy granted</b>	1 day PYP, MYP, DP and CP implemented without DP only: On the first of the month after candidacy is granted, the school will receive a “candidate fee” that covers candidacy and consultation services. This will be billed annually until the school requests its application for authorization to be opened.	August of 2023

<b>Milestone</b>	<b>Days/weeks/months/years needed to complete</b>	<b>Progress timeline</b>
<b>Start candidacy</b>	The day candidacy is granted	August of 2023
<b>Receive welcome letter and contact details of your IB programme relationship manager</b>	The day candidacy is granted	August of 2023
<b>PYP and MYP only: begin one year of trial teaching</b>	The day candidacy is granted	August of 2023
<b>Receive consultant contact information and begin working with your consultant</b>	1–14 days after candidacy is granted (maximum)	August of 2023
<b>PYP, MYP, DP, and CP implemented without DP only: pay candidacy and consultation services fee</b>	30 days (maximum) after receiving the invoice	September of 2023
<b>MYP and CP implemented without DP only: “launching” in-school workshop complete</b>	Not Applicable	Not Applicable

<b>PYP, MYP, DP, and CP implemented without DP only: schedule consultation visit with the consultant. The consultant will inform the IB of the dates.</b>	The consultant should inform the IB of the dates a minimum of one month before the visit is due to take place so that travel can be arranged.	September of 2023
<b>PYP, MYP, DP, and CP implemented without DP only: consultant visit complete</b>		October of 2023
<b>PYP, MYP, DP, and CP implemented without DP only: consultant visit report provided to the school</b>	35 days (maximum)	December of 2023
<b>Set an end date for consultancy and inform the IB you would like your Application for authorization opened</b>	PYP, MYP, DP, and CP implemented without DP only: The school will receive a Candidacy and application for authorization fee on the first of the month following your request to have your application for authorization opened. This will be billed annually until the school is authorized.	March of 2024
<b>End of consultancy report provided to the school</b>	28 days (maximum) after the end of consultancy date.	April of 2024
<b>PYP and MYP only: minimum one year of trial teaching complete</b>	One year from the day candidacy is granted.	August of 2024
<b>PYP, MYP, DP, and CP implemented without DP only: pay Candidacy and application for authorization services fee</b>	30 days (maximum) after receiving the invoice.	September of 2024
<b>All facilities and staff in place</b>	BCS will be in the new constructed building first in order to submit the application for candidacy.	July of 2025
<b>All mandatory professional development (PD) courses complete</b>		July of 2025
<b>Submit Application for authorization</b>	It is suggested that schools submit their application a minimum of one month after the end of consultancy date in order for feedback from the end of consultancy report to be provided prior to the school submitting their Application for authorization.	July of 2025
<b>Application for authorization feedback</b>	42 days (maximum)	September 2025

<b>report provided to the school</b>		
<b>Receive verification visit planning information</b>	1 day	September 2025
<b>Submit verification visit planning information</b>	The verification visit can be tentatively scheduled a minimum of six weeks from the day you submit your verification visit planning information. You will be asked to provide dates for three potential dates, from three different months.	October of 2025
<b>Submit evidence to resolve any matters to be addressed (if required)</b>	14 days (maximum)	October of 2025
<b>Evidence reviewed, and matters resolved, or further information requested (if required)</b>	14 days (initial evidence review) This process continues until all matters are resolved.	November of 2025
<b>Verification visit confirmed</b>	The verification visit will be confirmed once all matters have been resolved. If matters are not resolved four weeks prior to tentatively provided dates, the visit will be postponed.	December of 2025
<b>School internally plans for the verification visit</b>	Logistics information will be provided.	December of 2025
<b>Verification visit complete</b>		January of 2026
<b>Verification visit feedback report provided to the school</b>	56 days (maximum)	March of 2026
<b>Submit evidence to resolve any matters to be addressed (if required)</b>	14 days (maximum)	March of 2026
<b>Evidence reviewed, and matters resolved, or further information requested (if required)</b>	14 days (initial evidence review) This process continues until all matters are resolved.	April of 2026
<b>School receives authorization agreement</b>	1 day	April of 2026
<b>School submits signed authorization agreement</b>	14 days (maximum)	May of 2026
<b>School officially authorized</b>	14 days (maximum)	May of 2026



The proposed BCS Board of Directors and proposed Head of School, Nikita House, have the utmost confidence that BCS will be able to become an authorized International Baccalaureate World School making it the sixth school within the Memphis Shelby County School District and the seventh school in Memphis to provide IB programming. We know this to be true because we have ensured allocation of all appropriate fees for IB programming every year in the BCS budget. Ms. House has already attained her Head of School Category 1 certification, which is required to apply, and we have detailed throughout our application how the IB will be incorporated throughout our school community. As with any plan, we must anticipate the unlikely possibility that we are denied authorization and make a contingency plan. If this happens, BCS has the opportunity to reapply two years from the receipt of the denial letter at which BCS intends to do so.<sup>87</sup>

If a denial occurs, this does not diminish our mission at BCS. We, as a school, are fully committed to living out our mission of providing a global education, which is a unique and innovative core belief at our school that is not available in any of the surrounding neighborhood schools in Binghampton. We believe a global education is needed to be competitive and meet the needs of the 21st century as outlined in **Section 1.1**. This core belief is what allows us to stay centered and provide our students with a global education regardless of our IB status. The following will always be true at BCS in order to provide a global education:

1. **Learning a Second Language:** At BCS, all students will work towards becoming bilingual in a second language, which is a critical skill to have in the 21st century. In order for our students to be active participants in the 21st century, learning a second language allows our students to be exposed to new perspectives and cultures, pave the way for future job opportunities, enhance their cognitive skills, and open the doors for future experiences.<sup>88</sup> At BCS, all students starting in Kindergarten will take Spanish at least three days a week until graduation from 5th grade.
2. **Inquiry Based Learning:** At BCS, all students will receive inquiry based learning and instruction which is geared to develop students' abilities to analyze, synthesize and evaluate information, which indicates high-level thinking according to Bloom's Taxonomy.<sup>89</sup> It is imperative that students in the 21st century are critical thinkers and problem solvers. At BCS, teachers will be engaged in ongoing professional development about inquiry based learning in order to facilitate this type of learning and instruction.
3. **BCS International Mindedness:** At BCS, all students will be able to engage and learn about cultures, countries, communities, and perspectives that are different from their own in order to foster a culture of inclusivity and acceptance. They will be exposed to a world bigger than themselves through school-wide events that highlight different ethnicities, cultures, and global perspectives. Our selected curriculums, texts, lessons, and hiring practices will allow students to see themselves represented and also see what a diverse education looks and feels like.

### IB Transdisciplinary Curriculum Framework

The PYP is a transdisciplinary curriculum framework that offers authentic learning experiences.<sup>90</sup> Transdisciplinarity is a curriculum-organizing principle to offer students a broad, balanced, conceptual and connected learning experience. In order to engage students in transdisciplinary learning, schools create a program of inquiry that maps the transdisciplinary themes students explore each year and throughout their time in the school. The program consists of units of inquiry (or unit plans) that span across, between and beyond subjects at each year level. A well-designed program of inquiry ensures students experience a balance of subject-specific knowledge, conceptual understandings and skills, alongside opportunities to develop the attributes of the IB learner profile and to take action. The program of inquiry is a long-term plan that provides students with the opportunities to evolve their theories, address misconceptions, and deepen understanding. Through the program of inquiry, they build upon what they have learned in previous years, extending their understanding of the transdisciplinary themes as they revisit them throughout the early and primary years of education.

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<sup>87</sup> <https://www.ibo.org/globalassets/publications/become-an-ib-school/guide-to-school-authorization-en.pdf>

<sup>88</sup> <https://www.gcu.edu/blog/language-communication/advantages-of-being-bilingual>

<sup>89</sup> <https://www.prodigygame.com/main-en/blog/inquiry-based-learning-definition-benefits-strategies/>

<sup>90</sup> <https://www.ibo.org/programmes/primary-years-programme/how-the-pyp-works/>

Every school that offers any IB programming creates a program of inquiry that is centered around six transdisciplinary themes which are: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet.<sup>91</sup> These themes enable our students and teachers to go beyond the subject they are teaching and learning and allows students to explore real world problems. These six themes are at the heart of the PYP and allows teachers to drive inquiry within teaching and learning.

**Figure 1.3(c)** shows the descriptors for each theme. The program of inquiry that will be developed by BCS will demonstrate how these themes will be addressed throughout each grade level. When students begin to explore these themes, students are ultimately developing positive attributes, skills, and perspectives that will inevitably positively impact their lives and community. **Figure 1.3(d)** is a sample of a program of inquiry for kindergarten from Campus International<sup>92</sup> in Cleveland, Ohio, a public K-8 school that offers the full continuum of the IB program that Ms. House had the chance to do a residency at in February of 2022.


**Figure 1.3(c)- Transdisciplinary Theme Descriptors**

Transdisciplinary themes	Descriptions
Who we are	An inquiry into the nature of the self; <b>beliefs</b> and <b>values</b> ; personal, physical, mental, social and spiritual <b>health</b> ; human <b>relationships</b> including families, friends, communities and <b>cultures</b> ; rights and <b>responsibilities</b> ; what it means to be <b>human</b> .
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the <b>relationships</b> between, and the <b>interconnectedness</b> of, individuals and civilizations from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and <b>express</b> ideas, feelings, nature, <b>culture</b> , <b>beliefs</b> and values; the ways in which we reflect on, extend and enjoy our <b>creativity</b> ; our appreciation of the <b>aesthetic</b> .
How the world works	An inquiry into the natural world and its <b>laws</b> ; the <b>interaction</b> between the natural world (physical and biological) and human societies; how humans use their understanding of <b>scientific principles</b> ; the impact of scientific and technological <b>advances</b> on society and on the environment.
How we organize ourselves	An inquiry into the <b>interconnectedness</b> of human-made systems and communities; the <b>structure</b> and <b>function</b> of organizations; societal <b>decision-making</b> ; economic activities and their <b>impact</b> on humankind and the environment.
Sharing the planet	An inquiry into <b>rights and responsibilities</b> in the struggle to share <b>finite resources</b> with other people and with other <b>living things</b> ; <b>communities</b> and the <b>relationships</b> within and between them; access to <b>equal opportunities</b> ; <b>peace</b> and conflict resolution.

<sup>91</sup> Ibid

<sup>92</sup> Lead Founder and proposed Head of School Nikita House will be visiting Campus International in February of 2022 to observe the elementary IB programming.

Figure 1.3(d)- Sample Programme of Inquiry from Campus International<sup>93</sup>

 <p style="text-align: center;"><b>Programme of Inquiry 2017-2018</b></p>					
<p><b>Who We Are</b> An inquiry into the nature of self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b>; what it means to be human.</p>	<p><b>Where We Are in Place &amp; Time</b> An inquiry into <b>orientation in place and time</b>; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>How We Express Ourselves</b> An inquiry into the <b>ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</b>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>How the World Works</b> An inquiry into the <b>natural world and its laws</b>; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How We Organize Ourselves</b> An inquiry into the <b>interconnectedness of human-made systems and communities</b>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing The Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and between them; <b>access to equal opportunities</b>; <b>peace and conflict resolution</b>.</p>
<p><b>K</b> <b>CENTRAL IDEA:</b> People learn about themselves and others by sharing with friends and trying new things. <b>KEY CONCEPTS:</b> Reflection, Connection, Perspective <b>Related Concepts:</b> Friendship, Tolerance, Interaction <b>Lines of Inquiry:</b> -Personal histories -Our similarities and differences -Being open-minded (10/2-10/27)</p>	<p><b>CENTRAL IDEA:</b> There are many ways to learn about the world. <b>KEY CONCEPTS:</b> Form, Reflection, Perspective <b>Related Concepts:</b> Directions, Learning tools, location <b>Lines of Inquiry:</b> -Maps, models, location and landmarks -Ways of knowing -Homes and stories from around the world (1/10-2/23)</p>	<p><b>CENTRAL IDEA:</b> People express their cultures and values through traditions and celebrations <b>KEY CONCEPTS:</b> Form, Function, Causation <b>Related Concepts:</b> traditions, similarities and differences <b>Lines of Inquiry:</b> -Ways people celebrate -Traditions people celebrate -Reasons people celebrate (11/6-12/21)</p>	<p><b>CENTRAL IDEA:</b> Properties of objects determine how they are used <b>KEY CONCEPTS:</b> Form, Function, Change <b>Related Concepts:</b> materials, senses, sound <b>Lines of Inquiry:</b> -Properties of objects -Uses of materials -Manipulating materials (2/26-4/13)</p>	<p><b>CENTRAL IDEA:</b> Systems bring order and safety to a community. <b>KEY CONCEPTS:</b> Form, Function, Connection <b>Related Concepts:</b> citizenship, rules, patterns, roles <b>Lines of Inquiry:</b> -Where we find systems in the community -The purpose of systems -The relationship between community helpers and systems (8/21-9/29)</p>	<p><b>CENTRAL IDEA:</b> Sharing and problem solving can meet needs and wants.. <b>KEY CONCEPTS:</b> Causation, Responsibility, Reflection <b>Related Concepts:</b> Problem solving, needs and wants, sharing <b>Lines of Inquiry:</b> -Meeting needs and wants -The difference between needs and wants -The role of problem solving (4/16-5/31)</p>

### Literacy Across All Disciplines.

As stated in the focus of our academic plan, at BCS, literacy will happen across all core disciplines in order to support and ensure that all students are reading on grade level or above by third grade and to ensure that we are closing achievement gaps between high and low students. Beyond state assessments, BCS believes that all students need to be proficient readers and writers in order to live a life of opportunity, choice, and joy. The most recent 2021 TCAP data from the TN Report Card states that 14% of kids read on grade level. This is alarming and completely unacceptable, which is why literacy is a part of our core belief and key design elements. Research states that students who lack proficient reading skills by fourth grade are at a higher risk of struggling academically and dropping out of high school. Additionally, more often than not, students who struggle in reading struggle in other subject areas as well. To ensure literacy is present across all disciplines, all teachers will be trained during summer PD to understand how they can incorporate literacy in their discipline and how to teach foundational literacy skills so that all teachers are able to support students. In addition to this, in every core discipline, for the first ten minutes of class will be independent reading. Every class will be equipped with a diverse classroom library so that students' interest will peak.

### High quality Coaching, Planning, and Data Analysis.

In order for our students to perform at high levels, they must have talented and skilled teachers who are experts in their content. BCS believes that high quality coaching, planning, and a constant cycle of data analysis is one of the many necessary elements that will yield high student performance. At BCS, we are committed to quality coaching to ensure our teachers are constantly growing and developing. Every teacher at BCS will receive ongoing coaching in the form of weekly observations, practice clinics during Wednesday professional development days, and during 1:1 meetings with the teacher's coach. Every teacher will receive 1-2 weekly observations from 15 minutes to a full

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<https://www.clevelandmetroschools.org/cms/lib05/OH01915844/Centricity/Domain/4374/2017-2018%20Programme%20of%20Inquiry.pdf>

class period. During this time, the coach observes a myriad of aspects such as, but not limited to, classroom management moves and instructional techniques. Our mantra when coaching is to, **“Always leave a classroom better than you found it”**, meaning every time a coach leaves a teachers classroom, there should always be some form of feedback given to improve the quality of teaching and learning whether that be real-time feedback or leaving a quick note for the teacher to read over for their next class. Coaching also takes the form of weekly 1:1 meetings that all teachers will receive with their coach on their planning periods. Coaches will conduct a cycle of meetings with teachers based on what would be the highest leverage for the teacher at that time. This could be either a 1) Observation-Feedback meeting, 2) Internalization Unit/Lesson meeting, or 3) Data Analysis meeting. In all instances, teachers are receiving coaching and feedback with each 1:1 meeting to improve their practice. At BCS, we believe data analysis is a regular part of our daily duties. Teachers will be constantly gathering data, analyzing it by determining what is the gap that is preventing students from mastering the content/standard, and how they will re-teach the content and reassess. As a school, we conduct data days after major benchmarks and assessments, weekly in our 1:1 meetings, and daily in our classrooms. The collection of data and analysis and professional development can be read in detail in **Sections 1.7(c) and 2.5**.

### **(c) Characteristics of the Academic Plan**

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Our academic plan centers around three major components as explained in **section 1.3(c)** and from each of those components stems important characteristics about our academic plan that centers around our philosophy of education and innovative design elements that bring our academic plan to fruition.

#### **Inquiry-based learning**

Our academic program is centered around inquiry based learning. Inquiry based learning is a teaching method that is student-centered and is geared towards developing critical thinking skills and curiosity amongst students. It is an active and conceptual way of learning for students that challenges them to be problem solvers and think outside of the box.<sup>94</sup> The PYP challenges students to engage with content beyond what is in textbooks and in a curriculum. Below in **Figure 1.3(c)** is an example of how inquiry can take shape for our students and how our teachers will implement it.

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<sup>94</sup> <https://files.eric.ed.gov/fulltext/EJ1256067.pdf>

Figure 1.3(c) - Sample of inquiry based learning process in a classroom<sup>95</sup>

Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	<b>Inquiry teachers</b>		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations	Use real world contexts and primary experiences as significant activators of learning			Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects	Consider materials, fieldtrips, learning engagements as stimuli for inquiry	Generate routines, questions, strategies and systems that can be transferred across a range of contexts	Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria

### IB Learner Profile

At BCS, education is more than just an academic program. In fact, we believe that a high quality education focuses not only on the cognitive abilities of a student, but their socioemotional well being and development as a good human as well. We believe that the IB does a tremendous job at combining these concepts together to form a high quality education. We are committed to guiding and modeling the attributes of the IB Learner Profile for our students to ensure that they are becoming internationally-minded learners that feel empowered to become responsible members of their communities. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programs are concerned about students' social, emotional and physical well-being. The learner profile attributes therefore represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. Focusing on these attributes helps us to remember what it is we are trying to achieve with, and for, our students.

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. <sup>96</sup>

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. <sup>97</sup>

<sup>95</sup> <https://ibo.org/programmes/primary-years-programme/curriculum/learning-and-teaching/>

<sup>96</sup> ibid

<sup>97</sup> ibid

**Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.<sup>98</sup>

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.<sup>99</sup>

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.<sup>100</sup>

**Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.<sup>101</sup>

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.<sup>102</sup>

**Risk-Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.<sup>103</sup>

**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.<sup>104</sup>

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.<sup>105</sup>

### **International-mindedness**

In order to provide a global education, it is important that BCS students strive to be internationally-minded, being able to understand and reflect on different perspectives, cultures, and local and global issues. This will allow students in Binghampton to expand their knowledge and understanding of the world around them and prepare them for a life of opportunity, choice, and joy. BCS will foster international-mindedness in our academic plan in three ways: foreign language instruction, service opportunities, and through daily instruction. All students at BCS, starting in kindergarten through fifth grade, will be required to learn Spanish with the goal of all students beginning the journey of becoming bilingual in Spanish by the time they leave fifth grade. Extensive research has proven that foreign language instruction has increased achievement on standardized tests, improves cognitive abilities, and learners develop a positive attitude towards the language and speakers of that language.<sup>106</sup> Next, BCS will provide all students with meaningful service opportunities quarterly that will allow them to critically think about power and privilege.<sup>107</sup> We at BCS believe that no student is too young to begin understanding the importance of giving back to the community and developing a sense of being a part of something bigger than themselves. Lastly, within the classroom, international mindedness is interwoven in all classes as students are engaged in learning and thinking about global issues as they compare them to their surroundings and local community.

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<sup>98</sup> *ibid*

<sup>99</sup> <https://ibo.org/programmes/primary-years-programme/curriculum/learning-and-teaching/>

<sup>100</sup> *ibid*

<sup>101</sup> *ibid*

<sup>102</sup> *ibid*

<sup>103</sup> *ibid*

<sup>104</sup> *ibid*

<sup>105</sup> *ibid*

<sup>106</sup> <https://www.actfl.org/assessment-research-and-development/what-the-research-shows>

<sup>107</sup> <https://www.ibo.org/globalassets/what-is-an-ib-education-en.pdf>

## Literacy Across All Core Disciplines

Our academic programming is centered around literacy across all disciplines and around students being supported by a teacher who has been trained in teaching foundational literacy skills due to the expertise and training we set forth for all teachers during summer PD. Funds for providing our teachers with training in effectively teaching foundational skills through a non-profit called ALLMemphis can be seen on tab 8, line item 121. All students in grades K-5 receive the recommended amount of minutes in ELA per the state of Tennessee in addition to plus 45 minutes in RTI five days a week. We firmly believe that in order to close the achievement gap and ensure our students are reading on or above grade level, reading and literacy instruction has to be a skill that all BCS teachers are equipped with. AllMemphis trains teachers in the theory and practice of the Science of Reading and the Orton-Gillingham method.<sup>108</sup>

### (d) Research on the BCS Academic Plan and Remediation

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The RTI plan is explained in detail in **Section 1.4** of this application, however here is a snapshot of remediation components that are evidenced-researched based. The New Teacher Project (TNTP) states, “*A recent study predicted that students will experience a learning loss of 30 percent in reading and 50 percent in math as a result of the crisis. Left unchecked, it’s an academic setback that could derail the futures even of students who were previously on grade level—and would be disastrous for students who were already behind.*”<sup>109</sup> TNTP states that if we are to close the gap we must not remediate, but instead accelerate instead of meeting students where they are, which results in learning loss. When accelerating the learning process after loss, below are key strategies<sup>110</sup> to help students succeed:

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
2. Plan an approach to diagnosing students’ unfinished learning in that prerequisite content knowledge and those prerequisite skills.
3. Adapt scope and sequence/pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. Train teachers and leaders to diagnose students’ unfinished learning and provide acceleration support.
5. Monitor students’ progress on grade-appropriate assignments and adjust support for teachers and leaders based on student results.

Our academic plan focuses on two main components, providing a global education to all students with the IB PYP and focusing on literacy in all core disciplines. Our decision to implement the IB Program comes from the understanding that an IB education is a holistic approach that addresses the academic, personal, and socioemotional needs of each child. We at BCS believe that you cannot focus on academics solely without acknowledging other facets that directly impact student academics. Therefore our research that supports our academic plan, also addresses the holistic education that we desire to implement.

The International Baccalaureate research department teams up with universities and independent research institutions globally to examine the impact of the IB programming.<sup>111</sup> Within BCS we desire to cultivate a cultural environment that is psychologically safe for our BCS community as seen in **Section 1.10**. A study that was done in the USA on public elementary schools in California that implemented the PYP said that schools reported increased attention to socio-emotional learning and the whole child in addition to increased teacher collaboration and transdisciplinary instruction.<sup>112</sup> Research was conducted around the practice of transdisciplinary teaching and learning of the PYP and it was found that students who experienced an integrated curriculum achieved at higher levels than their peers in non-PYP schools and that they developed skills and values that are deemed necessary to have in a globalized world.<sup>113</sup> When we look at student performance, a longitudinal study was done in 2005-2005

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<sup>108</sup> <https://allmemphis.org/our-services/>

<sup>109</sup> <https://tntp.org/blog/post/remediation-wont-help-students-catch-up-heres-what-will>

<sup>110</sup> Ibid

<sup>111</sup> <https://www.ibo.org/globalassets/publications/ib-research/research-pyp-key-findings-en.pdf>

<sup>112</sup> Ibid

<sup>113</sup> <https://www.ibo.org/globalassets/publications/ib-research/pyp-key-findings-2016-en.pdf>

and then in 2011-2012 in public schools in Michigan and North Carolina that measured the student performance of schools that used the PYP and schools that did not. This study was conducted with third and fifth graders and looked at data around mathematics and reading in both states as well as fifth grade science in Michigan. What was found was that in third grade reading achievement was higher, specifically with economically disadvantaged students in both Michigan and North Carolina.<sup>114</sup> What also prompts us to implement the IB PYP within Binghampton is also in part of the two Shelby County elementary schools that offer this same IB programming as well. Balmoral/Ridgeway Elementary and Oak Forest Elementary are the only two public elementary schools in Shelby County that offer the PYP that currently outperform the surrounding schools in Binghampton listed in **Section 1.2**. In 2018, 2019, and 2021 Balmoral/Ridgeway's ELA achievement was 41.8%, 39.5%, and 29.2% respectively.<sup>115</sup> In Oak Forest Elementary, for 2018, 2019, and 2021, their ELA achievement was 28.4%, 26.3%, and 21.9% respectively.<sup>116</sup> In the case of both of these IB elementary schools, when looking at the SCS district and state data in ELA as seen in **Figure 1.2(g)**, they outperformed the district in ELA and in Balmoral/Ridgeway's case the state as well. At BCS we believe that implementing the IB PYP program will drastically improve the student achievement and wellbeing of all students who attend our school.

Extensive research and studies have shown that without strong literacy skills, students will not have equitable access to higher education or postsecondary options. The National Assessment of Education Progress states that one-third of the nation's fourth graders can read proficiently.<sup>117</sup> There is a need to improve district-wide ELA achievement for our students and ensure that they are on or above grade level. Our decision to incorporate literacy across all disciplines stems from the inherent need to ensure we are giving students multiple repetitions and exposure to reading in all classes, and to ensure we are equally promoting writing, speaking, listening- all fundamental aspects of literacy. By ensuring all core discipline teachers understand how students learn how to read, how to address reading gaps, dedicated class time to reading independently, use a variety of fiction and non-fiction texts during lessons, and incorporating literacy strategies in their classrooms, we are doubling down on the support and intervention that is needed to bring every BCS student on or above grade level in reading.

### **(e) BCS Curriculum and Learning Environment**

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Binghampton Community School has chosen to become an IB World School which entails gaining access to an international program and curriculum framework that is focused on the student as an inquirer and holistically catering to the needs of the learner. The Primary Years Programme is geared towards students ages 3-12 which allows us to implement the PYP in grades K-5. With that being said, the IB programs do not come with curriculums for schools to implement. It provides a framework for schools to use with their chosen curriculums to aid in creating a school that is focused on developing inquiring, knowledgeable and caring young people who are motivated to succeed. The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity and their ability to solve complex problems. The IB's programs are different from other curricula because they:<sup>118</sup>

- encourage students of all ages to think critically and challenge assumptions
- develop independently of government and national systems, incorporating quality practice from research and our global community of schools
- encourage students of all ages to consider both local and global contexts
- develop multilingual students.

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<sup>114</sup> Hemelt, SW. 2015. The impact of the International Baccalaureate's Primary Years Programme on student performance: Evidence from Michigan and North Carolina. Bethesda, MD, USA. International Baccalaureate Organization

<sup>115</sup> <https://reportcard.tnedu.gov/schools/792-2610/achievement-ela>

<sup>116</sup> <https://reportcard.tnedu.gov/schools/792-2692/achievement-ela>

<sup>117</sup> <https://readingpartners.org/the-literacy-challenge/>

<sup>118</sup> <https://www.ibo.org/benefits/why-the-ib-is-different/>



IB program frameworks can operate effectively with national curricula across all school ages; more than half of IB World Schools are state-funded.<sup>119</sup> Because of this, BCS has carefully selected curriculums to implement which are in direct alignment with Tennessee State Standards as seen in **Figure 1.3(d)**.

**Figure 1.3(d)- BCS Curriculum Choices**

Subject Area + Grade Span	Curriculum	Description+Rationale
ELA, K-5	Wit & Wisdom	<p><i>Wit &amp; Wisdom</i>® is a comprehensive K–8 curriculum that approaches English language arts instruction holistically. The the curriculum features knowledge-building lessons and carefully curated selections of art and books that inspire in students a passion for reading and writing.</p> <p>Wit &amp; Wisdom is also inquiry based which is aligned to our academic focus and plan. Students learn to read complex texts by using a sequence of five Content Stages—Wonder, Organize, Reveal, Distill, and Know—that provides a flexible yet predictable process for accessing, understanding, and analyzing complex texts.<sup>120</sup> This is also aligned to TN state standards.<sup>121</sup></p>
Phonics, K-2	From Phonics to Reading	According to Edreports, From Phonics to Reading is a top rated foundational skills curriculum that is aligned to the research-based practices for foundational skills instruction. <sup>122</sup>
Math, K-5	Eureka Math <sup>2</sup>	<p><i>Eureka Math</i><sup>2</sup> Tennessee Edition was developed to meet the rigorous Tennessee standards for mathematics. <i>Eureka Math</i><sup>2</sup> includes both print and digital materials as well as math manipulatives to provide students with kinesthetic learning opportunities.<sup>123</sup></p>
Science, K-5	Amplify Science	Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists

<sup>119</sup> Ibid.

<sup>120</sup>

[https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021\\_WW-At%20A%20Glance.pdf](https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021_WW-At%20A%20Glance.pdf)

<sup>121</sup> [https://greatminds.org/download\\_pages/tennessee-ela-standards-alignment-study?opened\\_product\\_id=1123](https://greatminds.org/download_pages/tennessee-ela-standards-alignment-study?opened_product_id=1123)

<sup>122</sup> <https://www.edreports.org/reports/overview/from-phonics-to-reading/grades-k-2>

<sup>123</sup>

[https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021\\_EM2-Curriculum%20Overview.pdf](https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021_EM2-Curriculum%20Overview.pdf)

		and engineers. <sup>124</sup>
<b>Social Studies, K-5</b>	Internally created	Because there is no state assessment for social studies in grades 3-5 <sup>125</sup> . The HOS in Year 0 will work to build a curriculum using Tennessee Academic Standards for Social Studies K-5 as the guide to create a rigorous curriculum. Each year BCS Leadership and teachers will evaluate and adjust this curriculum based on updates from the district and state.
<b>Spanish, K-5</b>	Internally Created	BCS will internally create all Spanish curriculum with a focus on Comprehensible Input (CI) <sup>126</sup> and Teaching Proficiency through Reading and Storytelling (TPRS) <sup>127</sup> being the method in which students acquire the Spanish language.
<b>Electives, K-5</b>	Internally Created	BCS will internally create all elective curriculums alongside elective teachers based on the electives chosen at BCS.

Our school full scale consists of grades K through 5 with 360 students at full capacity in Year 2028. We are implementing a slow growth model to ensure that we are able to go deeper with each grade level in order to meet their individual needs creating a more personalized education for our students. We will begin with Kindergarten only during Year 1 and will continue to add a new Kindergarten class every year till we are at capacity in 2028. Each grade level will contain 60 students and each cohort will have 20 students in grades K-2 then in grades 3-5, this shifts to four cohorts of 15. Starting in kindergarten, we will implement a departmentalized model that allows students to see a different teacher for each core discipline.

**(f) Rationale for Curriculum for the BCS Student Population**

Binghampton Community School offers an academic program that is holistic and that focuses on both students and families of Binghampton. There is no school within the vicinity of our proposed location, 3100 Walnut Grove, that has the ambitious mission and vision to provide a global education, family support, and foster a healthy mental and physical lifestyle.

There is a need in Binghampton for a high quality school to raise student achievement as seen in the academic data that is available and can be referenced in **Section 1.2**. In Shelby County Schools, 24% of its third graders were proficient in reading on the TCAP test in 2019 which was three percent lower than the previous year and 12% lower than the statewide proficiency of 36%.<sup>128</sup> With part of our academic focus on literacy in all disciplines we are explicitly catering to the need of raising literacy rates in Binghampton. In addition to this, within Binghampton, there exists the *Tale of Two Binghamptons* where poverty, blight, and food deserts persist in eastern Binghampton and new businesses, more expensive housing, and access to resources exist in the other.<sup>129</sup> Inequities and poverty persist in the eastern Binghampton area and affect the majority of the Black, Hispanic/LatinX, and minority populations. For example, there is no full service grocery store in Binghampton. Previously Save A Lot entered for

<sup>124</sup> <https://amplify.com/programs/amplify-science/>  
<sup>125</sup> <https://www.tn.gov/education/assessment/testing-overview.html>  
<sup>126</sup> <https://apps.esc1.net/ProfessionalDevelopment/uploads/WKDocs/58121/2.%20Stephen%20Krashen.pdf>  
<sup>127</sup> <https://files.eric.ed.gov/fulltext/ED503097.pdf#page=23>  
<sup>128</sup> [https://www.highgroundnews.com/features/Literacy\\_3rdGrade\\_DividesAndSolutions.aspx](https://www.highgroundnews.com/features/Literacy_3rdGrade_DividesAndSolutions.aspx)  
<sup>129</sup> <https://www.highgroundnews.com/features/TaleofTwoBinghamptons.aspx>

approximately three years but then closed. BCS understands that in order to rectify poverty, it begins with education. Education for students and families. This is why BCS will focus on meeting the needs of our students' families through wraparound services in order to dismantle the barriers that may be preventing them from thriving as a family as well as inhibiting their students' academic success. Examples of ways we intend to tackle providing family support is explained in **core belief 1**.

### **(g) Academic Plan Alignment with Tennessee's Academic Standards**

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Our Lead Founder and proposed Head of School, Nikita House, has been in close contact with the IBO to begin the authorization process and ensure that there can be alignment with Tennessee's Academic Standards which is of the utmost importance and a non-negotiable. Because the IB program can be implemented in any school nationally, or internationally, the IB programmes have been carefully crafted to meet the needs of all schools in any location. Each school and its staff are responsible for using the PYP framework as a guide to create the curriculums for each of their disciplines in alignment with their state standards. BCS will use the Tennessee State Standards as our north star while crafting our curriculums to ensure all students are able to be successful.

### **(h) Blended Learning Model**

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Binghamton Community School will provide blending learning in grades K through 5 during ELA and math instruction within the ELA and math blocks during class as well as during the RTI block. In order to demonstrate student growth and proficiency in ELA and math, it will be imperative that we meet the individual needs of all students. The two digital blended learning programs that BCS will use is Zearn<sup>130</sup> for math and Lexia Core5<sup>131</sup> for ELA. By providing a blending learning model, students are able to receive online personalized practice whether they are on, above, or below grade level. Students are able to practice at their own pace with content that is targeting their learning deficits and strengths. It is important to note that the implementation of our blended learning programs are not meant to take the place of direct instruction but to act as a supplement to the core instruction. BCS students will use blended learning programs daily for a minimum of 30 minutes between RTI and blended learning instruction during class. The real-time data reports that are generated by Zearn and Lexia will serve as an additional data point for our staff to use for groupings of students for RTI and to cater instruction and small group support based on the data that is produced.

**Zearn:** Zearn is a math digital learning program that just so happens to be fully aligned with the 2021 Tennessee Math Standards.<sup>132</sup> When using Zearn Math alongside Eureka Math2, kids will learn and practice concepts twice—once with our teachers and once in their digital lessons.<sup>133</sup> When teachers begin a new module of instruction in Eureka Math<sup>2</sup>, our students will start on the same content they are teaching. **Figure 1.3(e)** shows an example of what this would look like in Kindergarten on Zearn during a Eureka module being taught. During math rotations in class, students will be able to log onto Zearn while the teacher pulls students for small group instruction. While students are working on Zearn, teachers will be able to assess their progress by the daily diagnostics that will provide real-time data on every student so teachers will know how our students are progressing and when they need additional intervention. By using the daily diagnostic data from Zearn, teachers are able to cater their instruction based on where students are struggling in the Eureka modules and also group students appropriately during small group instruction.

Teachers will pull a small group of students in ELA or Math who are underperforming and will bring them back to a table to remediate and accelerate learning. While this is occurring, the rest of the class are working independently on the two blended learning programs and are progressing at their own pace. The teacher will be able to monitor their progress by periodically looking at real-time data from both programs on their laptop.

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<sup>130</sup> For more information about Zearn, please refer to [https://about.zearn.org/?utm\\_campaign=homepage&utm\\_medium=native&utm\\_source=homepage](https://about.zearn.org/?utm_campaign=homepage&utm_medium=native&utm_source=homepage)

<sup>131</sup> For more information about Lexia Core5, please refer to <https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa>

<sup>132</sup> [https://webassets.zearn.org/resources/ZearnStateStandards\\_Tennessee.pdf](https://webassets.zearn.org/resources/ZearnStateStandards_Tennessee.pdf)

<sup>133</sup> Ibid

Figure 1.3(e)- Sample of Zearn Modules to Complete Alongside Eureka Modules<sup>134</sup>

Kindergarten		
GK	Eureka Math <sup>2</sup>	Zearn Math Supporting Digital Content
Module 1 Module 2	Counting and Cardinality Two- and Three-Dimensional Shapes	→ Numbers to 5: Activities 1-50
Module 3 Module 4	Comparison Composition and Decomposition	→ Numbers to 10: Activities 1-50
Module 5	Addition and Subtraction	→ Numbers to 15: Activities 1-35
Module 6	Place Value Foundations	→ Numbers to 20: Activities 1-35

**Lexia Core5:** Lexia is an adaptive blended learning program for grades K through 5 that is geared towards accelerating student literacy skills. A study that was conducted by Lexia in Tennessee for the 2020-2021 school year involved tracking the growth of over 25,000 students across 259 schools in Tennessee.<sup>135</sup> What the study demonstrated was that the percentage of students who were on grade level increased from 40% to 78% and the percentage of students that were working below grade level went from 60% to 22%.<sup>136</sup> Similarly to Zearn, the use of Lexia will be used during literacy rotations during class. After an ELA lesson, students will go into literacy rotations where students will log onto Lexia while the teacher pulls a group of students for small group instruction. Teachers can access both periodic screening and diagnostic data, real-time progress monitoring data, as well as the resources needed to connect student performance data to classroom instruction.<sup>137</sup> Additionally with this data from Lexia, BCS teachers can identify the students who are struggling and the specific skills they need to address which allows them to quickly prioritize and identify tiers of instruction and instructional groups.

**(i) Existing Sponsor Schools**

Not Applicable.

<sup>134</sup> Ibid

<sup>135</sup> [https://www.lexialearning.com/user\\_area/content\\_media/raw/TN\\_20-21\\_Annual\\_Core5\\_Report.pdf](https://www.lexialearning.com/user_area/content_media/raw/TN_20-21_Annual_Core5_Report.pdf)

<sup>136</sup> Ibid

<sup>137</sup> <https://www.lexialearning.com/blog/3-ways-educators-can-use-mylexia-data-lexia-lessons-save-time-0>

## 1.4 Academic Performance Standards

### (a) BCS Annual and Long-term Academic Goals

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Binghampton Community School has established metrics that will hold us accountable to our school's mission. These goals were intentionally crafted in order to be in alignment with SCS Destination 2025 goals, Tennessee Academic Standards, and ESSA. We have created ambitious goals that are absolute- allowing us to see the explicit progress we make each year, comparative- allowing us to compare our data to the surrounding schools in the Binghampton area and the district, and that measure growth- allow us to see the continual growth that students will make from year to year no matter where they initially begin. In doing so, we are ensuring that we are providing a high-quality educational option to the students and families of Binghampton and preparing them for a life of opportunity, choice, and joy.

#### BCS Annual Academic Goals

**Goal 1:** 75% of Kindergarteners will master the SCS ELA Kindergarten Skills<sup>138</sup>

**Goal 2:** 75% of Kindergarteners will master the SCS Math Kindergarten Skills<sup>139</sup>

**Goal 3:** 40% of BCS students in grades K-5 will be at their assigned STEP Level by the end their academic year<sup>140</sup>

Grade Level	STEP Level
End of K	STEP 3
End of 1st	STEP 6
End of 2nd	STEP 9
End of 3rd	STEP 12
End of 4th	STEP 15
End of 5th	STEP 18

**Goal 4:** 30% of BCS 1-5 graders will demonstrate on track/mastered on the ELA and Math Mastery View Predictive Assessment by the Spring assessment

**Goal 5:** 50% of BCS students in grades K-5 will make 10% growth on the FastBridge diagnostic from fall to spring.

**Goal 6:** 35% of BCS students in grades 3-5 will demonstrate on track/mastered on all TNReady Assessments

**Goal 7:** 50% of ELL students grow two levels on WIDA ACCESS by Spring

#### BCS Long Term Academic Goals

**Goal 1:** 90% of students in third grade who have stay with us for at least two consecutive years will be reading on grade level by Spring of 2027

**Goal 2:** 50% of fifth grade students will score at a Novice-Mid 2 on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in the Spring of 2028<sup>141</sup> on Form A and E. <sup>142</sup>

**Goal 3:** 70% of fifth grade students will successfully meet all IB PYP criteria on their PYP Exhibition in the Spring of 2028.

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<sup>138</sup>

<http://www.scsk12.org/ci/files/2021/2021-22%20Kindergarten%20Report%20Card%20Assessment%20Handbook.pdf?PID=1361>

<sup>139</sup> Ibid

<sup>140</sup> [https://uchicagoimpact.org/sites/default/files/STEPOnePager\\_2020\\_V2\\_Final.pdf](https://uchicagoimpact.org/sites/default/files/STEPOnePager_2020_V2_Final.pdf)

<sup>141</sup>

<sup>142</sup> <https://www.languagetesting.com/lti-for-organizations/k-12-aappl>

## BCS Non-Academic Goals

**Goal 1:** BCS will meet an average daily attendance rate of 96%

**Goal 2:** Less than 5% of enrolled students will miss more than 10% of school

**Goal 3:** BCS will retain 90% of its teachers and from year to year

**Goal 4:** BCS student attrition rate will be less than 5% from year to year

**Goal 5:** BCS families, students, and staff will indicate satisfaction on our quarterly school climate surveys as referenced in [Section 1.1](#)

**Goal 6:** BCS will score proficient on the IB evaluations that occur every 5 years

### (b) Setting, Monitoring, and Achieving Goals

We have set our goals in knowing that all students, no matter race, socioeconomic status, gender, or zip code in which you reside can achieve at high levels when given the necessary support and structures. We intend to be a school that is the best option for the students and families of Binghampton and because of this, we have set a high bar for what an excellent school is. As stated in [Section 1.4\(a\)](#), we will use a combination of three types of goals: absolute, comparative, and growth. With the variety of data, we will be able to know where all students should be academically, how we as a school are performing compared to other schools nearby and see the growth all children are able to achieve. Being able to achieve our academic goals at BCS means that we must progress, monitor, evaluate, analyze the data that we are collecting, revise courses of action if needed, and repeat. [Figure 1.4\(b\)](#) outlines our distinct process for measuring, monitoring, and revising our academic achievement goals.

**Figure 1.4(b)- BCS Outline of Measuring, Monitoring, and Revising Academic Goals**

Goals <sup>143</sup>	Metrics of Measure	Progress Monitor	Evaluate	Revise
<b>Goals 1 and 2</b>	Internal Assessments Lexia Core5 Zearn Fastbridge	Internal Assessments will be administered every quarter (4 times a year)  Lexia Core5, Zearn, and Fastbridge will be used on an ongoing basis during core instruction and RTI as additional support.	Teachers will regularly assess the data from their internal assessments during their planning periods, 1:1 meetings with their coaches, departments, and RTI team in order to evaluate and create action plans to assist students in meeting their Kindergarten Reading and Math Skills	
<b>Goal 3</b>	STEP FastBridge Lexia Core5	STEP Assessments will be administered within the first two weeks of the school year to gain the initial STEP level of each individual. Then, STEP will be administered three more times during the school year  Fastbridge and Lexia Core5 will be used on an ongoing	All staff will work together within grade levels, departments, and during 1:1 coaching meetings to plan instruction based on the current reading levels of their students and create action plans to provide interventions needed	Depending on how students progress throughout the year, teachers/RTI team may revise their goals in

<sup>143</sup> Goals referenced in this chart is are the BCS annual academic goals from section 1.4(a)

		basis during core instruction and in RTI as additional support.		order to further students growth
<b>Goals 4,</b>	Mastery View Predictive Assessments Assessments and Internal Assessments	<p>The Mastery View Predictive Assessments assessments will be administered three times a year with the last one assessing all the Tennessee Academic Standards</p> <p>Our Internal assessments will be administered weekly and after every unit to assess progress of the mastery of standards</p>	<p>All staff will work weekly within departments, 1:1 meetings with coaches, and individually evaluate the data from each Mastery View Predictive Assessments assessment to determine which standards were mastered and not mastered by all students in order to plan instruction and internal assessments accordingly.</p> <p>We will always meet as a whole school during our professional development days to look at our Mastery View Predictive Assessments assessment data so that collectively we can understand where all students are performing and address the instructional shifts that need to happen to close the gap.</p>	<p>At the end of each academic year, the Head of School, along with the RTI team and Academic leaders, will assess and revise the goals for the upcoming school year if necessary in order to ensure they reflect high expectations, are competitive, and attainable.</p>
<b>Goal 4/6</b>	Fastbridge STEP Lexia Core5 Zearn	<p>The Fastbridge will be administered in September, January, and in the first week of May.</p> <p>Fastbridge, Lexia Core5, and Zearn will be used on an ongoing basis during core instruction and in RTI as additional support.</p>	<p>All teachers and the RTI team will work closely together during grade level and/or department meetings in order to identify which students will need RTI supports and intervention based on their RIT scores and using the data from the Fastbridge assessments, teachers will be able to properly group students to skill level so they can address each students learning needs in order</p>	

			to close the gap	
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At every monthly board meeting, the Head of School will present an update on the progress of each of the school’s seven academic goals, methods and interventions we have used thus far to progress monitor these goals, and the data that we receive when we administer our assessments. This allows our Board to properly understand how we are progressing as a school to ensure that we are on track to meeting our goals by the end of the school year. The Head of School will also present data that shows progress in comparison to our long-term goals as well. In some instances, we will need to wait on the TNReady district and state data in order to compare our students data with that of SCS and the state of Tennessee. At the end of the school year the Head of School along with his/her leadership team will review the school goals for the current year and make any changes necessary based on the quantitative and qualitative data that was gathered from that year. In the event that the state of Tennessee makes any changes to its academic priorities, standards, or testing, school goals may be revised. Any changes that are made will be presented to the Board for review by the Academic Committee and must be made before summer PD begins for the following school year.

**(c) Corrective Action Plans**

In the unlikely event BCS falls below SCS or Tennessee expectations, we will abide by any local or state requirements. Our Board and Head of School will review the data and create a plan including absolute, comparative, and growth goals, to monitor progress. Our Head of School will implement a corrective action plan and report progress toward the goals to the Board at monthly public board meetings. Progress will be monitored by the Board and reported by the Head of School to the appropriate committee on a monthly basis for a period of time agreed upon by the Board and Head of School that is feasible to improve results. This will continue until BCS no longer falls below the expectation of the state, district, or of our own goals. It is the responsibility of the Board to evaluate the Head of School and the Board would consider chronic underperformance as grounds for termination or nonrenewal of contract. Below is a sample of a Corrective Action Plan that was sampled from the New Jersey Department of Education that will be revised and used to ensure BCS can get back on track to meeting and/or exceeding our goals.

Optional Corrective Action Plan (CAP) Template					
District Name		School Name		Date	
Staff Member Name		Supervisor Name		Plan Begin/End Dates	
<b>I. Areas Identified for Improvement</b>					
No.	Areas Identified for Improvement	Sources of Information/Evidence	Corresponding Component of Evaluation Practice Instrument (if applicable)		
1					
2					
3					
<b>II. Goals and Professional Responsibilities</b>					
Area No.	Demonstrable Goals	Staff Member Responsibilities	Supervisor Responsibilities	Completion Date	Estimated Hours
1					
2					
3					

*My signature below indicates that I have received a copy of this Corrective Action Plan and that I understand and contributed to its contents.*

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_



#### (d) Remediation and RTI<sup>2</sup> Implementation

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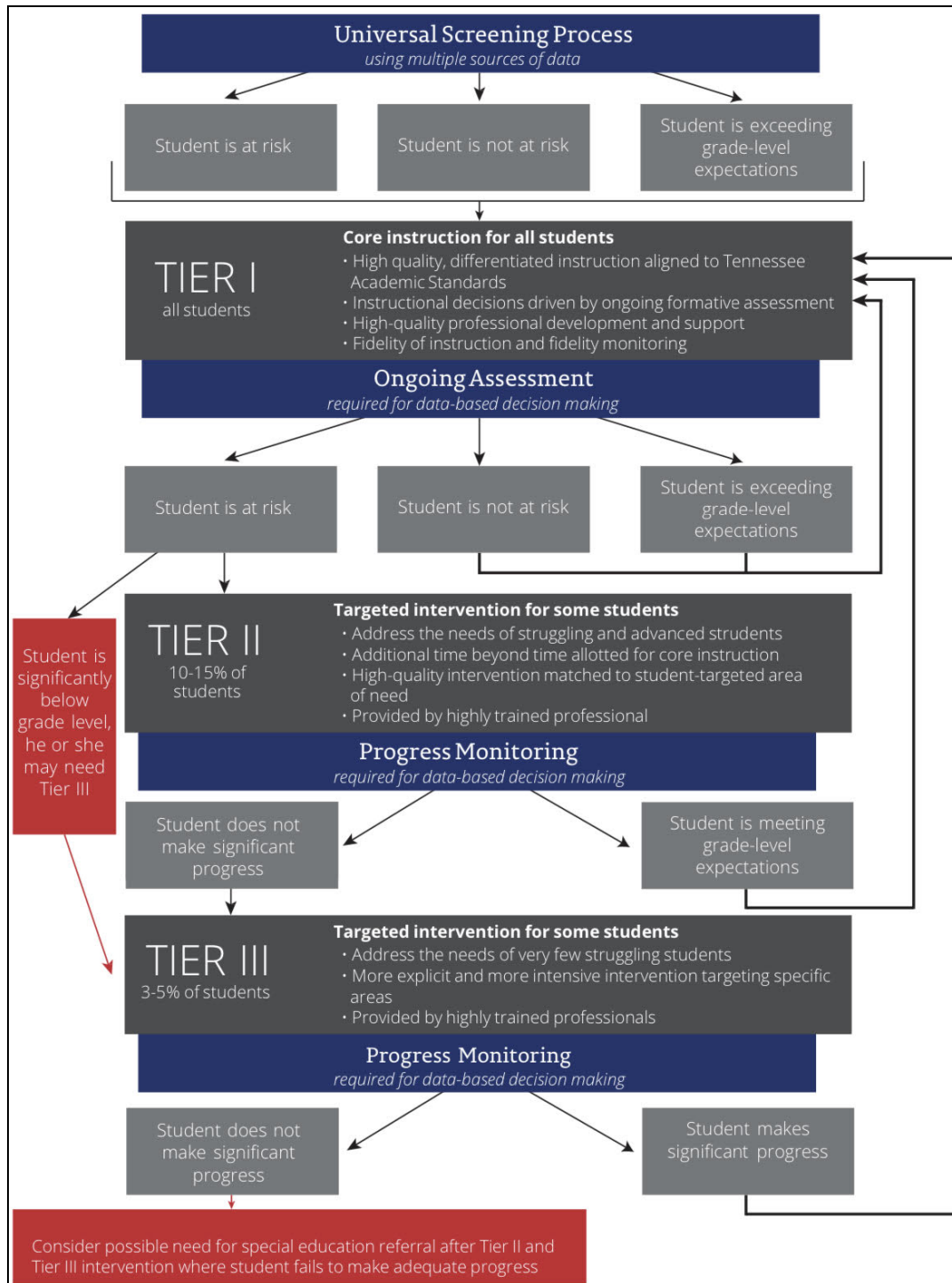
BCS has an unwavering belief that every student should be able to get the academic support they need in order to perform at their best. We understand that every student has different learning needs and it is our responsibility to cater to those. BCS believes that student data and analysis of that data are a critical piece in driving instruction to positively impact student performance and achievement, meet our school goals, and identify any remediation and interventions that may be needed. For students who demonstrate that through universal screeners that Tier II and III services are needed as extra support, BCS will implement the Response to Instruction and Intervention (RTI<sup>2</sup>) instructional strategies as outlined by the Tennessee Department of Education and Shelby County Schools. Please refer to **figure 1.4(a)** for the adopted state of Tennessee RTI model that we will follow for intervention services to support our students.

We will follow the process for identifying students who need Tier II and III services by administering a universal screener, progress monitoring, implementing all supports needed with fidelity, and retaining a RTI team that is skilled in providing the services needed for students. Our staff will administer the nationally normed universal screener, Fastbridge assessment to all students in the fall. Upon receiving those results, our RTI<sup>2</sup> team will analyze those results and determine which students will most likely need intervention and from there, those students who were deemed “at-risk”, will be administered an additional assessment in order to determine their intervention needs. These students will be administered the easyCBM which will enable us to see where each student will be needing support and what specific interventions are needed. From there, together with teachers, the RTI<sup>2</sup> team will create a plan to address and meet each student's needs during core instruction and progress, monitor each student within literacy and math rotations and during the RTI period in school. BCS's daily student schedule will have a 45-minute block of time that is strictly dedicated to RTI<sup>2</sup> and enrichment for grades K-5 daily. At BCS in grades all K-2 students will be receiving 150 minutes of ELA and in grades 3-5, students will be receiving 120 minutes of ELA. During this block of time students who have been deemed needing Tier II or Tier III interventions will be in small groups in a classroom or pulled by a SPED teacher to deliver interventions. Students who are currently meeting their academic data goals based on Fastbridge will be able to further their growth on Zearn or Lexia Core5.

**Figure 1.4(a)- RTI<sup>2</sup> Outline of Identifying Tier 2 and 3 Supports<sup>144</sup>**

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<sup>144</sup> [https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2\\_manual.pdf](https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf)



**(e) Student Attendance Goals**

At BCS we know that daily school attendance is critical to our students’ success. Research from Attendance Works stated that children who are chronically absent in kindergarten and in first grade are far less likely to be reading on

grade level by the end of third grade.<sup>145</sup> Attendance at school every day is mandatory, and any missed school time will put a student behind academically. Further research from Attendance Works states that chronically absent children gain 14 percent fewer literacy skills in kindergarten and the risk is significantly higher for children living in poverty than their affluent peers.<sup>146</sup> BCS has an annual attendance goal of 96% and we believe both families and BCS need to work together to ensure every seat is filled every day. Because missing class and chronic absenteeism can have a detrimental effect on a student’s learning, BCS remains steadfast and consistent when upholding our attendance policies to ensure all students can achieve at high levels every day and there is minimal learning loss that occurs.

To ensure high rates of student attendance, prevent chronic absenteeism, and to ensure minimal learning loss occurs due to absences, we believe we must be proactive, work together with families, and be consistent in our plans to ensure every seat is filled every day. **Figure 1.4(b)** shows how BCS plans on educating and incentivizing students and families on the importance of daily attendance and our commitment to being proactive year round.

**Figure 1.4(b) -BCS Proactive Attendance Plan**

<b>Proactive Action Step</b>	<b>Frequency</b>	<b>Description</b>
Attendance Session at Orientation	Once a year during the summer	Every year when new families arrive, parents must attend a mandatory orientation so they can learn about BCS, meet their child’s teacher, and orient themselves to BCS policies and practices. Part of orientation will consist of an attendance session where we will go over data and research that shows how attendance affects daily learning and student achievement, BCS attendance policy, what the state requires, and possible consequences. All parents will sign off on a commitment to ensure they will do their best to ensure they child is at school every day and keep an open line of communication with the school if help is needed getting their child to school. In the event that a parent cannot attend orientation, that parent can come up to the school to watch a video made by the HOS that goes over the same information from orientation. At the end of the video, parents will sign off on the commitment.
Parent and Student Handbook	Given out during orientation and reminded monthly through parent teacher conferences	Our BCS Parent and Student Handbook contains all information parents and students need to know about BCS. Within the handbook, includes a more in depth description on attendance education, state policy, BCS requirements, possible consequences, and how BCS intends to partner with families to ensure every seat is filled every day. Students will also sign a similar commitment to parents regarding coming to school ready to learn every day.
Family Wellness Phone Calls	Bi-Weekly	All homeroom teachers will be required to make bi-weekly wellness phone calls to check on the status of each of our families to ensure families immediate needs are being met. During these phone calls, homeroom teachers will check on a number of things with families, one of which will be attendance of their students. Teacher will review any tardies or absences and talk with parents about how we can support them in getting their child to school. All of this data will be kept in a school wide tracker where all staff will be able to stay abreast of information about each student and family.

<sup>145</sup> <https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>

<sup>146</sup> Ibid

Google Classroom	Ongoing	Since the pandemic has begun we have noticed how quickly students can get sick and have to stay out of schools for an extended period of time. Additionally, if any students has to take an extended absence due to illness or one of the approved excused absence reasons, we want to ensure that all students are able to still learn while they may not be present. All teachers will upload their lessons and materials daily for students and will be able to assign students work through Google Classroom should they be absent.
BCS Student Reports	Bi-weekly	Every week, students will receive a weekly report that shows progress in each class, behavioral praises or growth areas, and attendance. Under the attendance section, there will be a table that shows our annual school attendance goal, our daily average attendance to date, and their students daily average attendance along with any tardies. It will indicate to parents if they are on/off track and parents will sign this document in acknowledgment and children will bring it back to school the following Monday.
Parent Commitment to Attendance	Quarterly	Every quarter BCS will host an award ceremony to recognize student achievement and growth, Students who embody our values, Student attendance awards, and Parent Commitment to Attendance awards. BCS will honor those parents who have ensured their child was at school 100% of the time or met our 96% attendance goal. They will receive an award and BCS parent swag.
Student Commitment to Attendance	Quarterly	During our quarterly award ceremonies, every student will be recognized and awarded for 100% daily attendance and meeting the 96% attendance goal. Students will receive an award and will be invited to an ice cream social at school that day.
Student Weekly Incentive	Weekly	Every Monday, in the Homeroom, students who meet the daily target attendance will be given a treat during breakfast.

Our school doors open at 7:30 AM for students in order for them to eat breakfast and participate in preparing for the day with their homeroom teacher until 7:55 AM. After 7:56 AM, they are considered tardy and a parent/guardian must walk them into school to sign them in at the front office where it will be recorded in the student information system. We believe that it is essential for all BCS students to ensure they are present for breakfast and homeroom so that teachers can check-in with students and send them off with a positive and motivating start to their day. Both BCS and parents will remain committed to ensuring all students are at school every day to ensure that every seat is filled. On top of our proactive steps above, the following interventions seen in **figure 1.4(c)** will be implemented when we notice a student is becoming at risk for not meeting the attendance expectations or when a student has surpassed a number of absences to where their attendance percentage drops below the daily expectation.

**Figure 1.4(c) - BCS Attendance Interventions**

Levels	Indicator	Intervention	Owner
1	3+ tardies in a week	Documented call home to parent or guardian from Office Manager to seek understanding from family and to problem solve with family if needed to get student to school on time	Office Manager
2	3 unexcused absences	Documented call home to parent or guardian from Social worker/Counselor to seek understanding from family, remind family of truancy laws in place, and problem solve with family to ensure further absences occur. Email sent to family.	Counselor, Social Worker, or Director of Ops
3	4-5 unexcused absences	Documented call home to parent or guardian from Counselor to schedule a mandatory attendance meeting with the Counselor/Social Worker. This meeting can be virtual. Letter is mailed home to families reminding of the attendance policies, truancy, and consequences of not being in school	Counselor/Social Worker
4	6-7 absences	Documented call home to parent or guardian from Head of School to schedule a second mandatory attendance meeting with the Head of School, Counselor, a teacher, parent, and student. This again can be virtual. Student will be put on a progress plan.	HOS, Counselor/Social Worker

BCS will adopt the majority of attendance policies from Shelby County Schools. In accordance with Policy 6014, the following are considered excused:

### Excused Absences

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of a student. The Head of School may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days.<sup>147</sup>
2. Death or serious illness within the student's immediate family.<sup>148</sup>
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities and verified college visits.<sup>149</sup>
4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. A court order; a subpoena; and/or a legal court summons.<sup>150</sup>
6. Extenuating circumstances over which the student has no control as approved by the principal.<sup>151</sup>

<sup>147</sup> <http://www.scsk12.org/policy/rf/source/6000%20Students/6014%20Attendance%20and%20Excuses.pdf>

<sup>148</sup> Ibid

<sup>149</sup> Ibid

<sup>150</sup> Ibid

<sup>151</sup> The Principal would be the Head of School at BCS

7. If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Principal shall give the student:<sup>152</sup>
- An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;
  - An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and
  - Excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country.
  - Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.
8. Participation in a non-school-sponsored extracurricular activity. A school principal or the principal's designee may excuse a student from school attendance to participate in a non-school-sponsored extracurricular activity, if the following conditions are met: (1) The student provides documentation to the school as proof of the student's participation in the non-school-sponsored extracurricular activity; and (2) The student's parent, custodian, or other person with legal custody or control of the student, prior to the extracurricular activity, submits to the principal or the principal's designee a written request for the excused absence. The written request shall be submitted no later than seven (7) business days prior to the student's absence.<sup>153</sup>

A written statement within two (2) school days of the student's return to school shall be required from the parent or guardian explaining the reason for each absence. If necessary, verification is required from an official source to justify absences. All absences other than those outlined above shall be considered unexcused.<sup>154</sup>

### **Makeup Work**

BCS will adopt the following from the SCS Attendance Policy: Students receiving an excused absence under this section shall have the opportunity to make up school work missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence.<sup>155</sup>

### **Appealing Unexcused Absences**

Continuing in accordance with the SCS Attendance Policy 6014: Parents may appeal unexcused absences to their child's school principal (or designee). The appeal must be: (1) in writing and include documentation necessary to support the appeal; (2) submitted within five (5) school days of the parent's receipt of the first official attendance letter generated by BCS that is referenced in policy 6016 Truancy; and (3) based on one or more of the allowable reasons for excused absences outlined in this policy. Within five (5) school days of receipt of the request for appeal, the Head of School (or designee) shall review the appeal, meet with the parents to allow them an opportunity to be heard, and render a decision regarding the appeal. The decision of the Head of School (or designee) that is compliant with applicable law and district policy is final. (This appeal process for determining unexcused absences is ancillary to a truancy decision rendered by a juvenile court judge as described in TCA 49-6-3010.)

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<sup>152</sup> Ibid

<sup>153</sup> Ibid

<sup>154</sup> Ibid

<sup>155</sup> Ibid

## **(f) Matriculation and Retention Through BCS**

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At BCS we believe that it is important that every student who matriculates to the next grade level is prepared to meet the rigorous requirements of that grade level and are able to meet the goals set out in **section 1.4(a)**. We are fully committed to providing and ensuring all students receive the interventions and support needed as clearly outlined in **section 1.4(e)**. We always want to make sure that our students are well prepared and are set up for success and therefore take matriculation and retention seriously. To this end, we agree with Memphis Shelby County Schools on the sentiments of needing to consider what is best for the child in terms of promotion and retention. The following needs to be considered for retention with students according to MSCS:

1. ability to perform at the expectations of the current grade-level standards;
2. the student's age;
3. overall academic achievement level/potential;
4. previous performance;
5. evaluative data;
6. chances for success with more difficult material if promoted to the next grade or when current skills are inadequate;
7. number of absences/attendance record;
8. previous retention;
9. social and emotional maturity level;
10. The results of local assessments, screening, or monitoring tools and, if applicable, state assessments and standardized tests; and
11. what benefits can be accomplished by retention.

**Third Grade Promotion/Retention:** Pursuant TCA 49-6-3115, a student in the third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results.

**Special Populations Promotion/Retention:** English Learners will follow the same standards as, but, in accordance with federal law, EL proficiency shall not be the sole factor in determining that a student has not met performance standards for promotion. A student's Individualized Learning Plan (IEP) shall be considered in determining promotion/retention decisions for English. Students with disabilities are not subject to promotion/retention standards if, due to the nature and severity of their disability, they have an IEP allowing them to take an alternative form of assessments.

### **Criteria for Promotion:**

As stated previously, BCS intends to go in full alignment with the retention and promotion policies that the district uses. Therefore, the following are the promotion standards that will be considered when promoting students.

1. **Kindergarten** – Promotion should be based on satisfactory performance, as identified by the Office of the Chief Academic Officer, considering the subjects of Language Arts and Mathematics. The decision not to promote a kindergarten student should be justified with appropriate documentation.
2. **Grades 1 - 5** – Promotion should be based on attainment of a grade of 70 or above in both Language Arts and Mathematics for all students in grades 1-5.



3. **Grade 2** –(additional criteria in combination with #2) Success Criteria – Students in second grade must meet 8/12 criterias below. Any student who does not meet the Success Criteria will be retained in second grade. The student will be required to participate in interventions with a specified program of work during the summer prior to third grade which is offered by MSCS. Report cards are distributed four times a year, BCS administers Fastbridge Assessments three times a year, BCS administers STEP four times a year, and Mastery Predictive Assessments three times a year. Students need to gain 8 points by meeting the below metrics at least 8 times.

- **Report Card:** Must score a 70 or higher
- **Formative Assessment:** On Track/Mastery shown
- **Universal Screener:**
- **Summative Assessment:** On Track or Mastery

### Parent Communication

In accordance with Shelby County Schools Promotion and Retention Policy 5013 and the Promotion and Retention policy (#3.300) of the Tennessee State Board of Education, by the midpoint of the course or school year, but not later than 15 days of the February 1st identification date, BCS shall provide parents with official written notification that their child may be retained.<sup>156</sup> This letter will be signed in acknowledgement of the parent and returned to Head of School where parent, student, Head of School, Counselor, and one teacher representative will hold a mandatory meeting discussing the implications of possible retention and academic action plan to remediate possible retention. All parties will sign the document in agreement and one copy will be given to the parent while the other will be kept in the students personal file. If the student has not made any academic progress according to their academic improvement plan, then in accordance with Policy 5013 a student will enroll in a summer reading or learning program with Shelby County Schools if one is available and after completion of the program the parent will be notified at least 10 days prior to the new school year of their retention status.<sup>157</sup> If one is not available, then parents will be notified at least 30 days prior to the start of the new school year of their retention status taking into consideration: (1) STEP level, (2) attendance, (3) report card grades in all classes, (4) student’s mastery of current grade level standards, (5) RTI<sup>2</sup> progress and growth, (6) previous retention, (7) benefits of retention for the student, and (8) age. If a parent is not in agreement with the decision of retention of their child made by the Head of School then that parent may appeal in writing to the Head of School with the rationale. Upon receipt of the appeal, the parent, child, Head of School, Counselor, Director of Special Populations, and a teacher advocate of the child’s choice will then hold a meeting to discuss the appeal and make a final decision. Ultimately, the decision will be made by the Head of School.

### (g) BCS Exit Standards and Graduation Requirements

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At full capacity, BCS will serve all students in grades K through 5. Our mission states that when students leave us in fifth grade, students will be able to live a life of opportunity, choice, and joy because of the strong foundation we have created for them. Students will be equipped with a global education that has allowed them to become internationally-minded, critical thinkers, and great problem solvers.

Students will exit BCS as a Novice Spanish speaker, be reading on grade level, and will successfully complete the PYP exhibition which is a culminating experience for all students who have been a part of the IB program. We recognize that there will be instances that students do not come to us in the opening year and may transfer in during the fifth grade year or earlier. It should be noted that a student who enters in Year 4 with us versus a student who comes in during the founding year of the school, may not have the same knowledge retained in Spanish. Although it can be assumed that these students may not have the same knowledge base as other students when entering in a different year, we still are going to hold all students accountable to their goals and progress monitor their data to inform us what learning and instruction is needed. Assessments such as Fastridge, STEP, and Mastery Predictive Assessments will still be assessments used that students measure proficiency.

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<sup>156</sup> <https://www.scsk12.org/commitment/files/2019/5013%20Promotion%20and%20Retention.pdf>

<sup>157</sup> Ibid

In order for a student to graduate, promotion criteria is outlined in [section 1.4\(f\)](#). [Figure 1.4\(e\)](#) demonstrates the fifth grade Tennessee Academic Standards which constitute the exit standards which are measured by the TCAP assessments with the exception of Social Studies in grades 3-5. These standards are what are measured when students take the TCAP every Spring.

**Figure 1.4(e)- BCS Exit Standards**

<b>Tennessee Academic Standards for Literacy<sup>158</sup></b>	
<b>Cluster</b>	<b>Standard</b>
<b>Phonics and Word Recognition</b>	<p><b>5.FL.PWR.3</b> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p><b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p>
<b>Word Composition</b>	<p><b>5.FL.WC.4</b> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p><b>a.</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>b.</b> Write legibly in manuscript and cursive.</p>
<b>Fluency</b>	<p><b>5.FL.F.5</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>
<b>Sentence Composition</b>	<p><b>5.FL.SC.6</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. <b>a.</b> Explain function of conjunctions, prepositions, and interjections as used in general and in particular sentences.</p> <p><b>b.</b> Form and use perfect verb tense.</p> <p><b>c.</b> Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>d.</b> Recognize and correct inappropriate shifts in verb tense.</p> <p><b>e.</b> Use correlative conjunctions.</p> <p><b>f.</b> Use punctuation to separate items in a series.</p> <p><b>g.</b> Use a comma to separate the introductory element from rest of sentence.</p> <p><b>h.</b> Use comma to set off words yes and no, to set off tag question from rest of sentence (e.g., It's true, isn't it?), and to indicate direct address.</p> <p><b>i.</b> Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><b>j.</b> Write multiple cohesive paragraphs on topic.</p>

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<b>Vocabulary Acquisition</b>	<p><b>5.FL.VA.7a</b> Determine or clarify meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from range of strategies.</p> <ul style="list-style-type: none"> <li>i. Use context as clue to meaning of word or phrase.</li> <li>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to meaning of word.</li> <li>iii. Consult reference materials, print and digital, to find pronunciation and determine or clarify precise meaning of key words and phrases.</li> </ul> <p><b>5.FL.VA.7b</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>i. Interpret figurative language, including similes and metaphors, in context.</li> <li>ii. Recognize and explain the meaning of common idioms and proverbs.</li> <li>iii. Use the relationship between particular words to better understand each of the words.</li> </ul> <p><b>5.FL.VA.7c</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
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Tennessee Academic Standards for Writing <sup>159</sup>	
Cluster	Standard
<b>Text Types and Protocol</b>	<p><b>5.W.TTP.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop an opinion through logically-ordered reasons that are supported by facts and details.</li> <li>c. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> <li>e. Link opinion and reasons using words, phrases, and clauses.</li> <li>f. Apply language standards addressed in the Foundational Literacy standards.</li> </ul> <p><b>5.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic by providing a general observation and focus.</li> <li>b. Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>d. Provide a conclusion related to the information or explanation presented.</li> <li>e. Link ideas within and across categories of information using words, phrases, and clauses.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain</li> </ul>

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[https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17\\_III\\_J\\_Non-Substantive\\_Changes\\_to\\_Math\\_ELA\\_Science\\_Standards\\_Attachment\\_2\\_-\\_ELA.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_2_-_ELA.pdf)

	<p>the topic.</p> <p><b>5.W.TTP.3</b> Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>f. Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>g. Apply language standards addressed in the Foundational Literacy standards.</p>
<b>Production and Distribution of Writing</b>	<p><b>5.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>5.W.PDW.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>5.W.PDW.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p>
<b>Research to Build and Present Knowledge</b>	<p><b>5.W.RBPK.7</b> Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.</p> <p><b>5.W.RBPK.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p><b>5.W.RBPK.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.</p>
<b>Range of Writing</b>	<p><b>5.W.RW.10</b> Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency</p>

<b>Tennessee Academic Standards for Math</b>	
<b>Cluster</b>	<b>Standard</b>
<b>Operations and Algebraic Thinking</b>	<p><b>5.OA.A.1</b> Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using the conventional order (Order of Operations).</p> <p><b>5.OA.A.2</b> Write simple expressions that record calculations with numbers and</p>

	<p>interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18,932 + 921)</math> is three times as large as <math>18,932 + 921</math>, without having to calculate the indicated sum or product</p> <p><b>5.OA.B.3</b> Generate two numerical patterns using two given rules. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences. a. Identify relationships between corresponding terms in two numerical patterns. For example, observe that the terms in one sequence are twice the corresponding terms in the other sequence. b. Form ordered pairs consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.</p>
<p><b>Number and Operations in Base Ten</b></p>	<p><b>5.NBT.A.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and <math>1/10</math> of what it represents in the place to its left.</p> <p><b>5.NBT.A.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.A.3</b> Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as <math>3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the relationship.</p> <p><b>5.NBT.A.4</b> Round decimals to the nearest hundredth, tenth, or whole number using understanding of place value.</p> <p><b>5.NBT.B.5</b> Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms.</p> <p><b>5.NBT.B.6</b> Find whole-number quotients and remainders of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.B.7</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)</p>
<p><b>Number and Operations - Fractions (NF)</b></p>	<p><b>5.NF.A.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general <math>a/b + c/d = (ad+bc)/bd</math>.)</p> <p><b>5.NF.A.2</b> Solve contextual problems involving addition and subtraction of fractions</p>

	<p>referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>5.NF.B.3</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). For example, <math>3/4 = 3 \div 4</math> so when 3 wholes are shared equally among 4 people, each person has a share of size <math>3/4</math>. Solve contextual problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. For example, if 8 people want to share 49 sheets of construction paper equally, how many sheets will each person receive? Between what two whole numbers does your answer lie?</p> <p><b>5.NF.B.4</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction. a. Interpret the product <math>a/b \times q</math> as <math>a \times (q \div b)</math> (partition the quantity <math>q</math> into <math>b</math> equal parts and then multiply by <math>a</math>). Interpret the product <math>a/b \times q</math> as <math>(a \times q) \div b</math> (multiply <math>a</math> times the quantity <math>q</math> and then partition the product into <math>b</math> equal parts). For example, use a visual fraction model or write a story context to show that <math>2/3 \times 6</math> can be interpreted as <math>2 \times (6 \div 3)</math> or <math>(2 \times 6) \div 3</math>. Do the same with <math>2/3 \times 4/5 = 8/15</math>. (In general, <math>a \times b \times c = ac \times b</math>.) b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.</p> <p><b>5.NF.B.5</b> Interpret multiplication as scaling (resizing). a. Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example, know if the product will be greater than, less than, or equal to the factors. b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explain why multiplying a given number by a fraction less than 1 results in a product less than the given number; and relate the principle of fraction equivalence <math>a/b = (a \times n)/(b \times n)</math> to the effect of multiplying <math>a/b</math> by 1.</p> <p><b>5.NF.B.6</b> Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p> <p><b>5.NF.B.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>. b. Interpret division of a whole number by a unit fraction and compute such quotients. For example, use visual models and the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>. c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math> cup servings are in 2 cups of raisins?</p>
<p><b>Measurement and Data (MD)</b></p>	<p><b>5.MD.A.1</b> Convert customary and metric measurement units within a single system by expressing measurements of a larger unit in terms of a smaller unit. Use these</p>

	<p>conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters</p> <p><b>5.MD.B.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p><b>5.MD.C.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. Understand that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume. b. Understand that a solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p><b>5.MD.C.4</b> Measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.</p> <p><b>5.MD.C.5</b> Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent whole-number products of three factors as volumes (e.g., to represent the associative property of multiplication). b. Know and apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> (where <math>B</math> represents the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>
<p><b>Geometry</b></p>	<p><b>5.G.A.1</b> Graph ordered pairs and label points using the first quadrant of the coordinate plane. Understand in the ordered pair that the first number indicates the horizontal distance traveled along the <math>x</math>-axis from the origin and the second number indicates the vertical distance traveled along the <math>y</math>-axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <math>x</math>-axis and <math>x</math>-coordinate, <math>y</math>-axis and <math>y</math>-coordinate).</p> <p><b>5.G.A.2</b> Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p> <p><b>5.G.B.3</b> Classify two-dimensional figures in a hierarchy based on properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>

<b>Tennessee Academic Standards for Science</b>	
<b>Disciplinary Core Idea</b>	<b>Standard</b>
<b>5.PS1: Matter and Its Interactions</b>	<p>1) Analyze and interpret data from observations and measurements of the physical properties of matter to explain phase changes between a solid, liquid, or gas.</p> <p>2) Analyze and interpret data to show that the amount of matter is conserved even when it changes form, including transitions where matter seems to vanish.</p> <p>3) Design a process to measure how different variables (temperature, particle size, stirring) affect the rate of dissolving solids into liquids.</p> <p>4) Evaluate the results of an experiment to determine whether the mixing of two or more substances result in a change of properties.</p>
<b>5.PS2: Motion and Stability: Forces and Interactions</b>	<p>1) Test the effects of balanced and unbalanced forces on the speed and direction of motion of objects.</p> <p>2) Make observations and measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.</p> <p>3) Use evidence to support that the gravitational force exerted by Earth on objects is directed toward the Earth’s center.</p> <p>4) Explain the cause and effect relationship of two factors (mass and distance) that affect gravity.</p> <p>5) Explain how forces can create patterns within a system (moving in one direction, shifting back and forth, or moving in cycles), and describe conditions that affect how fast or slowly these patterns occur.</p>
<b>5.LS1: From Molecules to Organisms: Structures and Processes</b>	<p>1) Compare and contrast animal responses that are instinctual versus those that are gathered through the senses, processed, and stored as memories to guide their actions.</p>
<b>5.LS3: Heredity: Inheritance and Variation of Traits</b>	<p>1) Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Apply this concept by giving examples of characteristics of living organisms that are influenced by both inheritance and the environment.</p> <p>2) Provide evidence and analyze data that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms.</p>
<b>5.LS4: Biological Change: Unity and Diversity</b>	<p>1) Analyze and interpret data from fossils to describe types of organisms and their environments that existed long ago. Compare similarities and differences of those to living organisms and their environments. Recognize that most kinds of animals (and plants) that once lived on Earth are now extinct.</p> <p>2) Use evidence to construct an explanation for how variations in characteristics among individuals within the same species may provide advantages to these individuals in their survival and reproduction.</p>
<b>5.ESS1: Earth’s Place in the Universe</b>	<p>1) Explain that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.</p>



	<p>2) Research and explain the position of the Earth and the solar system within the Milky Way galaxy, and compare the size and shape of the Milky Way to other galaxies in the universe.</p> <p>3) Use data to categorize different bodies in our solar system including moons, asteroids, comets, and meteoroids according to their physical properties and motion.</p> <p>4) Explain the cause and effect relationship between the positions of the sun, earth, and moon and resulting eclipses, position of constellations, and appearance of the moon.</p> <p>5) Relate the tilt of the Earth's axis, as it revolves around the sun, to the varying intensities of sunlight at different latitudes. Evaluate how this causes changes in day-lengths and seasons.</p> <p>6) Use tools to describe how stars and constellations appear to move from the Earth's perspective throughout the seasons.</p> <p>7) Use evidence from the presence and location of fossils to determine the order in which rock strata were formed.</p>
<b>5.ETS1: Engineering Design</b>	<p>1) Research, test, re-test, and communicate a design to solve a problem.</p> <p>2) Plan and carry out tests on one or more elements of a prototype in which variables are controlled and failure points are considered to identify which elements need to be improved. Apply the results of tests to redesign the prototype.</p> <p>3) Describe how failure provides valuable information toward finding a solution.</p>
<b>5.ETS2: Links Among Engineering, Technology, Science, and Society</b>	<p>1) Use appropriate measuring tools, simple hand tools, and fasteners to construct a prototype of a new or improved technology.</p> <p>2) Describe how human beings have made tools and machines (X-ray cameras, microscopes, satellites, computers) to observe and do things that they could not otherwise sense or do at all, or as quickly or efficiently.</p> <p>3) Identify how scientific discoveries lead to new and improved technologies.</p>

<b>Tennessee Academic Standards for Science</b>	
<b>Topic</b>	<b>Standard</b>
<b>Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)</b>	<p>Explain the need for the South's move toward industrialization after the Civil War.</p> <p>Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants, Buffalo Soldiers, and American Indians.</p> <p>Analyze the ideas and events of the Gilded Age, including economic disparity (e.g.,</p>

	<p>mistrust of money) and industrial capitalists (e.g., John D. Rockefeller).</p> <p>Explain the role of labor unions and the American Federation of Labor in changing the standards of working conditions.</p> <p>Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison.</p> <p>Examine the impact of important entrepreneurs on American society, including: Andrew Carnegie, Henry T. Ford, and Cornelius Vanderbilt.</p> <p>Analyze the causes, course, and consequences of the Spanish-American War, including: • Imperialism • Rough Riders • USS Maine • Yellow journalism</p> <p>Describe the challenges of the journey and process for successful entry into the U.S. through Ellis Island and Angel Island, and examine the role of immigrants in the development of the U.S.</p> <p>Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women’s suffrage (19th Amendment), and the lack of child labor laws.</p>
<p><b>World War I and Between the Wars (1920s-1940s)</b></p>	<p>Summarize the events leading to U.S. entry into World War I, including the attack on the RMS Lusitania and the Zimmerman Telegram.</p> <p>Identify and locate the major countries of the Central and Allied Powers during World War I, including: • Austria-Hungary • Great Britain • France • Russia</p> <p>Describe the impact of U.S. involvement on World War I.</p> <p>Explain the aims of world leaders in the Treaty of Versailles and why the U.S. Senate rejected President Woodrow Wilson’s League of Nations.</p> <p>Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: • Music, clothing, and entertainment • Automobiles and appliances • Harlem Renaissance</p> <p>Identify the causes of the Great Depression, President Herbert Hoover’s role, and its impact on the nation, including: • Consumer credit and debt • Hoovervilles • Mass unemployment • Soup kitchens</p> <p>Describe how New Deal policies of President Franklin D. Roosevelt impacted American society with government-funded programs, including: Social Security, expansion and development of the national parks, and creation of jobs.</p>
<p><b>World War II (1930s-1940s)</b></p>	<p>Explain the structures and goals of the governments in Germany and Japan in the 1930s.</p> <p>Determine the significance of the bombing of Pearl Harbor and its impact on the U.S.</p>

	<p>Identify and locate the Axis and Allied Powers, including: • Germany • France • Italy • Great Britain • Japan • Soviet Union</p> <p>Examine the reasons for the use of propaganda, rationing, and victory gardens during World War II.</p> <p>Analyze the significance of the Holocaust and its impact on the U.S.</p>
<p><b>Post-World War II and the Civil Rights Movement (1940s-1960s)</b></p>	<p>Examine the growth of the U.S. as a consumer and entertainment society after World War II, including: • Suburbs • Increased access to automobiles • Interstate Highway System • Television, radio, and movie theaters</p> <p>Examine how Cold War events impacted the U.S., including: • Arms race • Berlin Wall • Cuban Missile Crisis • Space Race</p> <p>Analyze the key people and events of the Civil Rights Movement, including (T.C.A. § 49-6- 1028): • Martin Luther King Jr. and non-violent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash</p> <p>Explain the impact of John F. Kennedy’s presidency on the country, including: passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination.</p>
<p><b>Tennessee Prior to Statehood (pre-1796)</b></p>	<p>Explain how the name “Tennessee” originated from the Yuchi language, referring to where the rivers come together.</p> <p>Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).</p> <p>Identify the pre-colonial American Indian tribes residing in Tennessee (e.g., Cherokee, Chickasaw, Creek, and Shawnee), and analyze their various customs and traditions.</p> <p>Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.</p> <p>Explain the significance of the Watauga Settlement on Tennessee history, including the following: Watauga Compact, Dragging Canoe, John Sevier, and Nancy Ward. C,</p> <p>Describe the founding of and the obstacles faced with the establishment of the Cumberland Settlements, including: the Battle of the Bluffs, John Donelson, and James Robertson.</p> <p>Explain the importance of Tennesseans (i.e., Overmountain Men) in the Battle of Kings Mountain during the American Revolution.</p> <p>Identify the Lost State of Franklin as Tennessee’s first attempt at statehood, and explain the reasons for its failure.</p> <p>Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its</p>

	leaders, and explain how it was the first step to Tennessee’s statehood.
<b>Statehood and Early Tennessee History (1796-1849)</b>	<p>Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (T.C.A. § 49-6- 1028)</p> <p>Identify the year Tennessee became a state, its first governor, and the original capital. G, H, P, T 5.37 Describe Tennessee’s involvement in the War of 1812, including: Andrew Jackson, the Tennessee volunteers, and Battle of Horseshoe Bend.</p> <p>Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.</p> <p>Explain how the western boundary of Tennessee was expanded with the Jackson Purchase.</p> <p>Identify the impact of important Tennesseans prior to the Civil War, including: • David Crockett and Sam Houston (Texas War for Independence and the Alamo) • President James K. Polk (Manifest Destiny) • Sequoyah (Cherokee syllabary)</p>
<b>Tennessee in the Civil War Era (1850s-1900)</b>	<p>Examine the issue of slavery in the three grand divisions and the impact their differences had on Tennessee’s secession from the Union.</p> <p>Describe the significance of the following Civil War events and battles on Tennessee: • Siege of Fort Donelson • Battle of Stones River • Battle of Franklin • Battle of Nashville</p> <p>Explain the impact of the Tennessee Constitutional Convention of 1870, including: poll taxes, segregation, and funds for public education. (T.C.A. § 49-6-1028)</p> <p>Explain the development and efforts of the Freedmen’s Bureau in helping former slaves begin a new life, including Fisk University. (T.C.A. § 49-6-1028)</p> <p>Identify how the rise of vigilante justice (e.g., Ku Klux Klan), black codes, and Jim Crow laws impacted Tennessee and the nation. (T.C.A. § 49-6-1028)</p> <p>Explain how the end of Reconstruction impacted Tennessee’s African American elected officials. (T.C.A. § 49-6-1028)</p>
<b>Tennessee in the 20th Century (1900-present)</b>	<p>Identify Tennessee’s role in the passage of the 19th Amendment, including the impact of Anne Dallas Dudley and Harry Burn.</p> <p>Describe the effects of the Great Depression on Tennessee and the impact of New Deal policies in the state (i.e., Tennessee Valley Authority and Civilian Conservation Corps).</p> <p>Describe Tennessee’s contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York).</p> <p>Identify Tennessee’s significant contributions to the Civil Rights Movement,</p>

	<p>including (T.C.A. § 49-6-1028): • Highlander Folk School • Tent City Movement of Fayette County • Nashville Sit-Ins • The Clinton Twelve</p> <p>Discuss the development of the music industry in Tennessee, including (T.C.A. § 49-6-1028): • Country music (e.g., Grand Ole Opry, WSM, and the Carter family) • Blues music (e.g., W.C. Handy and Bessie Smith) • Rock 'n' roll (e.g., Elvis Presley, Stax Records, and Sun Studio)</p> <p>Identify influential Tennesseans from the late 20th century, including: • Al Gore, Jr. • Wilma Rudolph • Alex Haley • Oprah Winfrey</p> <p>Compare and contrast the three grand divisions of Tennessee in terms of the following: • Major industries (e.g., Eastman, FedEx, and Nissan) • Tourism (e.g., Bristol Motor Speedway, Civil War sites, and Graceland) • Agriculture and livestock (e.g., soybeans in West TN, tobacco in Middle TN, and dairy in East TN) • Geography (i.e., Gulf Coastal Plains, the Nashville Basin, the Highland Rim, the Cumberland Plateau, the Great Valley, and the Great Smoky Mountains)</p> <p>Describe the structure of Tennessee's government, including the role of each of the three branches, the governor, and state representatives.</p>
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**1.5 Phase-In/Turnaround Planning**

Not Applicable

**1.6 High School Graduation and Postsecondary Readiness**

Not Applicable

## 1.7 Assessments

### (a) Primary Internal Assessments

According to our mission, BCS believes that at the center of student success is not only supporting the needs of the whole family but ensuring students receive a global education no matter race, socioeconomic status, or zip code. In order to support our students' learning in the classroom, make certain they are meeting reading and math benchmarks, and excelling in all content areas, we must seek out relevant and meaningful student data. This is critical to providing targeted instruction and to meeting the needs of all students. BCS will implement an interconnected system of assessments to assure we can measure each student's progress against state standards, reading levels, and skills required to matriculate to the next grade level, progress monitor our school goals outlined in [section 1.4\(a\)](#), and ensure our students are becoming IB learners which are outlined in [section 1.3](#).

Outlined in [figure 1.7\(a\)](#) is the state-mandated assessments, nationally normed assessments in reading comprehension and mathematics, national literacy inventories, and internal assessments we will administer throughout the school year. It is important to note that with students with disabilities, there are other assessments that will occur that need to be administered by a school psychologist or occupational therapist as needed. Those assessments are, but are not limited to:

**WoodStock- Academic Achievement:** measures individual educational achievement

**School Function Assessment (SFA)- Functionality:** measures students functionality in all areas of the school environment

**Behavior Assessment for Children (BASC)- Behavior:** measures how the students sees themselves and how everyone around them sees the students

**Figure 1.7(a) – Assessment Overview**

Type	Title	Frequen- cy	Purpose	Use
State Mandated	TN Ready (3-5)	Once per year; spring	TN Ready Assessments are designed to assess students' true understanding towards mastery of the Tennessee Academic Standards (TAS).	To evaluate and inform our academic priorities and goals for the upcoming school year, as well as evaluate our academic model and plan.
State Mandated	TN Ready Alternate (3-5)	Once per year; spring	The Multi-State Alternate Assessment (MSAA) are assessments in English language arts (ELA) and mathematics designed for students with significant cognitive disabilities in grades 3–8. <sup>160</sup>  TCAP Alternate (TCAP-Alt) are assessments in science and social studies designed for students	To evaluate and inform our academic priorities and goals for the upcoming school year, as well as evaluate our academic model and plan.

<sup>160</sup> <https://www.tn.gov/education/assessment/alternate-assessment/msaa-alternate-assessment.html>

			with the most significant cognitive disabilities in grades 3–8 and grade 10 and measure student mastery of the Tennessee Academic Standards.	
<b>State Mandated</b>	<b>Written Expression</b>	Once per year	The TN Department of Education requires screening and intervention within the area of written expression.	Used to determine skill deficits in writing
<b>State Mandated</b>	<b>Characteristics of Dyslexia Screening</b>	Once per year	Per the TN Department of Education and in accordance with the “Say Dyslexia” Bill (Public Chapter 1058 of the Acts of 2016), schools are required to screen for dyslexia.	To screen for characteristics of dyslexia
<b>Nationally Normed Referenced</b>	Illuminate FastBridge (K-5)	Three times a year; fall, winter, and spring	Fastbridge serves as the universal screener and progress monitoring tool for RTI <sup>2</sup> (Response to Instruction and Intervention) for students in grades K-5. As a universal screener, the assessment identifies students that may need intervention in ELA or math. As a progress monitoring tool, the assessment measures the progress of those students receiving intervention.	FastBridge data gives teachers use of universal screening data to determine student readiness for Tier 1 core instruction and identify students who need additional instruction or intervention.
<b>Nationally Normed Literacy</b>	STEP (K-5)	Four times a year; every quarter	STEP identifies a student's reading level and continues to assess their proficiency based on a series of steps that correlate to each student's grade and what step level they should be reading at.	STEP™ (Strategic Teaching and Evaluation of Progress) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student



				achievement in literacy across grades K-5. <sup>161</sup>
<b>Nationally Normed</b>	Mastery View Predictive Assessments	Three times a year; fall, winter, and spring	To measure progress towards mastery of Tennessee Academic Standards	To evaluate and inform prediction of proficiency on TNReady Assessments. To evaluate which Tennessee State Standards students have mastered thus far.
<b>Nationally Normed</b>	WIDA/ACCESS <sup>162</sup>	Ongoing	This suite of assessments is designed to help educators decide whether an incoming student in Kindergarten through grade 12 would benefit from language support services.	This suite of flexible, on-demand English language proficiency assessments can be used to identify and monitor the progress of ELLs. Scores from WIDA MODEL can be used to predict student performance on ACCESS for ELLs.  This widely used suite of English language proficiency assessments is given to English language learners in grades K-12 to monitor their achievement and measure their progress in English language development.
<b>Nationally Normed</b>	AAPPL (5th only)	Once a year; Spring	To measure a student's level of fluency in a second language	To assess proficiency in a second language after a year of learning.
<b>Unit</b>	Unit Assessments (K-5)	End of every IB unit	To measure students' progress towards TAS and IB standards and goals.	To assess and evaluate instruction, student understanding, and plan for re-teaches at data meetings.
<b>Weekly</b>	Quizzes (K-5)	Weekly	To measure students' progress towards TAS and IB standards and goals.	To assess, evaluate, and adjust upcoming instruction, address student misconceptions, and track student progress to end of unit standards and goals.
<b>Daily</b>	Exit Tickets (K-5)	Daily	To measure students' understanding of daily objectives and goals.	To assess, evaluate, and adjust upcoming instruction, address student misconceptions in real-time.
<b>PYP Exhibition<sup>163</sup></b>	IB/Internally created aligned to curriculum (5 only)	Culminating, collaborative experience	The PYP Exhibition represents a significant event in the life of a PYP school and student, fusing the elements of	The exhibition is a demonstration of student agency, as learners exercise voice, choice, and ownership by inquiring into local or global

<sup>161</sup> <https://uchicagoimpact.org/our-offerings/step>

<sup>162</sup> <https://wida.wisc.edu/assess>

<sup>163</sup> Refer to <https://www.ibo.org/programmes/primary-years-programme/pyp-exhibition/> for more information on the PYP Exhibition

		ce in the final year of the IB Primary Years Program me; spring	the PYP and sharing them with the learning community.	issues that are significant to them. This culminating experience is an opportunity for students to exhibit the attributes of the IB learner profile that they have been developing throughout their engagement with the PYP.
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**(b) Building Test Coordinator**

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For every major assessment that has the potential to disrupt the daily operations of BCS’s daily schedule (TN Ready, Fastbridge, Mastery View Predictive Assessments, STEP, and the PYP Exhibition), the Head of School and/or the IB Coordinator in addition to the Director of Operations will serve as the Building Testing Coordinators. These individuals will create and enlist a Testing Committee during summer professional development which will include the Head of School, IB Coordinator, Director of Operations, and at least one other teacher. The Committee will be responsible for the following duties when one of the major assessment’s approaches at BCS:

- Meet with Testing Committee during summer PD and schedule all the meeting dates for all major assessments six weeks prior to the administration of the assessment
- Meet with Testing Committee at least six weeks before state test to determine needs
- Meet with Testing Committee at least three weeks before national test administration to determine needs
- Order supplies and testing materials based on the total number of students
- Communicate with the Director of Exceptional Learners to ensure accommodations for IEPs and 504 plans will be met
- Train and deliver staff professional development on assessment delivery and test security during PD days
- Create testing schedule along with detailed logistics for assessment weeks/days
- Organize and distribute test materials to teachers and staff on test administration day
- Secure and return test materials to vendor/authorizer in a location designated by each test’s guidelines
- Communicate details of major assessments and schedules as well as test results and to all BCS families

**(c) Collection and Analysis of Student Data**

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As stated in **section 1.7(a)**, we must collect relevant and meaningful student data in order to truly understand where students stand academically and for us to be able to offer the support needed for every student to excel at the highest of levels. The collection of data is something that the entire BCS team takes collective ownership of and that dictates our day-to-day duties and instruction. To this end, the following are the BCS cycles and processes we will implement to ensure that there is consistent, meaningful, and relevant data collected and analyzed to use it to inform instruction, professional development and teacher evaluations.

**Annual Leadership Retreat:** Following the end of every school year, the BCS Leadership Team will strategically plan, revise, and solidify our schools priorities and academic and non-academic goals that is in direct response to the data collected from the school year. This will consist in a three day retreat in the city where BCS Leadership will be able to reflect and analyze the data collected throughout the school year: academic, operational, and cultural, in order to ensure the upcoming school year priorities and goals are set and action plans are in place.

**Universal Screener and Grade Level Meetings:** At the beginning of every school year, in the fall, BCS will collect its first batch of data by administering the NWEA MAP as our universal screener as well as the use of easyCBM, a skills based benchmark, immediately afterwards in order to determine what are the skills deficits that our students have and which students need enrichment. This data will be disaggregated, MAP and easyCBM, to determine our first RTI groups of the year. Grade Level Meetings at BCS will occur bi-weekly and part of their purpose will serve as time to analyze and collect student academic data.. During this time, staff will be able to discuss, analyze, and determine changes that need to be made to instruction and possible shifts that may need to occur in RTI student

groups, based on the data that they will look at. RTI student groups will be reassessed monthly to ensure that they are responsive and all students are getting the support they need to reach grade level.

**Schoolwide Data Days:** Schoolwide Data days occur quarterly based on the benchmarks that will be given such as STEP, Fastbridge, Mastery View Predictive Assessments, TCAP, and other summative assessments. This assessment cycle is crucial for the BCS Leadership Team and faculty as it will serve as a time to first reflect on the data that has been collected, analyze what standards and skills students have learned versus what they are still lacking in, and how to action plan around instruction in order to close the gaps. These meetings will take the entire school day and students will not be present. During bi-weekly grade level meetings, faculty will be able to follow up on the action plans created during the quarterly data days and progress monitor student learning.

**Weekly O3 Meetings:** Every teacher will have a standing weekly meeting that will consist of one of the following three meetings: observation feedback, lesson/unit internalization, or a data meeting. Depending on the skill level of the teacher, sometimes these meetings can consist of a mixture of both. The observation feedback and data meetings are where both the coach and teacher can look at a wide array of data to collect and analyze on a weekly basis. An observation feedback meeting is where the coach collects video and data from an observation of a teacher and both the teacher and coach determine what are the strengths, major gaps in instruction and/or classroom management, create an action plan to close their gap, and practice the action plan. In a data meeting, the teacher will bring student work that will be disaggregated into three categories: does not meet the standard, approaching the standard, mastered the standard. From there both the coach and teacher will be able to analyze and determine what are the gaps that students are having that are preventing them from mastering the standard and/or skills and create a plan to get students there. The coaching load will be divided amongst the Head of School, IB Coordinator, Director of Special Populations, the Assistant Head of School, and the Academic Dean. In Year one, the coaching load (3 full-time teachers and 3 part-time teachers) will be split between the Head of School and Director of Special Populations

**Daily Teacher Planning Meetings:** Every teacher at BCS will have a period of time throughout the day where they are able to plan and analyze collected data such as exit tickets, weekly assessments, and other formative assessments and determine immediate next steps for intervention and instruction based on student work. The expectation at BCS will be that collecting and analyzing data will be a regular routine process of a teacher's daily duties in order to ensure our students are always receiving the support they need instructionally.

**Weekly Leadership Team Meetings:** At BCS the Leadership Team will meet once a week to reflect and analyze a wide array of school data such as, attendance, school culture, operational, academic performance, and teacher performance. This will allow the team to identify areas of growth, concern, strengths, and next steps to ensure the school is on track to meeting its priorities and goals stated in **Section 1.4**. These meetings will inform 1:1 coaching meetings with teachers, weekly schoolwide professional development, monthly reports to the Board, and summer professional development.

#### **(d) Training and Support for School Leadership and Teachers**

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At BCS we intentionally create the space for our teachers and leadership team to collect and analyze data while simultaneously designating time days the school year and school day for professional development where teachers and the BCS Leadership Team can improve their craft through discussion, practice, and planning. In order for the data collection and analysis that was explained in Section 1.7(c) to translate into instructional changes in every classroom, our teachers and BCS Leadership Team will be involved in ongoing training and conversations to ensure students receive the instructional support needed. At BCS we understand that gathering and analyzing meaningful data coupled with learning, practice, and planning will lead to student growth and achievement. Below explains how BCS teachers and leaders will engage in training as a part of our professional development and learning.

**BES Follow On Support (FOS):** Pending authorization, BES commits to providing Follow on Support for the proposed Head of School, Nikita House, during the planning year of the school (2022-2023), followed by the first two years of the school's operation. During these three years, the FOS coach for Ms. House will support her in

strategically planning and successful execution of the launch of the opening of BCS and will continue to grow and develop her technical and adaptive skills as the Head of School for BCS.

**IB Professional Development:** The Head of School, IB coordinator (will be the HOS for the first 1-2 years), and all faculty that engage with students instructionally, will be receiving ongoing support from the IBO as part of the application for candidacy as detailed in **Section 1.3**. There are a wide array of trainings and professional developments that have to be met in order to become an IB World School and in addition to this, once authorized as an IB school, continued professional development is required to not only remain in compliance but to also ensuring we are constantly developing and growing in our capacity as an IB World School. These trainings are provided virtually or in person and are based on a wide variety of topics to cater to everyone's unique needs and school situation.<sup>164</sup>

**Weekly 1:1 Coaching Meetings:** As explained in **Section 1.7(c)**, every teacher at BCS will receive a coach and that coach will be responsible for conducting weekly observation feedback, lesson/unit internalizations, and/or data meetings. Based on the teacher's skill level, a teacher could receive a combination of the above meetings. During any of the aforementioned meetings, both the coach and teacher complete pre-work in order to engage in meaningful discussion, practice, and learning to ensure effective instructional changes will occur. After each of the weekly meetings, coaches will progress monitor the development of the teacher through observation and/or at the next weekly meeting to ensure the teacher is making adequate growth and progress.

**Abbreviated Wednesday PD Days:** During the abbreviated Wednesday PD days, the staff will meet as a whole group to practice instructional strategies and/or classroom management moves that have been identified as a trend amongst staff that needs improvement and practice. The BCS Leadership Team will use Get Better Faster<sup>165</sup> as well as other internally created rubrics, as a baseline rubric to progress monitor teacher instruction and classroom management. For the second half of PD, teachers will move into grade level meetings where staff can continue to learn and practice ways to improve instructional practice and/or analyze and address cultural data. While our summer professional development scope and sequence located in **Section 2.5** will reference the variety of topics that will be focused on to prepare for the upcoming school year, during the school year, our annual calendar and weekly schedules reflect dedicated times for perfecting our practice as educators. **Figure 1.7(e)** references this scope and sequence.

**Figure 1.7(e)- BCS Sample PD Scope and Sequence for School Year**

Quarter 1	Topics
1 <sup>166</sup>	<ul style="list-style-type: none"> <li>● Developing Routines and Procedures (will start in summer and expand in Q1)</li> <li>● Classroom management strategies and monitoring routines</li> <li>● Write and internalize rigorous lesson Plans (will start in summer and expand in Q1)</li> <li>● Delivering an effective launch to your lesson</li> <li>● Creating exemplars that are standard aligned</li> <li>● Creating aligned independent practice and exit tickets</li> <li>● Engaging every student</li> <li>● Aggressive Monitoring</li> <li>● Identifying the gap in student misunderstanding</li> <li>● Planning a re-teach and reassessing</li> <li>● Responding to student needs</li> <li>● Setting routines for discourse/Leading student discourse 101 and 201</li> <li>● Effective inquiry-based teaching and inquiry-based student activities</li> <li>● Race and Equity series Part 2 (Part 1 started in the summer)</li> <li>● Data Driven Instruction Part 1</li> <li>● Literacy 201 (101 starting in the summer)</li> </ul>

<sup>164</sup> <https://www.ibo.org/professional-development/>

<sup>165</sup> Ibid.

<sup>166</sup> BCS will use Get Better Faster as one of the tools to coach teachers in classroom management and lesson delivery

	<ul style="list-style-type: none"> <li>● Engaging students through text in every discipline</li> <li>● Special Education: IEP's and 504's: Implementing Accommodations &amp; Modifications</li> </ul>
2	<ul style="list-style-type: none"> <li>● Refining and sharpening classroom routines and procedures</li> <li>● Data Driven Instruction Part 2</li> <li>● Race and Equity Series Part 3</li> <li>● Literacy 301</li> <li>● Checking for Understanding</li> <li>● Habits of Discussion</li> <li>● Cross content collaboration and planning</li> <li>● Just in time scaffolds</li> <li>● Raising the rigor</li> <li>● Identifying our bubble students</li> <li>● Pushing our "On track/Proficient" students in our daily lessons</li> <li>● Using 1st round of NWEA MAP and STEP data to inform your instruction</li> <li>● Responding to 1st round of Mastery View Predictive Assessments</li> </ul>
3	<ul style="list-style-type: none"> <li>● Responding to Mastery View Predictive assessment data</li> <li>● Responding to 2nd Fastbridge Map Testing</li> <li>● Responding to 2nd STEP Assessment</li> <li>● Literacy 401</li> <li>● Race and Equity Series Part 4</li> <li>● Planning highly effective small group instruction based on student groupings</li> <li>● Teacher as the facilitator</li> <li>● Guiding students as conceptual thinkers</li> <li>● Student Retention</li> <li>● Every reader, on grade level Part 1: Zeroing in on students who are behind in their STEP</li> </ul>
4	<ul style="list-style-type: none"> <li>● Prepping for TNReady</li> <li>● Race and Equity Series Part 5</li> <li>● Every reader, on grade level Part 2: Accelerating students who are behind in their STEP</li> <li>● Curriculum planning for next school year</li> <li>● Self-Evaluation and Reflection</li> </ul>

**Schoolwide Data Days:** Our whole school and half school data days will occur after major benchmarks and summative assessments. During this time, teachers will be given access to their data and will go through their data to analyze how their direction performed against the standards. Teachers will do this by identifying the most commonly missed questions and the most commonly chosen incorrect answer and decipher what led students to this. From there after identifying the most commonly missed questions and determining which standards were not mastered, teachers will plan for how they will reteach and reassess the most commonly missed questions.

**Common Content Planning Periods:** At BCS, our schedules are designed so that teachers are able to have common plannings so that they can collaborate with one another in order to ensure there is vertical alignment occurring across grade level content. During electives, every grade level will have collaborative planning time for 60 minutes. This time can be used for data review, planning lessons, and any other teacher related duty. This will occur 5 days a week and at least one of those days will be dedicated to the teacher's O3 with their coach.

## 1.8 School Calendar and Schedule

### (a) Academic Calendar

Please see **Attachment A** for the BCS Academic Calendar.

The BCS academic calendar reflects the following components: Professional development (both summer and abbreviated Wednesdays), BCS events, parent-teacher conferences, BCS staff wellness Wednesdays, start and end of quarters, and national holidays which result in no school. **Section 1.8(c)** explains the rationale for the BCS annual and daily calendar and schedules. In addition to this calendar, **Figure 1.8(a)** details the BCS Assessment Calendar that encompasses the benchmark testing, interim, and summative testing that must occur.

**Figure 1.8(a)- BCS Sample Assessment Calendar**

Assessment	Test Administration Window <i>*Dates will shift from year to year</i>	Participants/Brief Description	Parents/Students Informed of Results
<b>Illuminate FastBridge (K-5)</b>	Sept. 18th-22nd 2023 January 22nd-26th 2023 May 6th-10th 2023	All students in grades K-5 will participate in the FastBridge reading and math diagnostic.	Results will be available immediately for students and will be sent home to all parents.
<b>WIDA Screener/ACCESS (K-5)</b>	<b>Screener:</b> To be given the first week or school or within the first 30 days the student is enrolled. <b>ACCESS:</b> Testing window determined by WIDA which is typically held between February-April.	<b>Screener:</b> To identify English language learners (ELLs) indicated from the home language survey and determine EL supports needed. <b>ACCESS:</b> All English language learners in K-5 are assessed in reading, math, science, and social studies.	When results are available, they will be given to students and sent home to all parents.
<b>STEP (K-5)</b>	August 14th-25th 2023 December 4th-8th 2023 February 23rd-29th 2023 May 13th-17th 2023	All students in grades K-5 will participate in STEP benchmark assessments to progress monitor their reading levels.	Results will be available immediately for students and will be sent home to all parents.
<b>Mastery View Predictive Assessments (K-5)</b>	October 23rd-26th 2023 December 11th-14th 2023 March 4th-8th 2023	All students in grades K-5 (with the exception of K not starting till the 2nd nine weeks) will participate in Mastery View Predictive Assessments to identify what TN standards students are mastering and which TN standards they have not mastered.	When results are available, they will be given to students and sent home to all parents.
<b>AAPPL (5th only)</b>	First week of May	Only students in 5th grade will participate in the Spanish AAPPL assessment	Some results will be available immediately and other results will be available in 1-2 weeks from completing the test. Results will be given to students and sent home to parents.
<b>Written Expression</b>	November 28th-November 30th	The TN Department of Education requires screening and intervention within the area of written	Results of the screening are provided when a team creates a plan for written expression.

		expression.	
<b>Characteristics of Dyslexia Screening</b>	November 28th-November 30th	Per the TN Department of Education and in accordance with the “Say Dyslexia” Bill (Public Chapter 1058 of the Acts of 2016), schools are required to screen for dyslexia.	Results are available immediately after testing and are shared with parents of those students for whom a concern has been identified.
<b>TCAP (3-8)</b>	Determined by the state of TN; Typically in the Spring	Students in 2nd grade will be assessed on their mastery of the TN state standards.	Parents should be able to access scores by June in the TDOE Family Portal: <a href="https://familyreport.tnedu.gov/login">https://familyreport.tnedu.gov/login</a>
<b>TCAP Alternate (3-8)</b>	Determined by the state of TN; Typically in the Spring	The Multi-State Alternate Assessment (MSAA) are assessments in English language arts (ELA) and mathematics designed for students with significant cognitive disabilities in grades 3–8. <sup>167</sup>  TCAP Alternate (TCAP-Alt) are assessments in science and social studies designed for students with the most significant cognitive disabilities in grades 3–8 and grade 10 and measure student mastery of the Tennessee Academic Standards. <sup>168</sup>	Parents should be able to access scores by June in the TDOE Family Portal: <a href="https://familyreport.tnedu.gov/login">https://familyreport.tnedu.gov/login</a>
<b>PYP Exhibition (5th only)</b>	Second to last week in May	Only 5th grade students will participate in a culminating IB project showcasing their knowledge and skill sets learning of the PYP elements to the school community	This is a project that will be a pass/fail. All staff members and family members will be invited to see the projects of all 5th grade students.

**(b) Daily Schedules**

Our daily schedule at Binghampton Community School was designed with our mission and core beliefs in mind. For a BCS student, the school day runs from 7:30 am- 4:00 pm and on Wednesdays from 7:30 am - 2:00 pm. Our schedules were intentionally and carefully crafted to meet the requirements of the Tennessee Department of Education (TDOE) and International Baccalaureate (IB) program as we seek to become authorized as an IB school.

<sup>167</sup> <https://www.tn.gov/education/assessment/alternate-assessment/msaa-alternate-assessment.html>

<sup>168</sup> <https://www.tn.gov/education/assessment/alternate-assessment/tcap-alternate-assessment.html>

## IB and TDOE Requirements

Our schedules were crafted to reflect the requirements of the IB PYP curriculum framework. In the IB Primary Years Program, students must take six subjects: language, mathematics, science, social studies, arts, personal/social/physical education.<sup>169</sup> Although there are no minimum minute requirements for the core content classes of the IB, students must take the elective courses: arts, a second language, personal/social/physical education at minimum twice a week for 50 minutes each session. For our elective courses, BCS has chosen Spanish, Art, and Physical Education and our students will take Spanish at a minimum two days per week for 60 minutes. Please refer to **Section 1.8(c)** for a detailed explanation of how our elective rotations work across grade levels each week.

When we look at what is required for all students in grades K-5 from the Tennessee Department of Education, the BCS daily schedules reflect and meet the minimum requirements for each subject area for TDOE. The required number of minutes of Tier 1 ELA instruction in grades K-2 is 150 minutes<sup>170</sup> and our K-2 schedules reflect 150 daily minutes of Foundational Skills, Shared Reading, and Writing daily. In grades 3-5 the minimum recommended minutes of Tier 1 ELA instruction is 120 minutes with 90 of those minutes being uninterrupted and 30 minutes being dedication to foundational skills.<sup>171</sup> BCS reflects the 90 uninterrupted minutes in grades 3-5 as well as the 30 minutes of foundational skills from the Foundational Literacy Skills Plan Toolkit from TDOE. In addition to this, Pursuant code 49-6-1021 - Opportunities for physical activity, it shall be the duty of each LEA to integrate a minimum of one hundred thirty (130) minutes of physical activity per full school week and this can be done by letting students get physical activity for at least 15 minutes a day. In addition to this, “...each LEA shall require each student in elementary school to participate in a physical education class that meets at least two (2) times per full school week during the school year. The total physical education class time each full school week shall be no less than sixty (60) minutes.”<sup>172</sup> Because the mission of BCS is to be able to foster a healthy physical lifestyle, BCS has made sure that every student in grades K-5 receives a 20 minute recess five days a week and they take physical education at a minimum 1-2 times a week for 60 minutes each class period thus fulfilling this requirement.

**Figure 1.8(a)- Sample Kindergarten Monday, Tuesday, Thursday, Friday Schedule**

Time	Kindergarten
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation
7:55-7:59	Transition
8:00-8:10	Calendar Talk
8:10-9:10	Math
9:10-9:55	RTI
9:55-9:59	Transition
10:00-10:50	Foundational Skills
10:50-10:54	Transition
10:55-11:15	Lunch
11:15-11:35	Recess
11:35-12:35	Electives (Spanish, Art, Physical Education)
12:35-12:39	Transition
12:40-1:30	Shared Reading
1:30-2:20	Writing
2:20-2:24	Transition
2:25-2:55	Science

<sup>169</sup> [https://ibo.org/globalassets/publications/become-an-ib-school/ibpyp\\_en.pdf](https://ibo.org/globalassets/publications/become-an-ib-school/ibpyp_en.pdf)

<sup>170</sup> [https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2\\_3-5\\_guidelines.pdf](https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_3-5_guidelines.pdf)

<sup>171</sup>

[https://www.tn.gov/content/dam/tn/education/students/found\\_lit/FLSP%20Guidance%20and%20Toolkit%20April%202021.pdf](https://www.tn.gov/content/dam/tn/education/students/found_lit/FLSP%20Guidance%20and%20Toolkit%20April%202021.pdf)

<sup>172</sup> Tenn. Code § 49-6-1021



2:55-3:25	Social Studies
3:25-3:45	Choice Play
3:45-4:00	Dismissal

Figure 1.8(b)- Sample First Grade Monday, Tuesday, Thursday, Friday Schedule

Time	First Grade
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation
7:55-7:59	Transition
8:00-8:10	Calendar Talk
8:10-9:10	Math
9:10-9:55	RTI
9:55-9:59	Transition
10:00-10:50	Foundational Skills
10:50-10:54	Transition
10:55-11:15	Lunch
11:15-11:35	Recess
11:35-11:39	Transition
11:40-12:10	Science
12:10-12:40	Social Studies
12:40-12:44	Transition
12:45-1:45	Electives (Spanish, Art, Physical Education)
1:45-1:49	Transition
1:50-2:40	Shared Reading
2:40-3:30	Writing
3:30-3:45	Choice Play
3:45-4:00	Dismissal

Figure 1.8(c)- Sample Second Grade Monday, Tuesday, Thursday, Friday Schedule

Time	Second Grade
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation
7:55-7:59	Transition
8:00-9:15	Math
9:15-9:19	Transition
9:20-9:50	Science
9:50-10:35	RTI
10:35-10:39	Transition
10:40-11:10	Social Studies
11:10-11:14	Transition
11:15-11:35	Lunch
11:35-11:55	Recess
11:55-11:59	Transition
12:00-12:50	Foundational Skills
12:50-12:54	Transition
12:55-1:45	Shared Reading
1:45-1:54	Brain Break
1:55-2:55	Electives (Spanish, Art, Physical Education)
2:55-2:59	Transition
3:00-3:50	Writing

3:50-4:00	Dismissal
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Figure 1.8(d)- Sample Third Grade Monday, Tuesday, Thursday, Friday Schedule

Time	Third Grade
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation
7:55-7:59	Transition
8:00-9:00	Electives (Spanish, Art, Physical Education)
9:00-9:04	Transition
9:05-10:35	Math
10:35-10:39	Transition
10:40-11:10	Foundational Skills
11:10-11:14	Transition
11:15-11:35	Lunch
11:35-11:55	Recess
11:55-11:59	Transition
12:00-12:45	RTI
12:45-12:49	Transition
12:50-2:20	ELA
2:20-2:24	Transition
2:25-2:55	Science
2:55-2:59	Transition
3:00-3:30	Social Studies
3:30-3:50	Choice Play
3:55-4:00	Dismissal

Figure 1.8(e)- Sample Fourth Grade Monday, Tuesday, Thursday, Friday Schedule

Time	Fourth Grade
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation
7:55-7:59	Transition
8:00-9:30	ELA
9:30-9:34	Transition
9:35-10:35	Electives (Spanish, Art, Physical Education)
10:35-10:39	Transition
10:40-11:25	RTI
11:25-11:29	Transition
11:30-11:50	Lunch
11:50-12:10	Recess
12:10-12:14	Transition
12:15-1:45	Math
1:45-1:49	Transition
1:50-2:20	Foundational Skills
2:20-2:24	Transition
2:25-2:55	Social Studies
2:55-2:59	Transition
3:00-3:30	Science
3:30-3:50	Choice Play/SEL
3:55-4:00	Dismissal

Figure 1.8(f)- Sample Fifth Grade Monday, Tuesday, Thursday, Friday Schedule

Time	Fifth Grade
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation
7:55-7:59	Transition
8:00-8:45	RTI
8:45-8:49	Transition
8:50-9:15	Foundational Skills
9:15-9:19	Transition
9:20-9:50	Science
9:50-9:54	Transition
9:55-10:25	Social Studies
10:25-10:40	Brain Break/Transition
10:45-11:30	Electives (Spanish, Art, Physical Education)
11:30-11:34	Transition
11:35-11:55	Lunch
11:55-12:15	Recess
12:15-12:19	Transition
12:20-1:50	ELA
1:50-1:54	Transition
1:55-3:25	Math
3:25-3:29	Transition
3:30-3:50	Choice Play/SEL
3:55-4:00	Dismissal

Figure 1.4(g)- Sample K-5 Abbreviated Wednesday Schedule

Time	K-5
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation
7:55-7:59	Transition
8:00-8:45	RTI
8:45-8:49	Transition
8:50-10:20	ELA K-5 will abide by their required minutes and will supplement extra time with Choice Play, Social Studies, or Blended Learning
10:20-10:24	Transition
10:25-10:55	Science
10:55-10:59	Transition
11:00-11:45	Lunch/Recess Lunch and Recess times are staggered for each grade level
11:45-11:49	Transition
11:50-1:20	Math K-5 will abide by their required minutes and will supplement extra time with Choice Play, Social Studies, or Blended Learning
1:20-1:24	Transition
1:25-1:55	Electives (Spanish, Art, Physical Education)
1:55-1:59	Transition
2:00-2:10	Dismissal
2:15-4:15	Whole School PD/Grade Level Meetings

Figure 1.8(h)- Sample Teacher Schedule

Time	Sample Teacher Schedule	What is occurring
7:30-7:55	Arrival, Breakfast, Check-ins, Morning Motivation	Teacher is greeting students, getting a temperature check on each student, taking attendance, and guiding students through a 5 minute mindfulness/motivation segment
7:55-7:59	Transition	Teacher is giving instructions and setting the stage for the next segment. Oftentimes is playing music for students to signal the transition.
8:00-8:10	Calendar Talk	Teacher is talking to students about the weather, the date, and important events that are happening in their lives and in the world.
8:10-9:10	Math	Teacher teaches a core lesson.
9:10-9:55	RTI	Teacher pulls a math or ELA small group of students to a kidney table based on diagnostic data and benchmarks and sets up the remainder students on blended learning programs. Teacher simultaneously monitors the rest of the class.
9:55-9:59	Transition	Teacher is giving instructions and setting the stage for the next segment. Oftentimes is playing music for students to signal the transition.
10:00-10:50	Foundational Skills	Teacher teaches a core lesson.
10:50-10:54	Transition	Teacher gets students ready to transition them to lunch.
10:55-11:15	Lunch	After Teacher drops off students, they take their <b>personal lunch</b> and return to take students to recess. BCS Leadership monitors lunch.
11:15-11:35	Recess	Teacher returns from lunch and takes students to recess.
11:35-11:39	Transition	Teacher lines students up and transitions them back to class.
11:40-12:10	Science	Teacher teaches a core lesson.
12:10-12:40	Social Studies	Teacher teaches a core lesson.
12:40-12:44	Transition	Teacher transitions students to their elective class.
12:45-1:45	Electives (Spanish, Art, Physical Education)	<b>Collaborative Planning:</b> Teacher works on planning for upcoming lessons with their respective grade level team. Teachers also will have an O3 once a week during this period.
1:45-1:49	Transition	Teachers pick up students from electives and bring them back to class.
1:50-2:40	Shared Reading	Teacher teaches a core lesson.
2:40-3:30	Writing	Teacher teaches a core lesson.
3:30-3:45	Choice Play	Teacher divides students into groups for choice play. Teacher cleans up, inputs grades, etc.
3:45-4:00	Dismissal	Teachers walk students out for dismissal.

## (c) Academic Calendar and Daily Schedule Rationale

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### Academic Calendar

The BCS Academic Calendar, as seen in **Attachment A**, was intentionally designed to provide teachers with numerous professional development opportunities. At BCS, our students have a 181 instructional school year which is exclusive of the 23 days our staff has for Summer PD and the 4 eight hour schoolwide data days. In addition to this, our staff has 120 minutes dedicated to additional professional development on Wednesdays after school. Our BCS staff and families have the time and space to build community through a variety of events as well. Our academic calendar is broken up into two semesters. Semester 1 begins in August and goes until December. Semester 2 begins in January and ends in May. Within each semester there are two quarters for a total of four quarters throughout the school year that consist of 8-10 weeks each. The following explains the core components of our Academic Calendar.

**BCS Summer PD Training:** At BCS we believe that we offer a rigorous and engaging summer professional development that allow teachers to prepare and be set up for success for the upcoming school year. Our summer PD is a crucial time for our staff to build a positive and healthy staff culture, establish our staff norms, practice classroom management skills, and for teachers to create and internalize their units and lesson plans. Additionally, summer PD provides our teachers who are not certified in IB with in person International Baccalaureate World School workshops to build our staff's knowledge, capacity, and pedagogy- we allot funds for this within our budget on tab 8, line item 121. In this same token, as we set out to provide a global education for our students, all staff will have the opportunity to dive deeper with their content and become experts. Starting in Year 1, our summer PD begins the last week in June until the end of July for a total of 23 days of professional development in order to establish the founding team, deeply rooting ourselves in our mission, vision, school model, academic plan, and our priorities and goals. As we retain staff from after Year 1, we recognize that ending the school year in May, and starting professional development at the end of June will not produce sustainability or retention amongst staff so after Year 1, our professional development schedule will shift to accommodate this. After Year 1, professional development will only take place in July. The table below demonstrates an example of how this will shift after Year 1.

Year	Date	Who
2024	July 10-12 July 15-16 Jul 17- Aug 2	BCS Leadership New Hires All Staff
2025	July 9-11 July 14-15 Jul 16- Aug 1	BCS Leadership New Hires All Staf
2026	July 8-10 July 13-14 Jul 15- Jul 31	BCS Leadership New Hires All Staf
2027	July 7-9 July 12-13 Jul 14- Jul 30	BCS Leadership New Hires All Staf

**Abbreviated Wednesdays:** Our BCS academic calendar and daily schedule reflects abbreviated Wednesdays every week. The rationale behind this is since our regular school day for staff does not end until 4:00 PM Monday, Tuesday, Thursday, and Friday, our teachers need dedicated time to engage in professional development as a whole school, within departments, and grade levels. Asking our staff to engage in a two-hour professional development which would require them to stay until 6:00 PM would not be productive nor healthy for our teachers and staff. BCS is a community school that values families and our staff's personal lives and we want to ensure that they are able to be fully present at home and in school. Thus, with abbreviated Wednesdays, our school day will end at 2:00 PM and our professional development will go from 2:15 PM to 4:15 PM.

**Wellness Wednesdays:** Our mission is to foster a healthy mental and physical lifestyle for our students and this part of our mission transcends to our BCS staff as well. So, one Wednesday a month, except when there is a holiday break, there will be no professional development after school so that our BCS staff can take on things like medical appointments or anything that is needed that they typically wouldn't be able to tend to during the regular work week. We value our teachers and staff and want them to be able to have a healthy work-life balance in order to attract and retain the most talented staff.

**BCS Events:** BCS believes that it is important to cultivate a culture of community with families and staff throughout the year, therefore BCS will host events together with families to continue to build relationships and a positive school culture.

### Daily Schedule

Our BCS daily schedule is designed to meet the needs of all of our scholars and to be able to reach our academic and cultural goals as a school. As seen in **Figures 1.4(a-h)**, it is important that our students stay with the same teacher throughout the day in order to truly implement the IB PYP program. With an emphasis on transdisciplinarity as detailed in **Section 1.3**, our students will be able to understand how all subjects can be interrelated through cross-curricular study. In addition to this, every child at BCS will receive 45 minutes of RTI time in class whether they are needing intervention to work on skill deficits because they are behind grade level or they are on or above grade level and are working on strengthening skills. Below are the core components of our daily schedule.

**Arrival/Breakfast/Morning Motivation:** Every day our students will arrive at 7:30 am and will receive a warm greeting from the Head of School, choose their breakfast, and head to homeroom. While in the homeroom, a student's homeroom teacher is greeting them by name as they enter and get settled. The teacher will quickly go over the student's schedule as a reminder and lead them in a quick motivational word or they can choose to lead students in a 5-minute mindfulness meditation. A study that was done at Center for Education Research at Harvard University and Transforming Education stated that over an eight-week period, students who engaged in mindfulness four days a week were less prone to get stressed and lose focus, and had a better capacity for regulating their emotions.<sup>173</sup> In accordance with our mission, developing a healthy mental lifestyle is part of our school's focus and it is our hope that mindfulness and meditation become a regular part of our students' daily habits.

**Electives:** Every student at BCS, starting in kindergarten will be able to take elective classes. BCS will offer Physical Education, Spanish, and Art. It is part of our mission that we foster a healthy physical lifestyle and part of that means allowing our students to be active during the day. Besides daily recess, students are able to learn and develop athletic skills and improve things like hand-eye-foot-coordination, agility, and learn the foundational skills of a variety of sports. The reason we are providing a global education is because we believe that we must prepare our students for the competitiveness of the 21st century. Part of which means learning a language other than their native language. All students K-5 will take Spanish during their time at BCS. Lastly, Art is the last elective that students will be exposed to. We believe in allowing students to explore their creativity and art is one of the ways that we will provide this.

**Intervention/Enrichment (RTI):** Every student in grades K-5 will participate in a 45-minute Intervention/Enrichment period every day. During this time our Response to Intervention will happen and all students will be able to get the support that they need based on the universal screeners and progress monitoring that we use throughout the year and other nationally normed assessments that have determined what specific supports are needed. Teachers will be able to remediate and provide support needed and students who are performing on or above grade level will be able to further their growth through blended online programs, Zearn and Lexia, and through teacher support.

**Math:** In grades K-5, students will engage in the core math instruction with the use of the state standard aligned Eureka<sup>2</sup> curriculum. *Eureka Math* includes both print and digital materials as well as math manipulatives to provide students with kinesthetic learning opportunities. A Eureka lesson consists of four components. The **Fluency** section opens each lesson and provides distributed practice with previously learned material. This prepares students for new learning by activating prior

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<sup>173</sup> <https://www.gse.harvard.edu/news/uk/19/01/making-time-mindfulness>

knowledge and bridging small learning gaps. The **Launch** section creates an accessible entry point to the day’s learning with activities that build context and create productive struggle, which helps students build new knowledge. The **Learn** presents new math concepts related to the lesson objective, usually through a series of instructional segments. Finally, the **Land** provides time for teachers to facilitate a brief closing discussion and for students to complete the Exit Ticket.<sup>174</sup>

**ELA:** In grades K-2, all students have 150 minutes ELA and in grades 3-5 students have 120 minute of ELA which is broken down into 30 minutes of Foundational Skills and 90 minute if ELA instruction. During this class, students are getting explicit phonological awareness, phonics, word recognition, decoding, and practice with fluency. The goal of the foundational reading skills class is to develop fluent readers who can comprehend texts across a wide range of texts.<sup>175</sup> In grades 3-5 the teacher is incorporating and tying in their foundational literacy skills instruction to then work with rigorous texts to develop meaning based competencies.<sup>176</sup> Our students in grades K-5 will be working with the district approved Wit & Wisdom curriculum. The curriculum’s four Craft Stages—**Examine, Experiment, Execute, and Excel**—help frame speaking and listening instruction and practice.<sup>177</sup>

**Social Studies/Science:** All students in grades K-5 will take social studies and science classes for 30 minutes Monday, Tuesday, Thursday, and Friday. The Head of School will ensure the curriculum that is used or created is in direct alignment with the Tennessee Academic Standards for Social Studies and Science.

**Bing Fest/Community Meeting:** Every Friday, students and staff will get the chance to interact and continue building relationships with each other at Bing Fest for 30 minutes right before dismissal. Bing Fest is a weekly Friday celebration where teachers and students can shout each other out for being role model students and embodying our BCS values as well as get the chance to engage in fun activities- please see **Section 1.10** for further detail. Bing Fest will happen in grade levels and teachers will be in charge of planning the activities and awards that are given out. BCS will also invite our students' parents to our weekly Bing Fests so they can join in on the fun as well. Bing Fest will occur every Friday at the end of the day, three weeks out of the month. The other week will be dedicated to a whole school community meeting. During this time, our Head of School, and other designated staff, will take turns leading students in a lesson about our IB learner profile attributes by connecting it to a real-life scenario, shouting children out who have modeled this value, and instructing students who we are as a school will embody this core value while at school. In addition to this, the Head of School along with the BCS Leadership team will work to create a special schedule for Fridays that accommodates for the required learning minutes for core disciplines and RTI to ensure no instructional time is lost.

**Choice Play:** Choice Play is a 15-20 minute period throughout the daily schedule where students can “pick their own adventure” and go to a center to engage in a fun academic activity whether that be on our blended learning programs, usings manipulatives that reinforce key concepts and skills, or reading.

#### **(d) Electives**

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At BCS we believe that students should be provided with a well-rounded education that offers a rigorous academic program and that exposes students to a variety of co-curricular activities so that they can begin to explore what interests them. The IB PYP program supports this which is why all students rotate through elective courses five days a week starting in Kindergarten all the way through fifth grade. As a part of providing a global education as stated in our mission, all students will begin the journey of becoming bilingual by taking a basic course in Spanish during their elective block for 60 minutes 1-2 times a week as seen in our daily schedule. In order to ensure we are abiding

<sup>174</sup>

[https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021\\_EM2-Curriculum%20Overview.pdf](https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021_EM2-Curriculum%20Overview.pdf)

<sup>175</sup>

[http://www.scsk12.org/ci/uploads/english/Gr%20K%20Semester%201%20Foundational%20Skills%202019-20%20\(1\).pdf](http://www.scsk12.org/ci/uploads/english/Gr%20K%20Semester%201%20Foundational%20Skills%202019-20%20(1).pdf)

<sup>176</sup> Ibid

<sup>177</sup>

[https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021\\_WW-At%20A%20Glance.pdf](https://f.hubspotusercontent10.net/hubfs/3454910/Great%20Minds%20Marketing%20Collateral%20Catalog/2021_WW-At%20A%20Glance.pdf)

by the TDOE law that all students must take a minimum of two physical education courses per week totaling 60 minutes, during the elective block, all students in each grade level are broken into larger groups to abide by this. Per TN statute 0520-01-03-.03<sup>178</sup>, “The average class size and the maximum class size shall be based on regular classroom teaching positions, exclusive of principal, assistant principal, counselor, elementary art, elementary music, elementary physical education, librarian, special education, or other specialized positions.” Our mission also speaks to the importance of fostering a healthy mental and physical lifestyle thus every student will also be taking Physical Education during their elective block for 60 minutes. During their physical education block students will be introduced to a variety of sports and ways to start building agility, hand-eye-foot coordination, flexibility, and more. Lastly students will be able to explore their creativity by taking Art as a part of their elective rotation. Our funds for elective teachers are reflected in the budget on tab 8, line item 68.

**Figure 1.8(d)- Sample Elective Rotations**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Group 1 (30 students)</b>	Physical Education	Spanish	Art	Physical Education	Spanish
<b>Group 2 (30 students)</b>	Spanish	Physical Education	Spanish	Art	Physical Education

**(e) Saturday School and Summer School**

In **Section 1.1** we mentioned the unfortunate consequences of the onset of COVID in 2020 and how it has caused devastating effects across the nation, districts, schools, communities, families, and students from economic loss and hardships, death, and in many cases, a huge learning loss amongst students. It is for this reason that BCS set out to be an innovative school to support both students and families while simultaneously providing a high-quality education.

The Tennessee Learning Loss Remediation and Student Acceleration Act enacted by Governor Bill Lee and the Tennessee General Assembly worked to combat the learning loss from COVID by providing funding to districts to provide summer learning opportunities for rising 1st-8th grade students for the summers of 2021 and 2022. Should we have the space and personnel, BCS will be more than willing to offer summer school as needed based on the data from the district and policies set forth by the State. BCS intends to extend its full support to Memphis Shelby County Schools and partner with MSCS schools and other charters to ensure our BCS students have the opportunity to attend summer school if needed.

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[https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/meeting\\_oct\\_20\\_17/10-20-17\\_III\\_M\\_Minimum\\_Requirements\\_for\\_the\\_Approval\\_of\\_Public\\_Schools\\_Rule\\_0520-01-03\\_Attachment\\_Clean\\_Copy.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/meeting_oct_20_17/10-20-17_III_M_Minimum_Requirements_for_the_Approval_of_Public_Schools_Rule_0520-01-03_Attachment_Clean_Copy.pdf)



## 1.9 Special Populations

### (a) BCS Leadership Team Experience with Special Education

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**Nikita House, Lead Founder and proposed Head of School**, has worked with ELLs, students with disabilities, intellectually gifted students, students with Section 504 plans, and at-risk students in her time as an educator and as leader. Ms. House worked with these students during her time Shelby County Schools as a high school foreign language teacher from 2012 to 2014 then again with KIPP Memphis Schools, where she worked a fifth through eighth grade Spanish teacher and served various roles in leadership including a Grade Level Chair, Instructional Coach, and Dean of Instruction and Culture. As a teacher, Ms. House worked alongside special education teachers to ensure all accommodations and modifications were being met for her students. In addition to this, she constantly analyzed student data, created plans, and communicated with families about academic performance and IEP goals. During her time as a middle school teacher with KIPP, Ms. House was trained on how to deliver guided reading instruction during RTI and how to assess reading levels and comprehension with Fountas and Pinnell.

#### **Director of Special Populations:** (One position be hired in Year 1)

The Director of Special Populations (DOSP) will report directly to the Head of School. The DOSP is a critical position within BCS that ensures all learners can achieve, thrive, and be supported while attending BCS. The DOSP will work alongside the BCS Leadership Team, instructional staff, and families to ensure the mission and vision of BCS comes to fruition. This person must have some higher learning degree specializing in Special Education as well as be certified in Special Education, EL endorsement favored in addition to this as well. The responsibilities and duties of the DOSP are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Assure compliance with all federal and state laws requiring the education of special population students as well as local, state and federal guidelines.
- Maintains a high level of knowledge regarding developing special education issues, changes in the laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an excellent special education program. Incorporates policies and procedures in accordance with laws and regulations. Ensures that all practices are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level
- Monitor the overall success of the special population students based on identified student outcomes and programming expectations. In collaboration with BCS staff, lead and develop strategic planning aligned to student outcomes. Continuously use and triangulate data to make programming decisions.
- Coordinate the evaluation, diagnosis and placement of all children referred to special populations and identify the most appropriate educational services.
- Collaborate and coordinate with the instructional staff to assure the delivery of appropriate services to special population students
- Provide ongoing professional development to all BCS staff regarding the Individuals with Disabilities Education Act (IDEA) and Tennessee compliance with IDEA, and ensuring all staff are able to deliver services to students based on their IEP/504's
- Coach and manage all special education teachers
- Oversee and ensure the successful implementation of the RTI<sup>2</sup> programming

#### **Special Education and ELL Teachers** (To be hired in Year 2)

The Special Education Teachers will report directly to the Director of Special Populations. SPED teachers are critical positions within BCS that ensures all learners can achieve, thrive, and be supported while attending BCS. This position must have some higher learning degree specializing in Special Education as well as be certified in Special Education, EL endorsement favored in addition to this as well. The responsibilities and duties of the DOSP are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Assure compliance with all federal and state laws requiring the education of special population students as well as local, state and federal guidelines.
- Maintains a high level of knowledge regarding developing special education issues, changes in the laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an

excellent special education program. Incorporates policies and procedures in accordance with laws and regulations. Ensures that all practices are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level

- Monitor the overall success of the special population students based on identified student outcomes and programming expectations. In collaboration with BCS staff, lead and develop strategic planning aligned to student outcomes. Continuously use and triangulate data to make programming decisions.
- Coordinate the evaluation, diagnosis and placement of all children referred to special populations and identify the most appropriate educational services.
- Collaborate and coordinate with the instructional staff to assure the delivery of appropriate services to special population students
- Provide ongoing professional development to all BCS staff regarding the Individuals with Disabilities Education Act (IDEA) and Tennessee compliance with IDEA, and ensuring all staff are able to deliver services to students based on their IEP/504's
- Coach and manage all special education teachers
- Oversee and ensure the successful implementation of the RTI<sup>2</sup> programming

### Core Content Teachers

At BCS when recruitment season starts for all staff, preference will be given to candidates who possess an endorsement in special education or ESL in order to be able to cover more personnel that are able to cater to the needs of our diverse and special populations student body.

**Figure 1.9(a)- BCS Staffing for Special Education Personnel**

Year	Anticipated SPED Population	Staffing
Year 1- 2023-2024	9	1 DOSP
Year 2- 2024-2025	18	1 DOSP, .5 SPED teacher
Year 3- 2025-2026	27	1 DOSP, .1 SPED teacher
Year 4- 2026-2027	36	1 DOSP, .2 SPED teacher
Year 5- 2027-2028	45	1 DOSP, 3 SPED teacher
Year 6- 2028-2029	54	1 DOSP, 3 SPED teacher

### (b) Plan for Special Populations

BCS will serve all students no matter race, gender, socioeconomic status, home language, special needs, or learning disabilities. Additionally, BCS will always meet the needs of all students, federally recognized disabilities, students with Section 504 Plans, English Language Learners, and students identified as gifted. BCS assures that it will provide a free appropriate public education (FAPE) to all eligible children with disabilities within the grade levels it serves, under its jurisdiction. BCS shall comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the related federal and state regulations.

As we prepare for Year 1 of opening, our daily schedule, reflected in [section 1.8](#), staffing structure, and mindsets we have about children, will allow us to properly prepare for our special education population.

**Schedule:** There are 181 days in the BCS annual calendar and we will go from 7:30 AM to 4:00 PM with abbreviated Wednesdays ending at 2:00 PM. All students in grades K-5 will receive 45 minutes of daily intervention.

**Leadership:** BCS will hire a Director Special Populations whose purpose is to manage and support RTI and Special Populations teachers within BCS, ensuring we are always in compliance with all state, federal, and local guidelines. The skill sets for this position and responsibilities are listed above for reference

**Staff:** All staff will follow a student's IEP and/or 504 plan and implement it with fidelity. All staff will communicate with parents about the progress of their child periodically. We will hire an ELL teacher based on anticipated needs before the school year begins. As a staff and leadership team we will aggressively monitor the RTI plan that we

adopted from the state of Tennessee and will respond quickly to the needs of students every time we receive new information and data, ensure

**Mindsets:** Lastly, all staff at BES, including our Board of Directors will possess the following beliefs about all children. It is through our beliefs that will drive our decisions to always do what is best for our children and to keep our students at the center of everything we do. The following will be the BCS mindsets about our students: (1) All children can learn. (2) Every child deserves to be held to high academic standards and expectations. (3) No one student learns the same way. It is up to us to figure out what is the support that a student needs to meet their full potential.

### **(c) Students with Disabilities**

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It is important to note that the BCS staff will always adhere to and abide by all local, state, and federal regulations for a special population of students. We are deeply committed to ensuring that our school is a Free and Appropriate Public Education (FAPE) for all students within the Least Restrictive Environment (LRE) possible. We will abide by all 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.

In order to properly identify our students with disabilities and to prevent misidentification, we will follow our screening process with fidelity which includes:

(1) **Avoiding Misidentification/Overidentification:** It's imperative that BCS staff take careful measures from the time of registration and enrollment to identify our special populations carefully. This begins with connecting with parents during enrollment periods and periodically throughout the year to discuss student progress, academic concerns, and IEP plans. This also involves requesting all IEPs and student records from previous schools attended so that there is background information on a student who was previously identified as a student with a disability. Our next step involves using a diagnostic entire general education student body, using our selected universal screener-Fastbridge. At the beginning of each school year, teachers will review, analyze, and discuss student performance. This data and discussion will inform which students are recommended to receive Tier 1, 2, or 3 interventions. BCS will monitor progress in both ELA and math to assess the growth and pivot as needed to support all students.

(2) **Instructional Programs/Practices:** From the universal screeners and progress monitoring that follows, students are placed into tiers into our RTI2 program in order to provide access to rigorous, grade level content to all students. Students who continually have difficulty accessing the general curriculum through Tier 1 support will be given more intensive support through Tier 2 and Tier 3 services. While these supports will primarily be happening in the general education environment, they will be receiving individualized support from a support teacher to increase access. This individualized support could also take the form of small group instruction in the classroom as well during RTI, a pullout where a teacher pulls a student out of the class to work on specific targeted skills, or in small groups within class. These students might also be placed in specific groups in our RTI2 time based on their specific learning and support needs. These groups will be responsive to the progress monitoring occurring on a weekly basis. Parents of students who are receiving these services will receive a Notice of Support to begin a conversation with school counselors, administrators, teachers, and other service providers to discuss potential solutions and further support that may be needed. Throughout the year, this same diagnostic will be given three times a year and students will be grouped based on the data that is analyzed by the staff.

When a student has been identified to have an IEP, their IEP will be implemented with fidelity by all general education teachers and our special education staff will ensure that the execution of the IEP happens immediately so that students can begin receiving services. Bi-weekly meetings for all students will occur with the Director of Exceptional Learners and special education teachers to review, monitor, and analyze data as well as record and

update parents accordingly. This same team will prepare monthly reports on students' progress towards their IEP goals in order to closely monitor their growth to ensure all learners are successful.

#### **(d) English Learners (EL)**

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If a student will receive ESL services, BCS will follow the TN State Board of Education Rule 0520-01-19. As previously mentioned, we will work to see staff who have ESL endorsements in order to cater to our ELL community. As we enroll students in the Spring of 2023 we will monitor and assess what staffing structure should look like in order to ensure the EL population can be properly serviced by a licensed, trained staff and so that BCS can continually provide professional development to our staff.

Although BCS does not anticipate a high EL population, we will still ensure that we are properly staffed based on the screenings and identification process that we will implement. BCS will take the following steps according to the Tennessee Department of Education to identify ELs:

#### **Screening and Identifying ELs:**

1. BCS will administer a home language survey to all students one time upon their initial enrollment. There is a state-mandated HLS in the TN State Board of Education Rule 0520-01-19. This is done at enrollment and once in the ELs career. If the parent does not speak English, BCS will have the documents translated for them. At BCS, all documents for parents will be translated in English and Spanish. The following home language questions are: What is the first language this child learned to speak? What language does this child speak most often outside of school? What language do people usually speak in this child's home?
2. After a student has been identified as having a non-English language background (NELB), the student's cumulative folder should be reviewed for any documentation on proficiency or previous ESL services received. If such documentation is not available, the W-APT should be administered by a trained ESL teacher.<sup>179</sup> Should the student qualify for ESL services, he/she will be coded as "L" in EIS for English language background. If the student does not qualify, based on W-APT results, he/she will be coded as "N" in EIS for English language background.<sup>180</sup>
3. Once a student has been identified as NELB by the HLS, they are considered a potential EL. These students should be screened with the W-APT to determine if the student is an EL and corresponding ESL services identified.<sup>181</sup> Within 30 days a student needs to be screened if they arrive at the beginning of the year and if they arrive mid-year then they need to be screened within 14 days.
  - NELB Students who are screened in their first (1st) semester of Kindergarten shall be screened with the WIDA Screener for Kindergarten (WSK). NELB students screened in their first (1st) semester of Kindergarten shall only be assessed using the speaking and listening domains. If a student receives an oral composite score below 4.5 or a score below 4 in either domain, the student shall be identified as an EL student and receive Direct ESL unless a parent and/or guardian chooses to waive Direct ESL Services
  - NELB Students who are screened in their second (2nd) semester of Kindergarten shall be screened with the WIDA Screener for Kindergarten (WSK). NELB students screened in their second (2nd) semester of kindergarten shall be screened using the speaking, listening, reading, and writing domains. If a student receives an oral composite score below 5 or a score below 4 in any domain, the student shall be identified as an EL student and receive Direct ESL Services

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<sup>179</sup>

[https://www.tn.gov/content/dam/tn/education/special-education/eligibility/esl\\_english\\_as\\_a\\_second\\_language\\_program\\_guide.pdf](https://www.tn.gov/content/dam/tn/education/special-education/eligibility/esl_english_as_a_second_language_program_guide.pdf)

<sup>180</sup> Ibid

<sup>181</sup>

[https://www.tn.gov/content/dam/tn/education/special-education/eligibility/esl\\_english\\_as\\_a\\_second\\_language\\_program\\_guide.pdf](https://www.tn.gov/content/dam/tn/education/special-education/eligibility/esl_english_as_a_second_language_program_guide.pdf)

4. <sup>182</sup>Exit Criteria: Students who score an overall composite proficiency level of 4.4 or higher and a literacy composite proficiency level of 4.2 or higher on ACCESS for ELLs shall be exited for ESL direct services. For ELs who are taking Alternate ACCESS for ELLs, students who score an overall composite PL of P1 or higher and a literacy composite of P1 or higher on Alternate ACCESS for ELLs shall be exited for ESL direct services.<sup>183</sup>

### Individual Learning Plans:

At the beginning of each school year, or when a new EL arrives, the ESL teacher will create an ILP in conjunction with the student's classroom teacher(s). Teachers and other staff members who work with the EL student will be given a copy of the ILP and will implement the ILP within their classroom on a daily basis.<sup>184</sup> A ILP shall contain at minimum the following:<sup>185</sup>

1. Assessment data from the English language proficiency assessment, achievement assessments, and any relevant benchmark data;
2. Short-term goals that help the student proceed to the next proficiency level in the four (4) domains of language: reading, writing, speaking, and listening;
3. Growth trajectories for English language proficiency based on individual student data; and
4. Strategies, accommodations, and scaffolding used in the delivery of Indirect ESL Services.

### Monitoring and Evaluating:

Our EL students at BCS will receive the proper programming based on their W-APT scores and we will ensure that a certified ESL teacher is in place should we need one to service our EL population. EL students shall be assessed annually using either the WIDA ACCESS for ELLs or Kindergarten ACCESS for ELLs to determine if the Direct or Indirect ESL Services provided may be modified by the ILP Team.<sup>186</sup> Under ESSA, all EL students are expected to meet the same academic standards as their non-EL peers.

1. EL students in Kindergarten will be assessed using the Kindergarten ACCESS for ELLs. For students who score a 3.5 or higher on any domain, BCS will tailor the service provided to those students, including providing less than one (1) hour of Direct ESL Service per day based on their ILP.
2. EL students in grades one (1) through twelve (12) will be assessed using WIDA ACCESS for ELLs. BCS will tailor the services provided to those students, including providing less than one (1) hour of Direct ESL Service per day based on their ILP for students who score: 1. 3.5 or higher on reading; and 2. 3.5 or higher on writing; and 3. 3.5 or higher on either the speaking or listening domains.

### (e) At-Risk Students

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BCS always wants to ensure that our students are successful throughout their time. Our constant analysis of data which includes academic, behavioral, and any identified learning disability, as well ongoing conversations with

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<sup>182</sup>

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2021-sbe-meetings/july-23%2c-2021-sbe-meeting/7-23-21%2011%201%20ESL%20Rule%200520-01-19%20Clean.pdf>

<sup>183</sup> <https://wida.wisc.edu/sites/default/files/id-placement/TN-ID-Placement-Guidance.pdf>

<sup>184</sup>

[https://www.tn.gov/content/dam/tn/education/special-education/eligibility/esl\\_english\\_as\\_a\\_second\\_language\\_program\\_guide.pdf](https://www.tn.gov/content/dam/tn/education/special-education/eligibility/esl_english_as_a_second_language_program_guide.pdf)

<sup>185</sup>

<https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2021-sbe-meetings/july-23%2c-2021-sbe-meeting/7-23-21%2011%201%20ESL%20Rule%200520-01-19%20Clean.pdf>

<sup>186</sup> Ibid

parents and teachers will allow us to identify any student who is at-risk for academic failure. BCS will ensure that the proper plans are placed to support at-risk students alongside teachers and parents.

### **Identifying At-Risk Students:**

In order to identify at-risk students, we believe that it is a collaborative effort between families, teachers, and our special education staff. Just as we use the RTI2 for evaluative purposes for identifying academic interventions needed, BCS will use the MTSS framework which entails RTI<sup>2</sup> in addition to Response to Instruction and Intervention for Behavior (RTI2-B) and other models of support.

### **Monitoring and Evaluating:**

Every two weeks, during grade level meetings, each grade level will get the chance to bring students who they feel need to be on everyone's radar for being at-risk. We have selected a universal screener, FastBridge, that will be able to assess students' academics and interventions that may be needed, and in addition to this, we will use Kickboard (™) as a way to monitor behaviors that go against our school norms. After reviewing sufficient data, our special education team will meet to discuss the student and decide if a plan needs to be set in place to which a meeting will be held with parents to discuss our observations from a school perspective, elicit feedback from the family, and together, come up with a plan to that the student will be successful. Students who have been identified as at risk will receive appropriate interventions in their identified area(s) of deficit.

### **(f) Gifted Students**

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At BCS we believe that every student has the potential to excel at the highest of levels in school when provided with the right support. At BCS we have clearly outlined the academic goals set forth in [section 1.4](#) and the assessments that we will use to progress monitor and assess students against those goals in [section 1.7](#). According to the TN Department of Education and district, intellectually gifted means a child whose intellectual abilities and potential for achievement are so outstanding that the child's educational performance is adversely affected. Adverse effect means the general curriculum alone is inadequate to appropriately meet the student's educational needs.<sup>187</sup>

#### **Identification:**

When we identify students who are exceeding our nationally normed assessments, in combination with other data from parents and teachers, we want to continue to challenge and push them to higher levels. The students who fall under this category are those that Memphis Shelby County Schools deem are "gifted". The following criteria is evaluated when a student has been identified:

1. Educational performance
2. Creativity/characteristics of intellectual giftedness, and;
3. Cognition/intelligence;

#### **Monitoring and Evaluating:**

To this, in order to continue to push all students with the support they need and into deep continued learning, students will have the opportunity during our scheduled RTI time to excel in their learning. Students have a full 45 minutes every day for RTI. In addition to this, we believe that by becoming an IB school, all students are participating in a rigorous education program that is not typical in the Binghampton area nor in the broader district. All students will have the opportunity to learn Spanish and work towards becoming bilingual at a young age. The Many components of the IB program explained in [Section 1.3](#) make our school a place where all learners can thrive.

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<sup>187</sup> [http://www.scsk12.org/exceptional/files/2017/Manual-Implementation/spec\\_ed\\_manual\\_final\\_draft.pdf](http://www.scsk12.org/exceptional/files/2017/Manual-Implementation/spec_ed_manual_final_draft.pdf)

## 1.10 School Culture and Discipline

### (a) Student and Family Handbook

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Please see **Attachment B** for the Student and Family Handbook.

### (b) The culture of BCS

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BCS strives to ensure all members of our community can show up as their authentic and best selves daily. BCS commits to creating an environment where every student and staff member feels accepted, loved, celebrated, and physically and psychologically safe. We also commit to creating an environment that is antiracist and equitable in our policies, practices, and instruction in order to ensure we are breaking down systems of oppression and not contributing to them. We will achieve this by;

- living our culture mantra, **“I am my brother’s keeper”**, meaning we all accept the responsibility to care for one another and hold each other accountable to being one’s best self.
- embodying in our actions and words, these attributes will be enforced daily: empathy, kindness, respect, excellence.
- creating positive macrostructures to celebrative and recognize students who model our school values, demonstrate academic mastery and growth, and to build positive relationships.
- implementing restorative justice practices that aim at getting to the root cause of behavior issues and restoring any harm done to the community.
- using our racial equity lens to ensure we are examining our staff’s biases, instructional practices, and school policies to ensure we are not harming our students.

By cultivating the above culture at BCS, we are creating a space for students to excel academically, build strong relationships with peers and staff, and feel accepted, loved, celebrated, and physically and psychologically safe within our school community. This will inevitably allow us to live out of the mission of creating a life of opportunity, choice, and joy for students because we have created a positive and safe culture that will allow us to instill academic excellence, foster a healthy lifestyle, and build character.

### (c) Creating, Implementing, and Maintaining BCS culture

BCS believes that when we commit to creating a school culture where our community can show up as their authentic and best selves daily, and where everyone feels accepted, loved, celebrated, and physically and psychologically safe, we are able to fulfill all aspects of our mission. BCS will cultivate and maintain our desired school culture through the following five elements:

- **Our school culture mantra is, “I am my brother’s keeper”.**

Before we begin to implement and maintain our BCS mantra, we must first create and define what this means. When a BCS student, family member, or staff says, “I am my brother’s keeper”, this is what this is defined as:

1. Someone who is my brother’s keeper is caring. They go out of their way to ensure the people around them are taken care of and offer help when needed.
2. Someone who is my brother’s keeper is accountable. They follow the things that they say they are going to do and they encourage others to do the same.
3. Someone who is my brother’s keeper is an upstander. They are a person who advocates or acts in support of an individual or cause. They intervene on behalf of a person being attacked or bullied.
4. Someone who is my brother’s keeper always seeks reconciliation. They are a person who understands that sometimes people make mistakes and reconciliation is needed for growth, reflection, and healing.

In order for all BCS school community members to learn the above meaning of “I am my brother’s keeper”, it will be something that is taught, reinforced, and rewarded in order to maintain this culture before the launch of the school and throughout the school year. During the recruitment season at BCS as noted in **Sections 1.11-1.12** and into the summer before the launch of the school year, this mantra will be a talking point about the culture and ethos of the

school. During recruitment events, information sessions, marketing materials, BCS Summer PD, BCS Orientation, BCS Back to School Bar-beque, and other community engagement events, this will be a talking point about the school. During summer PD for staff, BCS will develop a common language to use in order to engrain this mantra amongst us as staff. During the first week of school for students, all teachers will educate students on what this means and what we as a school community are committing too.

At BCS we understand that for one to feel accepted, loved, and feel safe enough to show up as your authentic self, you must first build community and relationships with one another. The mantra, “I am my brother’s keeper”, is intended to embody our philosophy of discipline and positive culture we wish to uphold and maintain. We believe we are a village and a village looks after one another. By embracing and living out this mantra, we are committing to accepting responsibility to care for one another and hold each other accountable for being our best selves. When lived out, each member of our community- families, students, and staff will be paired with someone who will be their “brother/sister” for the remainder of the year.

For each member of our community, this is what it will look like to implement the mantra, “I am my brother’s keeper”.

Examples of “I am my brother’s keeper” in action		
Families	Students	Staff
<ul style="list-style-type: none"> <li>At the beginning of the year, each family will be paired with another family for the remainder of the year.</li> <li>Family brother/sister will be responsible for checking in with one another weekly via phone call, text, email, or at school events.</li> <li>Family keeper’s will be used to hold each accountable to ensuring their children are attending school daily, ensuring family is aware and participating in events at school, and will be each other’s advocate when there is an identified need.</li> </ul>	<ul style="list-style-type: none"> <li>At the beginning of the year, each student is paired up with another student in the same homeroom. Those two students become each other’s “keeper” for the remainder of the school year.</li> <li>Keepers will check in with one another in the homeroom daily during the morning meeting segment, hold each other accountable to school and classroom expectations, completing work, and be each other’s advocate when there is a need (this will look different K through 5).</li> </ul>	<ul style="list-style-type: none"> <li>At the beginning of the year, each staff member is paired up with another staff member including BCS leadership. Those two staff members become each other’s “keeper” for the remainder of the school year.</li> <li>Keepers will check in with one another 1-2x a day while at school via a 1:1, phone call, text, at professional development, or school events on their well-being.</li> <li>Keepers will also ensure they are meeting their responsibilities and help when needed to ensure they can be their best selves professionally</li> </ul>

In order to maintain this culture of “I am my brother's keeper” we will reinforce our mantra through many facets of our school community. Below indicates how this will be maintained.

- Reward System: As referenced in our discipline policy in Attachment C, students will be rewarded with merits for demonstrating the IB learner attributes as well as the “I am my brother’s keeper” characteristics.
- BCS Community Meeting: As reference in Section 1.8, community meetings occur monthly at BCS and is a time to do shout-outs with students, recognize students, and talk to students about a variety of topics. Here in our meeting will recognize students with the “I am my brother’s keeper award”
- Employee of the Month: BCS will have employee of the month awards and part of the ways to earn this award is by demonstrating the characteristics of our mantra.



- BCS Staff Agreements: During summer PD, staff will create norms as to what we want to abide by as a community. One of these agreements will be our mantra in order for our staff culture to embody our school mantra
- It takes a village award: This award will be presented to families at our award ceremonies every quarter who have embodied our mantra
- BCS surveys: Through quarterly surveys as referenced in **section 1.1(a)**, part of the reason behind our surveys is to get a temperature check on our school climate which includes culture. There will be specific questions that target our effectiveness of maintaining this mantra for staff, families, and students.
- **BCS Core Values- Empathy, Kindness, Respect, and Excellence**

At BCS we will reinforce our culture with our core values, empathy, kindness, respect, and excellence. We believe that these four core values are essential to building a positive and safe culture for our community. Every member of our community will embody this in our words and in our actions and will be held accountable to them. BCS will do more than post the values on the wall and speak about them, we will use micro-moments during the day and expose our students and staff to experiences that will enable them to develop these values. The table below demonstrates what this looks like from our community.

<b>Examples of BCS Core Values in action</b>	
<b>Core Value</b>	<b>Looks Like:</b>
<b>Empathy</b>	<ul style="list-style-type: none"> <li>● We care about each other and our school community</li> <li>● We actively listen to one another to seek to understand by asking questions</li> <li>● We constantly reflect and consider the other person’s point of view and perspective</li> <li>● We willingly serve our community</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>● We will offer help to one another when we see a need</li> <li>● We will offer encouragement to one another</li> <li>● We will be inclusive of one another</li> <li>● We will build relationships across lines of differences</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>● We seek to understand others who are different than ourselves</li> <li>● We abide by our school policies, norms, values, and beliefs</li> <li>● We will use appropriate and kind language, tone, and body language with one another</li> <li>● We will own our mistakes, work to resolve them and learn from them</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>● We will not just meet the bare minimum, we will strive for excellence</li> <li>● We will commit to showing up on time and prepared</li> <li>● We take pride in our work and ensure its high-quality</li> <li>● We will push each other to be the best version of ourselves</li> </ul>

- **Macrostructures**

BCS believes that in order to create a school culture where students feel celebrated, accepted, loved, and physically and psychologically safe, we must create macrostructures that recognize our students for their achievements, demonstration of our values, and that creates a positive and joyful environment. We believe that our systems will drive intrinsic motivation to students to excel academically and breed positive relationships with peers and staff. Below shows the macrostructures that we will implement throughout the school year.

Macrostructures at BCS	
	Purpose
<b>Community Meeting</b>	The purpose of community meetings is to come together once a month as a whole school to engage with students and staff to build community, talk about community and world-wide issues, and how we will live out our school values.
<b>House Competition</b>	The purpose of house competitions is for grade levels to come together and compete in a fun activity at the chance to claim a trophy and bragging rights, monthly. House competitions will build camaraderie, teamwork, and healthy sportsmanship. Every homeroom will be considered a house and will come up with a unique name.
<b>Award Ceremony</b>	The purpose of the award ceremonies is to acknowledge and celebrate student academic achievement and growth, students who embody our BCS values, and attendance. Award ceremonies occur at the end of each quarter where our entire staff presents awards to students with families present.
<b>Bing Fest</b>	The purpose of Bing Fest is to celebrate academic achievements, recognize students who model our values, and engage in a variety of activities with students, families, and staff.

- **Restorative Justice Practices**

At BCS we want our students to understand and learn that there are positive and negative consequences to their actions and choices they make. We also want our students to take ownership and responsibility for their actions and choices as well. Because of this belief, at BCS we will implement “Logical Consequences” when students make poor choices. Logical consequences are an alternative method of discipline to punishment. It is geared towards teaching students that they have control over their behavior and guides them to face the results of their behavior.<sup>188</sup> When a logical consequence is given, it is directly related to the desired behavior. The consequences given are offered in choices and are always given calm, clear, and respectfully.

- **Anti-racism and Equity Professional Development**

To ensure that we continually strive at being an anti-racist and equitable school for all members of our community, we will intentionally craft professional development with all staff members to discover and dismantle implicit and explicit biases, host mandatory affinity groups, conduct book studies year-round, and constantly evaluate our priorities, routines, procedures, and policies to ensure we are never perpetuating white supremacy culture, but dismantling it.

#### **(d) School Culture and Special Populations**

As stated in **section 1.10(a)**, Binghampton Community School commits to creating an environment where all members of our community, regardless of race, religion, gender, learning disability, and background can feel safe, loved, celebrated, and respected. It is through our cultural mantra, “I am my brother's keeper”, that we will embrace an ideology where we are to take care of each other and look out for one another. At BCS, we support all students with disabilities, English Language Learners, students at risk for academic failure, or any other subgroup. These students will not be treated differently in our school and will not be excluded from any activity, learning environment, or special programming because they are a part of our community.

Through the implementation of the IB program – students with IEPs will always be learning alongside their peers in our fully inclusive model. For our ELL students, emphasis on international mindedness with the IB program will

<sup>188</sup> L. Fox and S. Langhans. *Logical Consequences*.  
[https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief\\_18.pdf](https://challengingbehavior.cbcs.usf.edu/docs/whatworks/WhatWorksBrief_18.pdf)

place natural celebration on everyone's home cultures and languages daily. IB program principles and practices call for us to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programs.

**(e) Student Discipline Policy**\_\_\_\_\_

Please see **Attachment C** for the Student Discipline Policy.

**(f) BCS Philosophy of Student Discipline**\_\_\_\_\_

Please see **Attachment C** for the BCS Philosophy of Student Discipline within the Discipline Policy.

## 1.11 Recruitment and Enrollment

### (a) Enrollment Policy

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Please see **Attachment D** for the BCS Enrollment Policy.

### (b) Informing Parents and the Community about BCS

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The beginning of Binghampton Community School’s mission states, “Together with families...”. We were intentional with our word choice to express that it is our hope that we partner with families, community leaders, and nonprofits, businesses, and churches to create a K-5 elementary school that is for Binghampton and by Binghampton. We have and will continue to engage with the community in a variety of ways to inform families and the community about Binghampton Community School.

**Online Presence:** In September of 2021, we launched a BCS Instagram: bcs\_memphis, a BCS Facebook page: bcs.memphis, and a website: [www.bcsmemphis.org](http://www.bcsmemphis.org). Through these social media platforms and websites, we were able to begin to spread the word about our proposed school and elicit feedback about our school design. Our website allows visitors to submit feedback and ideas towards our school model and also contains space for visitors to subscribe our newsletters to receive updates on the progress of BCS and its authorization. These will continue to be an ongoing space where students can hold informational sessions about the school model and hear from families about what they would like to see in a school for their children.

**Tabling:** Starting in October of 2021 to December of 2021 we began tabling in the main lobby area of the Benjamin L Hooks library on Poplar Ave which is conveniently located directly across the street from our permanent location at 3100 Walnut Grove. During this time, our Lead Founder, Ms. House, engaged with community members to talk about the initial stages of the school design and get feedback via a Google survey around general topics regarding this school design. Tabling at Binghampton businesses and local non-profits will be a way that we continue to inform the community about BCS and assess the needs of the community in regards to what they want to see in their child’s education.

**Informational Sessions:** Informational Sessions will be a key way where we can target specific populations of people, (i.e. families versus community leaders or Binghampton business owners). February 19, 2022, BCS and Maslow will partner together to hold an informational session at the Neighborhood Christian Center in Binghampton for families. During this time, we held open conversations on three to four topics to elicit feedback from families and listen to their thoughts on how BCS could support the broader Binghampton community. This allows us to constantly assess our school design with that of what the community needs and wants. BCS will hold an informational once a month after authorization to continue this process in order to gain intents to enroll as well as to keep families informed on the launch of the school and to solicit input.

**Empathy Interviews/Focus Groups:** Our sponsor Maslow has engaged with community members over the last several months. Specifically, Maslow has conducted 60–90-minute individual empathy interviews with stakeholders (business owners, residents, community organization leaders) in Binghampton to ask them what they want to see for the school and in their community.

**Canvassing:** The BCS team plans to do multiple canvassing campaigns in the initial stages post-authorization in the surrounding Binghampton community in order to meet residents and community members face-to-face to begin to foster relationships. Ms. House initially did canvassing campaign in the Fall of 2021 in 38112 where she was able to door knock approximately 40 houses, and meet multiple families at Howse Park to introduce herself as Lead Founder, leave a one-pager about the school, and to give a one-minute summary of BCS.

**Direct Mail:** BCS intends to use the Direct Mail feature with the United States Postal Service. Through this feature, we are able to mail marketing materials to specific zip codes, in this case, 38112 and 38111 for a fee. We have allotted this fee within our budget. We plan on using Direct Mail four times a year beginning post authorization. You can see this reflected in our budget on tab 3, line item 149.

**(c) Planning Year Student Recruitment Strategies**

When Binghampton Community School is authorized, Lead Founder Ms. House will begin targeted recruitment efforts in order to meet our enrollment numbers in Year 1 which are 60 Kindergarteners. Although we are recruiting for 60 students, it will be our intent to recruit 70 families in order to have a pool of families to enroll in the unlikely event a family decides not to enroll. For this reason, it will be imperative that BCS fosters relationships with and partners with local daycare providers and Head Starts in the Binghampton area, local summer academic and sports camps, Binghampton Churches, Lester Community Center, frequently shopped businesses and stores by Binghampton residents, and housing and apartment complexes that are in a two-mile vicinity of our proposed location. **Figure 1.11(a)** shows our timeline for student recruitment.

**Figure 1.11(a)- Timeline for Student Recruitment**

<b>Dates</b>	<b>Strategy/Event</b>	<b>Owner</b>	<b>Goal</b>
<b>June 2022-August 2022</b>	Direct Mail Newsletters Social Media Summer Event 1:1 Meetings Focus Groups Informational Sessions Intent to Enroll Forms Tabling Volunteers	Nikita House	Mail one-pagers to 100 residents  Send all subscribers monthly newsletters with BCS updates  Attain 350 Follows/Likes on Facebook(currently at 150), Make 1 meaningful Facebook & Instagram Post a week  Host a Back to School Block Party with a local Binghampton Organization  Meet with 9 local Binghampton leaders/business/non-profit owners  Identify all at home and local daycares, preschools, and Head Starts in Binghampton  Host 1 focus group with Binghampton families at a local Binghampton organization  Host 6 virtual Informational sessions  Collect 20 Intent to Enrolls  Secure 15 volunteers
<b>Sept. 2022-Nov. 2022</b>	Direct Mail Newsletters Social Media Fall Event 1:1 Meetings Focus Groups Informational Sessions Canvassing Intent to Enroll Forms Tabling	Nikita House Volunteers BCS Board Member(s)	Mail marketing materials to 100 residents  Send all subscribers monthly newsletters with BCS updates  Attain 500 Follows/Likes on Facebook, Make 1 meaningful Facebook & Instagram Post a week  Host a Mobile Pantry with Midsouth Food Bank  Meet with 6 local Binghampton leaders/business/non-profit owners  Meet with 4 home and local daycares, preschools, and Head Starts in Binghampton  Host 1 focus group with Binghampton families at a local Binghampton organization

			<p>Host 6 virtual Informational sessions</p> <p>Begin BCS Enrollment Campaign, Canvass 100 residences</p> <p>Collect 45 Intent to Enrolls</p>
<b>Dec. 2022- Feb. 2023</b>	<p>Direct Mail</p> <p>Newsletters</p> <p>Social Media</p> <p>Winter Event</p> <p>1:1 Meetings</p> <p>Focus Groups</p> <p>Informational Sessions</p> <p>Enrollment Applications</p> <p>Family Phone Calls</p>	<p>Nikita House</p> <p>Volunteers</p> <p>BCS Board Member(s)</p>	<p>Mail marketing materials to 100 residents</p> <p>Send all subscribers monthly newsletters with BCS updates</p> <p>Attain 650 Follows/Likes on Facebook, Make 1 meaningful Facebook &amp; Instagram Post a week</p> <p>Host a Christmas Giveaway at local Binghampton Organization</p> <p>Meet with 3 local Binghampton leaders/business/non-profit owners</p> <p>Meet with 4 home and local daycares, preschools, and Head Starts in Binghampton</p> <p>Host 1 focus group with Binghampton families at a local Binghampton organization</p> <p>Host 6 virtual Informational sessions</p> <p>Secure 50 Enrollment Applications</p> <p>Call each individual enrolled family to welcome and to seek other potential families, mail BCS Swag to enrolled families with welcome packet</p>
<b>Mar. 2023- May 2023</b>	<p>Direct Mail</p> <p>Newsletters</p> <p>Social Media</p> <p>Spring Event</p> <p>1:1 Meetings</p> <p>Informational Sessions</p> <p>Enrollment Applications</p> <p>Family Phone Calls</p> <p>Mail BCS Enrolled Family Welcome Bags</p>	<p>Nikita House</p> <p>Volunteers</p> <p>BCS Board Member(s)</p>	<p>Mail marketing materials to 100 residents</p> <p>Send all subscribers monthly newsletters with BCS updates</p> <p>Attain 1000 Follows/Likes on Facebook, Make 1 meaningful Facebook &amp; Instagram Post a week</p> <p>Host a BCS Welcome event at BCS temporary facility</p> <p>Meet with 3 local Binghampton leaders/business/non-profit owners</p> <p>Meet with remaining home and local daycares, preschools, and Head Starts in Binghampton</p> <p>Host 4 virtual Informational sessions</p> <p>Secure 50 Enrollment Applications</p> <p>Call each individual enrolled family to welcome and to seek other potential families, mail BCS Swag to enrolled families with welcome packet</p>

**(d) Equal Opportunity for Enrollment**

Binghampton Community School will always be a school to which any student can attend in the city of Memphis. We also believe that every student and family should be able to have access to a high-quality school option within their neighborhood. Although BCS will remain a school in which any student can attend, we will target our recruitment efforts in the 38112 and 38111 zip codes, specifically, within a two mile radius of our permanent location of 3100 Walnut Grove.

Through our targeted recruit efforts outlined in **section 1.11(c)**, we will ensure that Binghampton residents have the opportunity to learn more about our school model which is focused on providing a global education, family support, and fostering a healthy mental and physical lifestyle, and, have the opportunity to submit intent to enrolls and complete enrollment applications. We will ensure that all Binghampton families have the opportunity to enroll through our direct mailing with USPS- we will mail intent to enroll and enrollment forms to families. We will make our enrollment process available digitally through our website and social media platforms. We will also have paper applications ready at every event we host or attend and will leave the same forms at all local and home daycares and Preschools in the Binghampton area. In addition to this, we will leave one-pagers with QR codes that link to our intent to enroll and enrollment form. We will also follow-up with families via phone to enroll our those who do not have access to transportation to mail in forms or attend events, and those who do not have access to the internet.

As shown in **Section 1.2**, there are only two schools with a high number of ELLs and with a high percentage of Hispanic/LatinX population. When we made our anticipated student demographic and population chart in section 1.2, our assumptions came from the below charts. Compass Binghampton and Brewster are the only two schools that have a high Hispanic/LatinX population with those being 51.5% and 22.8% respectively. Coincidentally these schools are the farthest from our actual permanent location at 3100 Walnut Grove than the other three schools who do not possess a high population of Hispanic/LatinX. The remaining three schools, Lester Campus, Lester Prep, and East high have a significantly lower Hispanic/LatinX than the previously stated two schools with those percentages being >5%, >5%, and 5.3% respectively. In addition to this, the ELL percentages of the aforementioned schools correlated with their student demographics which again, leads us to conclude that Compass and Brewster are the only two schools with a higher percentage of ELLs than Lester Campus, Lester Prep, and East all- all below 9.4%. Thus, BCS does not anticipate a high percentage of ELLs or Hispanic population. In the event during recruitment we come across a higher percentage than predicted, BCS will pivot to allot funds for translation serves in our budget so that the responsibility of translating materials in Spanish does not fall solely on the the proposed Head of School, Ms. House. BCS will however, ensure that all recruitment and marketing efforts are translated in Spanish as well.

School	School District	Grades Served	Student Demographics	High Needs Populations	Number of Students
<b>Compass Community Schools- Binghampton</b>	SCS	K-8	Asian 5.4% Black 40.6% Hispanic/LatinX 51.5% White >5%	Economically Disadvantaged 33.7% English Language Learners 55.4% Students with Disabilities >5%	202
<b>William Herbert Brewster Elementary (Optional)</b>	SCS	PreK-5	Asian >5% Black 72.9% Hispanic/LatinX 22.8% White >5%	Economically Disadvantaged 76% English Language Learners 23.5% Students with Disabilities 15.1%	425
<b>Cornerstone Prep- Lester Campus</b>	ASD	Prek-5	Black <95% Hispanic/LatinX >5%	Economically Disadvantaged <95% English Language Learners 9.4% Students with Disabilities 21.9%	329
<b>Lester Prep</b>	ASD	6-8	Black 94.2% Hispanic/LatinX >5% Whitie >5%	Economically Disadvantaged <95% English Language Learners 8.5% Students with Disabilities 15%	293
<b>East High</b>	SCS	9-12	American Indian/Alaskan Native	Economically Disadvantaged 29.5%	545

			>5% Asian >5% Black 73.4% Hispanic/LatinX 5.3% White 18.5%	English Language Learners >5% Students with Disabilities >5%	
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As referenced in **Attachment D- Enrollment Policy**, during our enrollment process, should there be a family who cannot provide the required documentation, BCS by law cannot and will not deny enrollment based on the inability to produce social security cards or numbers, health forms, birth certificates, or other information. BCS will determine which documents are acceptable as proof of birth and immunization records for enrollment.

**(e) Ongoing Student Recruitment**

Binghampton Community School understands the importance and value of ongoing student recruitment in order to ensure we are meeting enrollment numbers from year to year and to ensure the community of Binghampton knows that we are an excellent option for their families and friends.

Given that we will be slowly increasing enrollment by 10 students after Year 1 until year 4, it will be essential that we are maintaining our community partnerships and relationships with local and at home daycare providers, preschools, and community partners and organizations. We also recognize that because of life circumstances families may move away and have to withdraw their child. Due to the fact of possible withdrawal, there will be a need to backfill. Having a BCS staff in Year 1, our recruitment efforts will differ from the pre-opening year because we will form a permanent recruitment team which will consist of the Head of School, Director of Operations, two BCS parents, and one additional staff member. This team will be responsible for planning and executing all recruitment efforts. Below in **figure 1.11(b)** is a snapshot of our recruitment strategies after the school has opened.

**Figure 1.11(b)- Student Recruitment After School Opening**

Dates	Strategy/Event	Owner	Goal
<b>Aug-Nov</b>	Direct Mail Newsletters Social Media Community Service Events Informational Sessions Interest Forms	BCS Recruitment Team	Mail one pagers to 100 residents in November Send all subscribers monthly newsletters with BCS updates Make at minimum 1 meaningful Facebook & Instagram Post a week BCS Host Thanksgiving Mobile Food Pantry Send Intent to Return form to all current BCS families and identify spaces needing to be filled by end of November Create and send interest forms to all local and home daycares, preschools, and Head Starts Host 2 virtual Informational sessions in November
<b>Jan-Feb</b>	Direct Mail Newsletters Social Media Potential Family Phone Calls Informational Sessions School Tours Newspaper/Radio Ads	BCS Recruitment Team	Mail one pagers to families who submitted interest forms Send all subscribers monthly newsletters with BCS updates Make at minimum 1 meaningful Facebook & Instagram Post a week Call all families who submitted interest forms Secure 40 Enrollment Forms, Mail welcome packets



			<p>Conduct School 10 school tours with families</p> <p>Create and send enrollment forms to all local and home daycares, preschools, and Head Starts</p> <p>Submit Ads to the Commercial Appeal/Identify radio station to advertise enrollment at BCS</p>
<b>Mar-Apr</b>	<p>Direct Mail</p> <p>Newsletters</p> <p>Social Media</p> <p>Potential Family</p> <p>Phone Calls</p> <p>Informational Sessions</p> <p>School Tours</p> <p>Newspaper/Radio Ads</p>	BCS Recruitment Team	<p>Mail enrollment advertisements to Binghampton residents</p> <p>Send all subscribers monthly newsletters with BCS updates</p> <p>Make at minimum 1 meaningful Facebook &amp; Instagram Post a week</p> <p>Follow up with families who submitted interest forms, but have not enrolled</p> <p>Secure 40 Enrollment Forms, mail welcome packets</p> <p>Conduct School 10 school tours with families</p> <p>Create and send enrollment forms to all local and home daycares, preschools, and Head Starts</p> <p>Submit Ads to the Commercial Appeal/BCS radio Ad</p>
<b>May</b>	<p>Direct Mail</p> <p>Newsletters</p> <p>Social Media</p> <p>Family Follow ups</p> <p>School Tours</p> <p>Contact all newly enrolled families</p>	BCS Recruitment Team	<p>Mail enrollment advertisements to Binghampton residents</p> <p>Send all subscribers monthly newsletters with BCS updates</p> <p>Make at minimum 1 meaningful Facebook &amp; Instagram Post a week</p> <p>Follow up with families who submitted interest forms, but have not enrolled</p> <p>Conduct School 5 school tours with families</p> <p>Follow up with all enrolled families, mail welcome packets</p>

## 1.12 Parent and Community Engagement and Support

### (a) Incorporation of Feedback from the Community

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After a rough draft of the model and mission of BCS was created, starting in October 2021, Ms. House set out to begin finding ways to engage with Binghampton residents, families, and community leaders to give an overview of who we are and our proposed school model. Ms. House did this through an initial BCS School Model survey, 1:1 meetings with community leaders, tabling at the Benjamin L Hooks library and performing an initial canvassing in the form of door knocking near our school's location. These same questions were asked in 1:1 meetings with other stakeholders and/or impromptu conversations that occurred while canvassing.

Through our initial survey, we asked the following questions:

1. Are you currently satisfied with the education options for K-8 in your neighborhood? Why or why not?
2. What are some community needs that we need to be thinking about as we design this school?
3. As a parent or community member, what are 3-4 things you believe all students should have access to in school to support their development and success?
4. As a parent or community member, what are the 5 values/traits that you feel are important for students to develop. Select 5 of the below.
5. What are additional subjects, extra-curriculars, and/or clubs you would like to see offered in an elementary/middle school? Select all that apply.
6. How can a school community partner with families so they can be actively engaged in their child's education? Select all that apply.
7. Please type any other initial thoughts, ideas, suggestions, or comments you have.

From these questions we gathered the following information from people that range from teachers, Binghampton residents, parents, and other professionals. We learned that people felt there are not enough inclusive opportunities to enrich the whole child through a variety of things like extracurricular activities or academic skills. Others felt that their child's current school community does not take the extra step to make their child feel welcome and learn more about them. Others voiced that some community needs that we need to be thinking about are the necessity for gardening and planting, the issues of bullying in schools, transportation, and health and nutrition. We received responses that indicated that hands-on opportunities should be involved along with providing parent resources and opportunities for parent involvement. Exposure to vocabulary and text in schools was expressed as something that all students should have access to as well as 1:1 technology, mental health counselors, and culturally relevant curriculum. The most voted for values were kindness, leadership, and respect. Responses stated that financial literacy, African-American History, sports should be incorporated into the school model. Lastly, with question six—how can a school partner with families to be actively engaged—an overwhelming number of responses agreed that a parent-teacher association coupled with school events and updated progress on students would be beneficial.

Although this is a snapshot of data and this process will be ongoing during the planning year of the school, BCS has begun to incorporate what we have learned from the community. BCS will ensure that families have an active role in their child's education by forming the BCS Parent Association, outlined in [section 1.1](#). In addition to this, kindness and respect are a part of BCS's core values which are outlined in [section 1.10](#). Lastly, incorporating mental health in our core beliefs and key design elements was added and can also be detailed in [section 1.1](#).

### (b) Parent and Community Engagement from Authorization to Opening

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Binghampton Community School's mission statement begins with, "Together with families..." and because of that we will always strive to embody a school that is built for Binghampton, By Binghampton. One of our core beliefs states that we believe families are the most important stakeholders in a child's education and this means that our parents and families are the ones that assist in the support and success of our students. From the time that we are authorized till August of 2023, our proposed school opening, we will engage with families and community members to continue to gather volunteers, feedback, support from local organizations and churches, host events, and build relationships with potential BCS students. Although we will always continue to engage with the Binghampton

community regularly through newsletters, social media, our website, and marketing materials, there are three main ways we will continuously engage parents and community members.

**Informational sessions:** As stated in [Section 1.1](#), One month after BCS has been approved by the authorizer, BCS will begin hosting monthly progress and input sessions. The goal of these sessions are two-fold; to inform the community thus far of the progress and efforts being made towards the opening of the school in 2023 and, to continue to elicit feedback surrounding 1-2 topics regarding the BCS school model, operations, recruitment, and/or any topic submitted by a community member. One week prior to these meetings, BCS will send out an electronic registration form to all BCS supporters, families, and local community non-profits and businesses that will require them to secure their seat for the session, it will privy the agenda items, and 1-2 topics that we will be seeking feedback on. There will also be a space to submit additional topics. During these meetings, we will record each session for documentation purposes in order to analyze feedback so that we can incorporate what we heard in sessions for plans towards opening.

**BCS Events:** As seen in our recruitment plans in [section 1.11](#), we intend to hold five events for the Binghampton community and local residents. The first event that will be held will be a Back to School Bash the first week of August 2022. This will be a chance to meet with families and students, gather their contact information, distribute free school supplies and backpacks, and share information about our school model and what makes us unique. In the fall, we will host a Mobile Food Pantry in October of 2022 in conjunction with the MidSouth Food Bank in order to distribute food to anyone who is in need in Binghampton. This will continue to make our presence known, build relationships with families and students, and provide an opportunity to invite them to our BCS progression sessions. During the beginning of December, we will host a Christmas Drive where families can get free Christmas gifts for their household. Lastly, in the spring we will host a Welcome to BCS event for all enrolled families and for potential ones. Here we will break bread with families, talk about what the remaining months look like until school begins, and begin the interest forms for our BCS Parent Associations.

**1:1 Meetings with Binghampton leaders, business owners, non-profits:** In order to maintain and strengthen current partner relationships and build new ones, our proposed Head of School will schedule at least 3-4 meetings a month with Binghampton stakeholders. The purpose of these meetings are to build community partnerships to invest within our school whether it be financially, donations, or with service. BCS understands that in order to live out our missions, community partnerships are imperative. In addition, we will use this meeting to continue eliciting feedback, answer questions or address concerns each stakeholder may have, and explore other potential relationships that can be bridged through the stakeholder on behalf of BCS.

### **(c) Letters of Support**

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Please see [Attachment E](#) for the Letters of Support for BCS as well as a printed petition of submissions obtained from the Binghampton and the greater Memphis area in the support of and need for Binghampton Community School to launch in the fall of 2023.

### **(d) Ongoing Parent and Community Engagement**

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Binghampton Community School is a school that thrives off of community partnerships and involvement in order to fulfill our ambitious mission. We also believe that parents are the most important stakeholder in a child's education. To this avail, we remain steadfast in the notion that if we are a school that is For Binghampton, and By Binghampton, we must work to build, maintain, and strengthen relationships with our BCS stakeholders. There are three main ways that BCS will engage parent and community stakeholders in the life of the school.

**BCS Parent Organization (BCSPO):** Outlined in [section 1.1](#), BCS will recruit parents of BCS students to become a part of the BCSPO. This parent association will be a pillar in our school community as they will act as the liaison for all BCS families and Binghampton community members in order to support our students and aid in the success of our mission and vision. Within this association, BCSPO will be composed of a President, Vice-President, and Secretary, and BCSPO members. The BCSPO will be responsible for conducting quarterly parent satisfaction surveys, assist in the planning of BCS staple events, recruit parent volunteers for our school, attend BCS town hall

meetings and at times present, assist in welcoming students daily at the front entrance, plan small fundraisers, assign orient homeroom parents, and much more.

**BCS Town Halls:** BCS will conduct quarterly town hall meetings at our school as a way to invite students and families to provide feedback to topics and questions we pose, evaluate the effectiveness on how we are delivering on our mission, address needs of the student body, as well as those prompted by our BCS community as well. This will also be a time where we present the progress towards our academic goals, relay actions, steps being taken by the school as well as what is needed from parents. We will also highlight the bright moments that happen during our school today.

**BCS Monthly Parent Teacher Conferences:** At BCS, we never want a parent to be unaware or surprised at their child's academic progress and behavior. We also want to provide an open line of communication with families and intervene early if needed. Therefore, BCS will conduct monthly parent conferences where a BCS teacher will be able to discuss a student's progress in school and go review their current strengths and growth areas. During this time, a parent may also inquire and discuss any concerns they may have.

**BCS School Events:** BCS believes in building strong relationships with parents and the community and because of this, BCS will host multiple events throughout the year for our school community. Things like Award Ceremonies, Hispanic Heritage Night, Black History programs, Bing Fest Celebrations, and Mother/son, Daddy/daughter dances are a few of the many opportunities our BCS community can stay engaged throughout the life of the school.

#### **(e) Informing and Educating Parents on BCS Policies**

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Binghampton Community School will always provide and maintain transparent, concise, and consistent communication to all BCS families. In order for our BCS families to be informed and educated on all school policies and any commitments or volunteer opportunities that we will seek from, offer to, or require of them, we have the following in place for informative, consistent, and accessible means of communication between BCS and families about school policies, needs of the student body, and other pertinent information.

**BCS Summer Parent Orientation:** During the months of July, parents will attend a mandatory orientation that contains everything they need to know about our daily operations as a school, academic programming, attendance and discipline expectations and policies, needs of the student body, and any other pertinent information for parents. For families that transfer in midyear, a part of registering students will be to attend orientation with the Head of School or with a designated BCS Leadership Team member.

**BCS Summer BBQ Kick Off:** During the month of July, BCS will host a family-student BBQ. Here we will provide food, games, uniform shirt distribution, and will host another parent orientation for the ones who enrolled late and missed the other in July. As this would be the last orientation before school starts, it is important to note that every BCS family must attend one orientation upon registering their child.

**Family Touch Points:** As explained in detail in **Section 1.1(b)**, BCS Family Touch Points are one of the main ways we keep in contact with all families at BCS. Touch points allow BCS staff to have quality check-ins with parents/guardians in order to get a temperature check on their overall wellbeing in the household and to see where BCS can assist them with any barriers that they may be experiencing. During these calls, this will also be an opportunity for staff to update families on any school policies, needs of the student body, opportunities to volunteer at the school, upcoming events. As always families will have the opportunity to inquire about or ask questions during these touchpoint calls.

**BCS Monthly Newsletter:** As soon as BCS is authorized, BCS will begin sending out monthly newsletters to current subscribers and posting on social media so that the public will be kept abreast on the process of planning the launch of BCS for the fall of 2023. In the same respect, these newsletters will continue once we have met our target enrollment and will be sent out on a monthly basis to all BCS families. Monthly newsletters will contain the following components: events for the current and next month, focus in core content classes, benchmarks or assessments that are approaching, ways to support students at home with reading and math, a note from the Head of

School about accomplishments of students and classes, needs of the student body, and any other pertinent information. Newsletters will be home with children, sent via email to parents, and posted on social media.

**Board Meetings:** BCS Board of Directors will meet monthly to discuss the academic, financial, and operational health of the school, and any business items in relation to school. In accordance with the Tennessee Open Meetings Act, these meetings will be open to the public and any BCS family may attend to stay up to date on school related policies and information in regards to the school. In addition to this, a parent will join the board six months after the opening of the school.

**Binghampton Community School Parent Organization (BCSPO):** As explained in detail in [Section 1.1\(b\)](#), a part of our school model is to be a community school where parents can take an active role in their child's education. During the summer, the HOS and DOO will begin to advertise about the BCSPO to gain a group of parents that can volunteer on a consistent basis throughout the school year for planning and executing events, help needed for classrooms, and be the sounding board and liaison between BCS families and the BCS school. The BCSPO will actively take part in communicating with families about updates in regards to the school that will be sent from the BCS Leadership and teachers.

**Monthly Parent Teacher Conferences:** As seen on [Attachment A](#), BCS has scheduled out monthly parent teacher conferences so that families can have frequent open, clear, and consistent communication to be informed about the progress of their child, ways to support them, as well as any other pertinent information about the school that parents need to know.

**Bi-weekly Student Reports:** As a part of our ongoing communication with parents throughout the school year, families will receive student reports that encompass the student's overall performance in school in regards to academics, behavior, and attendance. In addition to this, this report will serve as another opportunity to communicate with parents and families about updates policies, needs of the school, asks of parents, and volunteer opportunities.

**BCS Parent Social Media Groups:** The BCS Parent Facebook and Instagram page will be a place where we share our daily happenings at school, advertise for volunteer opportunities, and any reminders or updates.

#### **(f) BCS Parent and Community Programs**

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Our mission specifically states that we will provide family support in order to meet the immediate needs of our community. As detailed in [section 1.1](#), BCS intends to conduct family touchpoints with families that will help us assess the needs within our BCS community. In addition to this, BCS will have a perishable and nonperishable pantry that is stocked with items to distribute to families once a month. BCS will work to meet the needs of the whole family by providing supports that are inhibiting them and/or the child from thriving. Open Gym is where we as a school will open up our gym for physical fitness and well-being activities. BCS will seek our trained professionals who are skilled at things like Zumba, Yoga, Aerobic Classes, and other activities to offer free classes three Saturdays a month. This is in direct alignment with our mission as we have stated that we will foster mental and physical health habits.

## SECTION 2: OPERATIONS PLAN AND CAPACITY

### 2.1 Governance

#### (a) Composition and Size of Governing Board

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The governing Board of Directors (“Board”) of Binghampton Community School (“BCS”) holds the responsibility of maintaining the academic, fiscal, and organizational oversight of the school through their relationship with the Head of School. Each member has gone through a rigorous interview process to determine fit and commitment to join the founding team. As such, it is important that the Board is composed of members of the community with diverse education backgrounds, skill sets, and experiences including legal, education, finance/accounting, marketing/public relations, fund development, commercial real estate, and community outreach. In addition to this, members of the BCS Board are high-capacity individuals who align to the mission and vision of BCS and who have a desire to serve the students and families of Binghampton. Members of the BCS Founding Team, except for Lead Founder, Ms. Nikita House, will transition to the Governing Board post-authorization. The Lead Founder and the proposed Head of School, Ms. Nikita House, will be the only BCS staff member that reports directly to the board and will attend all board and committee meetings. The Board will grow to include nine (9) to eleven (11) members post-authorization before the start of the first school year. For voting purposes, the Board will consist of an odd number of members. The BCS Founding Team currently has six members:

Proposed Board Members are Mr. Andy Bobowski, Ms. Haley Mathews, Mr. Shawn Taylor, Mr. Russell Jackson, Ms. Alexandria Parris, and Mr. Jamel Dager. Amongst our BCS Founding team, the following skill sets are currently represented: K-12 instruction and school leadership, Early Literacy, Grant Writing, Law, Community Outreach, and Finance & Operations. Please see **Attachments F6** for their resumes. Upon authorization, BCS will secure expertise in real estate, mental health, and fund development to have a diverse set of skill sets to support the school. The sponsor of BCS, Maslow Development, will not have a seat on the BCS Board of Directors, however, there is an MOU agreement between Maslow and BCS that states the nature of the relationship between the two parties. Additionally, Maslow has extensive experience in fund development, having raised \$50MM in grant/philanthropy (CSP grants, national/local foundations) and public subsidies over the last several years. Maslow will be able to support BCS as needed with fundraising efforts during its startup phase.

#### Board Committee Structures

Board members will have distinct roles and will self-elect themselves to be on a minimum of one board committee in order to effectively ensure that BCS meets/exceeds academic growth and achievement goals, manages all grant/philanthropic funds and fiscal budgets, maintains compliance with local, state, and federal laws, as well as all authorizer requirements. The committee structure will consist of at least a Finance Committee, a Governance Committee, Academics Committee, and Community Engagement Committee. This will allow the board to funnel their expertise to specific areas of oversight and also explore developing other interests in the operations of the school to develop further expertise. Furthermore, a committee structure will safeguard oversight of the school by ensuring that no operation of the organization is only provided oversight by one individual. It will create a system of checks and balances within the Board of Directors, as well promote collaboration and problem solving in oversight. For sustainability and longevity of the organization, the committee structure will allow for more tailored recruitment of new board members when it is identified on which committees a rotating member currently serves.

#### Board Officer Positions

The BCS officer structure will also ensure our board functions at a high level of oversight. The following officer positions will exist on the BCS Board: Board Chair, Vice Chair, Treasurer, and Secretary. Our Board Chair will serve as the primary liaison between the Board and the Head of School through bi-weekly communication on school and organizational priorities. While other committee chairs will certainly work with the Head of School, the majority of communication will run through the Board Chair. The Vice Chair will assume all duties of the Board Chair should

the Board Chair need to miss meetings or functions or should the Board Chair need to rotate off the Board earlier than planned for unforeseen circumstances. Our Treasurer will be the primary point person for all organizational finance oversight, and the Treasurer will also serve as the chair of the Finance Committee to ensure continuity in that oversight. Finally, our Secretary will lead the charge in all note keeping and record keeping for the Board to ensure compliance with all Open Meeting requirements. Each of these officers will be elected by the Board to serve in at least a two-year term starting in the planning year of the school and until the completion of the first year of operation of the school, and then from there a one-year term. Board elections will occur each July. Should there be any unforeseen vacancies in Board officer positions, there will be special elections discussed at the following Board meeting.

## Representation of Key Stakeholders

Pursuant to T.C.A. § 8-44-101, all Board meetings will be open to the public and BCS will adhere strictly to Tennessee's Open Meeting Act. The Board will allocate time at each meeting for public comment, feedback, and questions. The days, times, and agendas of all meetings will be available on the BCS website at least 48 hours before the meeting. In accordance with T.C.A. § 49-13-109, our Governing Board will include at least one (1) parent representative whose child is currently enrolled in Binghampton Community School. Our parent representative will be added to our Governing Board within six (6) months of our school's opening date.

### (b) Evaluations

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**School Evaluation:** The Board will be responsible for the oversight of the academic, financial management, and organizational, and operational results and stability. The Board is tasked with monitoring and evaluating how well the school is delivering upon its promises, goals, and metrics as outlined within the charter agreement. The Board will annually conduct a school evaluation to assess and ensure the school is meeting its outlined metrics. In addition to this, The District shall require a charter school's governing body to submit an annual progress report to the District that contains the following information using a system that contains school data such as enrollment, attrition, attendance, suspensions, and student academic performance. This coupled with the data and reports that the Head of School brings forth at board meetings will allow the board to evaluate the school's academic performance in comparison to the goals set forth. The Board will be presented with monthly financial reports that have been prepared by the Head of School and Director of Operations with the support of our financial back-office provider. The Board is responsible for conducting an annual financial audit of the school, in addition to annual reporting of all academic and fiscal performance. The data presented to the Board by the Head of School, Director of Operations, and the back-office provider will allow them to effectively evaluate the overall performance of BCS, which will include academic and student cultural data, and annual priorities crafted by the Head of School. The data that are presented to the board will always go to committees first in order to incorporate feedback and iterate.

**Leader Evaluation:** The Board will hire, support, and evaluate the Head of School. Each year, the Board will conduct a comprehensive, formal evaluation of the Head of School to determine their effectiveness in executing the goals for BCS. This evaluation will be led by the Board Chair, the Treasurer, and a member of the academic committee. The BCS Board will use the TN Department of Education Administrator Evaluation Rubric<sup>189</sup> to support and develop our Head of School. BCS will be using this evaluation because as stated by the TN Department of education, this combines self-reflection, observation, input of school staff, and student data to create a complete picture of an administrator's performance. This evaluation will consist of 50% qualitative and 50% quantitative data with the quantitative data allocated as 35% school growth measure—TVAAS and 15% an achievement measure. Upon completion, this evaluation will be shared with the Head of School and discussed in a board meeting in order to talk through next steps to ensure continued growth and improvement. During the BCS monthly board meetings, an item of discussion will be reserved for the progress monitoring of the school leader's areas of growth to ensure the school leader is making adequate growth and progress. Lastly, all evaluations will be saved in the Head of School's personnel file.

**Board Evaluation:** The Board will conduct an annual self-evaluation in order to ensure that they are meeting and fulfilling their roles effectively in order to support the mission and vision of BCS. They will use a self-evaluation

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<sup>189</sup> <http://www.scsk12.org/eps/files/2017/TEAM-Admin-Evaluation-Rubric-20161.pdf>

tool to evaluate each member's alignment, attendance, committee participation, and contributions to fund development. The self-evaluation tool will also provide an opportunity for feedback and suggestions to increase the overall effectiveness of the Board of Directors in direct alignment with ensuring the school's achievement of academic, fiduciary, and organizational goals. **Figure 2.1(a)** shows a sample of the Board self-evaluation tool that will be used.

**Figure 2.1(a)- Sample Board Self-Evaluation Tool**

<b>SECTION I: YOUR ROLE AS A TRUSTEE</b>		
Questions	Rate	Additional Comments
1. When you were asked to serve as a trustee, to what extent were the following presented to you?		
a. Expectations of the Board and you as a Trustee.		
b. Overview of the charter school and its challenges.		
c. Specific skill(s) and expertise you are expected to use on behalf of the charter school.		
2. How satisfied are you with the following?		
a. Level of information, support and guidance to do your job as a Board and Trustee.		
b. Ability of the charter school to use your skills and expertise.		
c. Ability of the charter school to engage your interest.		
3. What are the 3 most important things the Board of the charter school does?		
a.		
b.		
c.		
4. What are the 3 most important things you do as a Trustee of the charter school?		
a.		
b.		
c.		
5. How would you rate the Board's overall performance on a scale of 1 - 5 with 5 being the highest?		
6. What are your top 3 areas of concern regarding Board effectiveness?		
a.		
b.		
c.		



**SECTION II: ASSESSING THE BOARD OF TRUSTEES**

Questions	Rate (Scale of 1-5)	Additional Comments
1. Composition of the Board of Trustees		
a. The recruitment process considers issues of diversity, e.g. gender ethnicity, age, skills, etc. when identifying Trustee candidates.		
b. The Board is representative of the charter school's constituencies.		
c. Bylaws limit tenure and ensure rotation of Trustees.		
d. The recruitment process ensures that the Board is comprised of experienced individuals to guarantee continuity and new members to encourage new ideas.		
2. Selection, recruitment and evaluation of Trustees.		
a. Written recruitment policy and procedures are used and reviewed by the Board regularly.		
b. The recruitment policy and procedures include: assessment of Boardroom expertise and identification of gaps personal interview process to screen candidates performance assessment of incumbents		
c. Trustee qualifications and performance expectations are clearly articulated, orally and in writing, prior to nomination and regularly thereafter.		
d. Candidates are personally interviewed, and their performance commitment is secured before nomination to the Board.		
e. In addition to general expectations of Trusteeship, each candidate under consideration is asked to use a specific skill/expertise on behalf of the charter school.		
f. Throughout the year, the recruitment process identifies and cultivates candidates for consideration.		
g. The recruitment process solicits candidate suggestions from staff, committees and Trustees.		
h. The chief executive officer of the charter school participates in the Trustee recruitment process.		
i. Performance evaluation of Trustees distinguishes between those who should be invited to continue service and those who should be thanked and released.		

j. There is a process to discuss with Trustees whether or not it is desirable for them to remain on the Board.		
3. Orientation and development of the Board		
a. An annual orientation is conducted for the entire Board of Trustees.		
b. Board orientation includes discussion of such items as roles and responsibilities of staff and Board, overview of mission and services, and committee operations.		
c. Supporting information is provided at the orientation including such items as Board and committee job descriptions, bylaws, financial information, etc.		
d. Education and training opportunities are provided to build Trustee skills and knowledge.		
4. Board monitoring of organizational health		
a. The Board has a vision for the charter school’s future—both program and infrastructure—articulated as a strategic long-range plan. The plan includes the following: goals and action steps to achieve that vision, financial projections, process to monitor progress and evaluate performance		
b. The vision and mission are understood by all Trustees.		
c. The process to develop vision and plan involves key constituencies.		
d. The Board spends an appropriate amount of time discussing the long-range future of the charter school.		
e. The Board proposes changes in charter school direction.		
f. The Board is prepared to deal with unforeseen charter school crises.		
g. The Board has appropriate structures and processes to help evaluate charter school health including program, direction, and strategies.		
h. The Board effectively inquiries into major performance deficiencies.		
i. There is a healthy balance of power between Board and CEO/principal.		
j. Board understands its role and authority as a collective and exercises due diligence – legal and moral – to ensure the charter school’s health.		
k. Board ensures fiscal integrity by: thoroughly examining all budgets before approval comparing performance to budget and addressing trends and implications discussing annual audit and management letter		
l. Board ensures that there is: consistency between priorities and financial allocation sufficient resources for the future		

sustainability for the charter school		
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<b>SECTION III: ACCOUNTABILITY OF THE BOARD OF TRUSTEES</b>		
Questions	Rate (Scale of 1-5)	Additional Comments
1. Board operations.		
a. The Board’s group process fosters candor, rich discussion, and participation by everyone.		
b. The Board encourages differences of opinion and Trustees are encouraged to ask tough questions.		
c. There are policies and procedures which address: general functions and responsibilities of the Board of Trustees, performance expectations of the individual as a Trustee, role and responsibilities of officers, role and responsibilities of committees, conflict of interest, risk management		
d. The Board spends its meeting time engaged in substantive discussion and decision making.		
e. Board meetings are well organized, focusing on priority issues and handling routine matters quickly.		
f. Board meetings occur on a regular schedule, frequently enough to ensure continuity and strategic discussion.		
g. Communication regarding Board business is appropriately frequent, timely, informative and useful.		
h. Board receives critical in-depth information for advance review in order to come to meetings prepared to discuss critical issues.		
i. Concise, accurate minutes are distributed in a timely fashion after each Board meeting.		
j. Staff appropriately direct and enable Trustees and committees, clearly differentiating between governance and management.		
k. Board distinguishes between management and governance and discusses and resolves any such conflicts.		
l. The Board understands that the chief executive serves as official spokesperson for the charter school.		

m. The Board has in place appropriate processes to assess the CEO/principal and does so on a regular basis.		
n. The Board has sufficient information for CEO/principal evaluation.		
o. The Board has an appropriate level of involvement in CEO/principal succession.		
2. Committee or task force operations.		
a. The Board has active committees and task forces through which work is channeled.		
b. Responsibilities of these committees/task forces are clearly articulated.		
c. The committees/task forces develop an annual work plan, based on the strategic plan, with specific assignments and timetables.		
d. The committees/task forces include Trustees and non-Trustees.		
e. These committees/task forces engage the Board in strategic dialogue, critical thinking and decision making.		
f. Committee and task force chairs provide appropriate leadership by: facilitating active participation from all participants, monitoring activity through regular contact with participants		
g. Board's presiding officer (called president or chair) provides appropriate leadership to these small groups by: assigning responsibilities in consultation with the chief executive and Board, monitoring activity through regular contact with group leaders.		
3. Evaluation of the Board		
a. The Board regularly evaluates its own effectiveness.		
b. Relationships between Board, staff, and committees are clearly articulated and evaluated regularly.		
c. There is strong attendance at Board meetings.		
d. Trustees participate in Board dialogue by asking tough questions and focusing on strategic issues.		
e. Trustees complete assigned tasks in a timely, effective way.		
f. The presiding officer of the Board discusses attendance and performance with Trustees who are often absent or inactive.		
g. Trustees are aware of activities and trends relevant to the charter school and use this information to inform Board deliberations.		
h. New leadership regularly emerges from the Board and its work groups.		

i. The Board recognizes when change is necessary and stimulates it.		
j. Leadership succession is assured.		
k. The Board and its members understand that they are the “owners” of the charter school and act and speak accordingly.		
4. Fund development		
a. The charter school cultivates relationships well in order to develop future donors, Trustees, and other volunteers.		
b. The Board understands the charter school’s fund development strategy.		
c. The charter school has a clear policy on the individual Trustee’s responsibility in cultivating and soliciting gifts and non-adherence to this policy is addressed.		
d. Each Trustee understands his/her role in: identifying and cultivating donors and prospective donors, giving an annual financial gift to the best of personal ability, helping to raise funds on behalf of the charter school through diverse means		
e. A Board committee provides strategic leadership in fund development.		
f. The Board ensures that the charter school fulfills its accountability and reporting requirements to regulators and donors.		
g. The Board evaluates fund development by examining fund-raising productivity and return on investment and discussing strategic issues.		

**(c) Board Member Development**

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Upon authorization, if the Board does not consist of the number of members outlined in **Section 2.1(a)**, the Board will recruit other members of the skill sets needed until the BCS Board contains nine (9) or eleven (11) members. When the Founding Board transitions to the Governing Board after authorization, the Board will be responsible for the academic, financial, and organizational governance of the school. In order to effectively do so, it is important that BCS retains and recruits the most talented and effective board members in order to support the mission and vision of BCS.

The recruitment of new Board members after authorization will be the responsibility of the Board, as per the stated by-laws. For an individual to join the BCS board, they must meet the minimum qualifications:

- Commitment to the mission and vision of Binghampton Community School
- Belief that all children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in all board and committee meetings
- Personal experience being on a board or working on diverse teams
- Willingness to use personal and professional networks on behalf of the school
- Ability to donate a monetary gift annually to the school
- Commitment to improving the quality of education for children in Binghampton
- Provide a unique expertise and/or skill set that benefits the school

**(d) Board Member Training**

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Upon being recruited and joining the BCS Founding Board which will transition to the BCS Governing Board upon authorization, the proposed Head of School, Nikita House will ensure the training, growth, and orientation of the Founding Board through team building, collaboration, and norming on policies and procedures. To date, Ms. House, with the guidance and support of the leadership team at BES, has led the Founding Board in multiple development opportunities. **Figure 2.1(b)** details the meetings that have started with the Founding BCS Board as well as the meetings to be held until authorization. To ensure ongoing training and development, per the Tenn. Code Ann. § 49-13- 111 (o), the governing body shall conduct at least one (1) annual board training course and shall provide documentation of such training to the chartering authority. The training course shall be certified by the Tennessee Charter Schools Association. In addition to this, the proposed Head of School and the Board Chair will work together to ensure during monthly board meetings, there is time allotted for ongoing training and learning. This may include but is not limited to sessions about the International Baccalaureate program, compliance with academic, fiscal, and operational policies with the district and state, and financial presentations from our back office provider.

**Figure 2.1(b)- Founding Board Meetings**

<b>BCS Founding Team Meetings</b>	
<b>Date</b>	<b>Topics of Discussion</b>
<b>January 24th, 2022</b>	Welcome of Board Members BCS Team Norms BCS Mission, Vision, Core Beliefs & Key Design Elements Part 1
<b>February 7th, 2022</b>	Core Beliefs & Key Design Elements Part 2 Roles and Committees Capacity Interview Training Part 1
<b>February 15th, 2022</b>	Core Beliefs & Key Design Elements Part 3 Capacity Interview Training Part 2 Strategic Planning for Spring
<b>February 16th, 2022</b>	BES Mock Capacity Interview Training
<b>February 28th, 2022</b>	Introduction and Welcome to Maslow Capacity Interview Training Part 3 with BES School Design Coach
<b>March 7th, 2022</b>	BES Mock Capacity Interview Training
<b>March 9th, 2022</b>	BES Board Financial Dashboard Training
<b>March 16th, 2022</b>	BES Board Academic Dashboard Training
<b>March 30th, 2022</b>	BCS Priorities, Goals, and Action Steps for April-June
<b>April 18th, 2022</b>	BCS By-Laws and Policies BCS Application Iteration Workshop
<b>April 25th, 2022</b>	Individual meetings with Board Members
<b>May 4th, 2022</b>	BCS Facilities Selecting a back office provider
<b>May 23rd, 2022</b>	Robert's Rules of Order Training Review and pre-approve BCS By-Laws and Policies

<b>June 6th, 2022</b>	Pre-approving BCS roles and committee members
<b>June 20th, 2022</b>	BCS Priorities and Goals for July-August

### **(e) Complaint Process**

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Any complaints/grievances raised by parents/guardians or students should be resolved as quickly as possible in order to continue to focus on the school mission and vision and for students and teachers to continue learning and growing. We will always insist to all members of the school community to address any concern with the individual it involves and to address those concerns efficiently and respectfully. When concerns cannot be addressed informally with the individual(s) involved, that individual can go through a formal complaint process by filling out a form which will be in our school's main office with our office manager. This form must be filled out completely by a student or parent within 10 days of the date the student or parent first knew of the decision or action giving rise to the complaint or grievance. The proposed procedure will be as follows:

**Step 1:** A formal Level 1 complaint form will need to be filled out by the individual(s). These forms will be housed on our school website in the form of a google form and they will also be offered on paper in the main office with the office manager. The form will ask the following information: name of student, name of parent, grade of student, date of incident, where the incident occurred, description of the incident including all parties involved, who has been made aware of this incident prior to this report, what solution do you seek to this complaint, signature, today's date, received by (only for paper copies). If filling out this form electronically, the google form response will be sent to our office manager and a copy will be sent to the email address provided. If this form is filled out in person, the office manager will sign that they received the form and make a copy for the individual. Forms will be sent within 24 hours to the Head of School in Year 1 due to the low number of administrators. After Year 1, a designated administrator/leader will be given the form to review. If the complaint is against the Head of School, the complaint will be emailed to the Board Chair.

**Step 2:** Once the designated administrator/leader has received the form, he/she will then thoroughly review the complaint and contact the other individual(s) involved based on who was stated on the form within 24-48 hours. This will ensure all individuals involved have the opportunity to voice their version of what occurred and what resolution is desired as well as gather witness observations, or anyone else who may be able to provide insight.

**Step 3:** After review of both sides of the complaint, the administrator/leader will organize a meeting with both parties involved to resolve the complaint at hand. During this meeting, a solution and/or next steps will be issued to both parties and will sign a resolution stating that a meeting was held to discuss the complaint, and it will name specifically what action was taken as well as next steps. Over the two weeks, the administrator/leader will check on both parties to see if progress has been made or if there have been any other issues that they can intervene with immediately.

**Step 4:** If any individual feels as though their issues have not been resolved after two weeks, they may submit a Level 2 complaint in the same manner as step 1 however this form will include an area to indicate when the first complaint was filed in order to ensure all steps were followed as well as what was the solution/action steps that were agreed upon and taken. The same steps will be followed as in Step 1 however, the complaint/grievance will be sent to the Head of School. Upon receipt of the complaint, the same steps will be followed as Step 2 with all parties involved to work towards a resolution.

**Appeals Process:** If complaints/grievances cannot be resolved at the Level 1 or 2, the complaint/grievance may be brought to the BCS Board during a regular scheduled monthly board meeting. The complaint must be filed at least

five days before the board meeting in order to put it on the agenda. If complaints are not brought during that time period, the complaint will be added to the next regular scheduled meeting. To the degree necessary, the Board will direct the Head of School to act further in resolution of the complaint or render a determination in writing. If the person filing the complaint determines that the Board has not adequately addressed the complaint, they may present their complaint to the Memphis Shelby County School Charter Office.

<b>Full Name</b>	<b>Current Job and Employer</b>	<b>Area of Focus/Expertise</b>
<b>Proposed Board Chair: Andy Bobowski</b>	Director of Community Engagement, Backrs	K-12 Instruction, School Leadership, Operations
<b>Proposed Vice Chair: Haley Mathews</b>	External Relations Manager, AllMemphis, Inc	Early Literacy/Grant Writing
<b>Proposed Treasurer: Shawn Taylor</b>	Chief Financial Officer, Memphis Leadership Foundation	Budget/Finance/Accounting
<b>Proposed Board Member: Russell W. Jackson</b>	Managing Partner, FordHarrison, LLP	Legal/Labor and Employee Relations
<b>Proposed Board Member: Jamel Dagher</b>	Commercial Lender, Paragon Bank	Budget/Finance/Governance
<b>Proposed Board Member: Alexandria Parris</b>	Instructional Coach, Grizzlies Prep Charter School	K-12 Instruction, Community Engagement

Please see **Attachment F** for the following:

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



## 2.2 Start-up Plan

### (a) BCS Board Governance Description

If BCS is granted authorization of a charter, the BCS Founding Board of Directors will transition to the Governing Board immediately during a meeting following authorization and will approve the Bylaws and policies, establish officers and committee structure, approve the Head of School job description and compensation, and hire Nikita House as the Head of School. Once the Governing Board and Head of School are in place, a start-up plan to prepare the school for welcoming students and families in the summer of 2023 will be set in place to begin as seen in **Figure 2.2(a)**. This plan includes the Head of School (“HOS”), Director of Operations (“DOO”), Board of Directors (“B”), BES, a Back Office Provider (“BOP”), and Maslow (“M”). Wherever the aforementioned initials are listed in the highlighted box, it denotes who is responsible for completing that task. The darkest highlighted box represents when the task will begin and the shaded boxes following it represent approximately how long it will take to complete. The following are the annual salaries of the parties who will be receiving compensation: Head of School, \$91,667 which is prorated from \$100,000; Back Office Provider, \$66,000, and Director of Operations, \$65,000.

**Figure 2.2(a): Start Up Plan**

Task and Notes	Jun 22	July 22	Aug 22	Sept 22	Oct 22	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May 23	Jun 23	Jul 23	Aug 23
<b>Curriculum and Instruction</b>															
<b>Curriculum Development</b>															
Create BCS Instructional Playbook that contains all information regarding BCS instructional strategies, classroom management tools, expectations for intellectual prep, and coaching meetings			HOS												
Develop BCS grading policies			HOS												
Create overview and mission for all subjects			HOS												
Develop curriculum and scope and sequence for Spanish			HOS												
Develop curriculum and scope and sequence for Art and Physical Education					HOS										
Develop IB Program of Inquiry for BCS		HOS													
Adapt and finalize IB Unit of Inquiry template (Unit Plans) to meet the needs of BCS			HOS												
Adapt and finalize IB lesson plan templates to meet the needs of BCS				HOS											
Create Unit of Inquiry 1 for all subjects as well as a sample 1st lesson for all subjects					HOS										
Purchase Eureka, Wit & Wisdom, Amplify, Phonics, Science, and Social Studies curriculum and materials				HOS											
Determine what the substitute schedule/logistics are when a teacher is absent										HOS					
<b>Assessment</b>															
Review and make final edits to assessments chosen and the assessment calendar from charter application										HOS					
Purchase all assessments and materials from vendors														HOS	
Conduct all diagnostic testing for incoming students															HOS
<b>Special Populations</b>															



New hire welcome letter and packet (includes small swag item, book, etc.)				HOS															
Recruit and hire Director of Operations										HOS									
Recruit and hire Office Manager										HOS									
Recruit and hire 3 Kindergarten teachers										HOS									
Recruit and hire a Special populations teacher and a Sped coordinator										HOS									
Recruit and hire 3 part-time elective teachers										HOS									
Recruit and hire 1 part-time social worker and 1 part-time counselor										HOS									
Update BCS website and social media platforms every month w/updates	HOS																		
<b>Professional Development</b>																			
Review and finalize Summer PD scope and sequence from charter application																			HOS
Develop PD scope and sequence for abbreviated Wednesdays, schoolwide data days, and coaching cycles																			HOS
Purchase coaching materials (i.e Get Better Faster, Teach Like A Champion)																			HOS
Research and solidify texts and readings for Summer PD																			HOS
Create online coaching folders for every staff member																			HOS
Review and solidify evaluations for teachers and non-instructional staff members for Year 1																			HOS
Purchase materials for Summer PD																			HOS
Scope and schedule outside training for literacy foundational skills																			HOS
Schedule IB training with IB development team																			HOS
<b>Operations</b>																			
<b>Personnel Systems</b>																			
Develop HR checklist (Employee info forms, benefits, etc.																			HOS
Coordinate benefit enrollment with state pension plans																			HOS
Review and solidify salary ranges																			HOS
Develop all policies for sick leave, absences, etc.																			HOS
Develop performance pay/bonus structure																			HOS
<b>Personnel Systems</b>																			
Operations Handbook (includes schoolwide systems and norms, staff communications, file management, decision tree, etc.)																			DOO
<b>Facilities</b>																			
Work with Maslow to begin the phase out construction plan of a permanent facility in the new construction building. this will be an ongoing process every month between the HOS, Board, and Maslow																			HOS M/B
Work with a commercial real estate broker lender to identify and create a list of 3-4 temporary facilities																			
Do a cost analysis of all temporary facilities to compare the amount needed to retrofit eachthe facility																			

Have architect view and evaluate sites for temporary facility																			
Work with Maslow and Board to determine the most practical site for a temporary facility.			HOS M/B																
Negotiate and sign lease for the temporary facility											HOS /B								
Secure financing in order to retrofit temporary facility if needed											HOS /B								
Retrofit temporary facility if needed											HOS /B								
Obtain D&O insurance			HOS /B																
Obtain Property and liabilities insurance											HOS /B								
Prepare temporary building infrastructure (lights, phones, internet, etc.)											HOS /B								
Pass final inspection and receive Cert of Occupancy																	HOS /B		
<b>Transportation</b>																			
Meet with bus provider to discuss transportation services																			DOO
Revisit transportation needs based on need from enrollment																			DOO
Review and finalize scope of bus route and schedule																			DOO
Sign contract with bus provider																			DOO
<b>Food Service</b>																			
Select vendor for food services																			DOO
Sign contract with food vendor																			DOO
Develop food service policies - (menu, delivery time, logistics, etc.)																			DOO
Develop logistics for how breakfast is served, tracked, and by whom																			DOO
Develop logistics for how snack is distributed, tracked, and by whom																			DOO
Develop logistics for how lunch is served, tracked, and by whom																			DOO
Identify free/reduced lunch students																			DOO
<b>Health and Safety</b>																			
Complete all state reporting requirements																			DOO
Contract out for a nurse																			DOO
Create inventory of supplies needs for nurse's office and purchase items																			DOO
Create inventory of medical items needed (defibrillator, etc) and purchase																			DOO
Acquire student medical forms (checklist of forms to be included in Enrollment package)																			DOO
Schedule staff first aid and CPR training																			DOO
<b>Fire Safety Planning</b>																			
Contact police and fire departments																			DOO
Schedule and complete fire inspection																			DOO
Undergo building inspection																			DOO
Develop all emergency drills policies, schedule, routes																			DOO
<b>Administrative</b>																			
Define how information will flow within school (ie.who's called when kid is sick, who's contacted about discipline infractions)																			DOO
Define procedure for visitors entering building																			DOO

Develop forms necessary to track and monitor visitors																			DOO			
Define how staff will communicate (email, walkie talkie, phones)																			DOO			
Set up phone systems and answering services (need to set up school phone line prior to enrollment process)																			DOO			
<b>Purchasing</b>																						
Create list of all items that need to be purchased through Dec. of 1st year																				HOS		
Purchase classroom equipment and furniture																				DOO		
Purchase office equipment and furniture																				DOO		
Purchase restroom supplies																				DOO		
Purchase cleaning products																				DOO		
Purchase library materials																				DOO		
Purchase art materials																				DOO		
Purchase PE equipment																				DOO		
Purchase medical supplies & faculty furniture (i.e., couch)																				DOO		
Purchase office supplies																				DOO		
Purchase any decor/signage needed for the building																			HOS			
Purchase laptops and Ipads																				DOO		
<b>Contract Personnel</b>																						
Hire janitorial services																				DOO		
Line up electrician, plumber, & handyman																				DOO		
<b>Technology</b>																						
Write tech plan																				DOO		
Determine assessment-related technology needs, including laptops and document cameras																				DOO		
Create/organize computer filing system and document saving guidelines																				DOO		
Create student information filing system																				DOO		
Create SPED student filing system																				DOO		
Purchase SIS- PowerSchool																				DOO		
Select vendor for culture data- Kickboard																				DOO		
Select provider for Internet access (DSL, cable)																				DOO		
<b>Uniforms</b>																						
Contract student uniforms through Agape North																				HOS		
Give families 2 uniform shirts per child (at Student & Family Orientation)																					HOS /DO O	

**(b) Anticipated Challenges**

**Fund Availability:** One of the anticipated challenges that we expect to encounter is availability of sufficient start-up funds to operate the school effectively in its first year in order to operate smoothly. Proposed Head of School Nikita House has applied for BES Funding, The New Schools Venture Fund, and the Charter School Growth Fund Seed grant applications to seek additional funding for the school in addition to the BEP funding that is allocated per enrolled student. To date, Ms. House has received \$100,000 from BES and \$215,000 from the New Schools Venture Fund (seen in Attachment E) for start-up funding. The \$100,000 is contingent upon being authorized from Memphis Shelby County Schools as stated in Attachment E and the \$215,000 is currently in a BCS bank account

until we are authorized. To mitigate the challenge of not having enough cash on hand before the school launches in the fall of 2023, Ms. House and the proposed Board have developed a contingency plan that includes accessing small business line(s) of credit to ensure the school can successfully launch. Lastly, Ms. House along with her proposed Founding Board of Directors will continue to seek grant opportunities, individual donors, and organizations that will gift one-time or recurring donations to BCS on a monthly basis.

**Enrollment:** At BCS we understand the urgency and priority to ensure we are fully enrolled and remain fully enrolled throughout the school year. We anticipate this being a challenge given the enrollment decrease within Memphis Shelby County Schools over the past year. However, we anticipate to mitigate these challenges by creating targeted recruitment plans which can be referenced in [section 1.11](#). Lead Founder, Ms. House, and the proposed Board of Directors will meet monthly to discuss progress of families enrolled, create new action steps if we are not seeing results, and follow through with the plan created. In Year 1, our target enrollment is 60 Kindergarteners, however, we will internally set a goal for 70 and will work towards that number in order to create a waitlist and thus having a pool of families to contact in case a BCS enrolled family does not complete enrollment or withdrawals. Additionally, with the list of nearby child care providers and centers that are listed in [Section 1.2](#), Ms. House has already begun to contact each provider to begin building relationships and solidifying potential partnerships where Ms. House can connect with families, leave marketing materials for families to enroll their children at BCS on a monthly basis to secure intents to enroll. BCS has also allotted funds in the amount of \$8000 within our budget on tab 3, line item 174, to host 8 major community events to connect with families and community residents starting July of 2022.

**Facilities:** BCS does not anticipate having any challenges from Year 3 and on after the construction of BCS is complete, however, BCS must secure a temporary facility for the 2023-2024 and 2024-2025 school years in Year 1 of operation. The challenge will be finding a temporary facility that is in close proximity to our proposed location, and one that is up to code for a school. To mitigate these challenges, Lead Founder, Nikita House, has begun working with Darrell Cobbins, a commercial real estate lender at Universal Commercial to begin searching for potential sites for occupancy for BCS in Years 1 and 2 of operation. Together, BCS has begun creating a list of properties from Mr. Cobbins in Binghampton and the cost of occupancy to retrofit if necessary. Mr. Cobbins and Ms. House will touch base monthly to get an update on new and existing potential facilities. From there, Ms. House will regularly meet with her board on a monthly basis and will continue to do so post authorization to update the board on new properties from Mr. Cobbins and narrow down the search for a temporary facility. Both Ms. House and the proposed Board consider the following factors as we are making our selections that are not limited to: square footage, nearby occupants, cost to retrofit, and proximity from the permanent location at 3100 Walnut Grove. We will continue to go through the process until April of 2023 where we will have selected a facility to enter into negotiations with to sign a lease.

**COVID-19:** Since the onset of the pandemic in 2020, schools nationwide have had to pivot, adapt, and remain flexible while at the same time ensuring that students and staff remain safe and healthy, while still delivering an education. Due to the fact that we do not know what the future holds for COVID-19 and any future outbreaks or variants that may arise, we as a school must be prepared to handle any situation that arises so that our students and families still have the consistency of BCS being present and teaching their children. To mitigate these challenges, Ms. House will create a variety of contingency plans in order to be proactive and anticipate any disruptions to learning that may occur due to COVID. Those contingency plans consist of creating a school wide learning plan in the event that the district requires us to do virtual learning or hybrid in the event there is a major increase in COVID-19 cases alongside the Board during the planning year of the school. With this comes ensuring that students will be able to have the appropriate technology at home in the event we are required to do virtual learning. In this case, BCS will delay the purchasing of school items for in school learning in order to ensure every student has access to a laptop or iPad. In the event that in-person learning continues as normal, we at BCS still want to be cautious of the spread of COVID-19 in order to eliminate absences of staff and students. For this reason, BCS will ensure that the school has temperature readers that are used every day when faculty and students come into the building where it will be recorded. In the event that someone is running a fever, they will immediately be asked to put on a mask for the remainder of the day and will take a rapid COVID-19 test at the school. If the test is positive they will go home and follow the CDC guidance for quarantining. If the event is negative, they will continue to wear

a mask and if it is a parent, they will be notified. These will be kept on hand in abundance in the unlikely event that someone develops COVID-19 symptoms during the school day. On top of the aforementioned ways we will mitigate this challenge, we will ensure that all staff have access to hand sanitizer, masks, and will encourage frequent hand washing.

## 2.3 Facilities

### (a) BCS Facility Needs

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#### Research-Based Facilities Approach

BCS' mission to create a family-centered school with support for the whole family informs every aspect of the design of the school and the development as a whole. Following this mission, Maslow and BCS are working closely with community members and stakeholders to design a school and community that gives students and families the best environment to learn and grow. The design goals are multi-faceted, and include, but are not limited to, creating multi-purpose spaces in the community that the school can have access to in order to enrich learning, for example a community kitchen or maker space. We will also look to maximize green space to encourage healthy physical activity for students and their families. Ultimately, exact plans for amenities will be developed alongside Binghampton community members and the experienced architecture and design team at A2H and DPZ.

Maslow is unique in its approach to holistic development, intentionally integrating BCS with mixed-income housing, workforce development, and healthcare assets. Maslow's theory of change is that a holistic approach that combines these assets, in partnership with the community, will improve socioeconomic mobility and equitable access to community assets. In fact, existing research underscores that these assets have a positive impact on communities and schools. In *Housing Policy is School Policy*, Heather Schwartz analyzed inclusionary zoning policies and found that low-income students who moved to mixed-income neighborhoods and attended mixed-income schools outperformed their peers in math and reading (2010). Evidence suggests that these academic gains can be attributed to both mixed-income neighborhoods and school-based integration. A comprehensive study of low-income tax credit housing shows that income integration in neighborhoods and schools leads to strong gains for low-income students without negatively impacting other students (Di and Murdoch, 2010). At a fundamental level, access to quality, affordable housing has a positive impact on education. Numerous studies have also shown the negative consequences the absence of quality housing has on children's school outcomes (Cunningham and MacDonald, 2012; Brennan, Reed, and Sturtevant, 2014). As housing prices rise in Binghampton, it is essential to provide an affordable option for residents. Displacement has a range of negative impacts on families, including educational attainment (Qiang, Timmins, and Wang, 2021; Pearman 2018). Conversely, low-income children in affordable housing score better on cognitive development tests (Newman & Holupka, 2015).

Maslow will also include health & wellness resources. While the details are to be determined, the goal is to create a holistic community clinic and to address the dearth of mental health resources in the Binghampton community. Schools with integrated health assets show significant improvements in attendance, behavior, social functioning, and academic achievement (Maier, Daniel, and Oaks, 2017). The CDC's systematic review found school-based health centers were associated with a 29% decrease in high school non-completion rates and a 4.7% increase in students' GPA.

Maslow will also support families by including workforce assets. Potential assets such as a maker space and co-working space have been desired by community members. Additionally, Maslow plans to work with the community to support the creation of a small business, entrepreneurial ecosystem. Schools have not historically partnered with workforce development programs for families, so research on this relationship is limited. However, multiple studies show a clear negative correlation between parents' unemployment and their childrens' educational attainment (Rekki, Bakker, Curry, and Wooden, 2019). Providing resources for parents to achieve financial stability will help students and families succeed given that poverty negatively impacts educational attainment (Nieuwenhuis, Kleinepier, and van Ham, 2021). The goal of this ecosystem of services is to increase economic mobility for both students and families. Maslow expects these assets and programs to work together and ultimately improve academic results.



Offering these supports also has intrinsic value, as students and families benefit from access to quality housing, healthcare, and workforce development opportunities. Maslow is performing ongoing community engagement with Binghamton residents to ensure that the workforce and health & wellness operators will fit with what residents need, taking into account the unique demographics of the historic neighborhood.

Binghamton Community School (BCS) will be a K-5 school that will include 60 students per grade for a total of 450 students. BCS’ sponsor, Maslow Development Inc. (Maslow), will develop a school facility commensurate with those needs. The design and construction of the school facility will begin once the charter application has been approved. Since 2017, Maslow has worked alongside community members, stakeholders, and architects (local architecture/engineering firm, A2H and DPZ, an internationally recognized firm known for their new urbanist and master planning approach) to identify and secure a 15-acre site in the Binghamton community that will serve as a holistic school-centered mixed-use community. Maslow believes in placing the community’s voice front and center of the planning and design process, leading design sprints and empathy interviews with community members, and alongside BCS, to build out a school facility that aligns with the communities’ wants and needs. While community stakeholder meetings are ongoing, and until BCS is approved, plans for the school facility are preliminary, the following table is a programmatic representation of the facility:

**Figure 2.3(a)- Outline of Spaces for the Construction of BCS**

Space	Sq Ft	Quantity	Total Area
<i>Academic Core</i>			
<b>Kindergarten Classroom</b>	1,000	3	<b>3,000</b>
<b>Kindergarten Restroom</b>	50	3	<b>150</b>
<b>Elementary Grades 1-3</b>	850	9	<b>7,650</b>
<b>Elementary Grades 4-5</b>	850	6	<b>5,100</b>
<b>Library</b>	1,260	1	<b>1,260</b>
<b>Computer Lab</b>	900	1	<b>900</b>
<b>Art Room</b>	1,200	1	<b>1,200</b>
<b>Art Storage</b>	80	1	<b>80</b>
<b>PE Area</b>	3,600	1	<b>3,600</b>
<i>Special Populations</i>			
<b>Workroom/Conference</b>	150	1	<b>150</b>
<b>Restroom/Shower</b>	100	1	<b>100</b>
<b>Resource Room</b>	450	1	<b>450</b>
<b>Speech Therapy</b>	475	1	<b>475</b>
<b>OT/PT</b>	350	1	<b>350</b>
<i>Admin Spaces</i>			

<b>Principal's Office</b>	150	1	<b>150</b>
<b>Assistant Principal's Office</b>	120	1	<b>120</b>
<b>Admin Office (+Guidance Counselor)</b>	120	1	<b>120</b>
<b>Health Center</b>	250	1	<b>250</b>
<i>Food Service</i>			
<b>Student Dining</b>	2,400	1	<b>2,400</b>
<b>Kitchen</b>	1,859	1	<b>1,859</b>
<i>Building Services</i>			
<b>Workroom</b>	288	1	<b>288</b>
<b>Large Group Restrooms</b>	2,373	1	<b>2,373</b>
<b>Custodial Room</b>	80	2	<b>160</b>
<b>Electrical Main Room</b>	180	1	<b>180</b>
<b>Telecommunications/Data Room</b>	120	1	<b>120</b>
<b>Corridors/Circulation</b>	5,931	N/A	<b>5,931</b>
<b>Mech/Electrical Space/Decks</b>	1,631	1	<b>1,631</b>
<b>Storage Areas</b>	150	2	<b>300</b>
<b>Loading/Receiving Area</b>	100	1	<b>100</b>
<b>Main Cross-Connect</b>	1,800	1	<b>1,800</b>
<b>Total Basic Area</b>	<b>42,247</b>		

Once BCS has been approved, design of the school facility can begin, which includes sourcing capital for the capital stack, which includes philanthropic capital, debt, and New Market Tax Credits (NMTCs). NMTCs cannot be applied for until the charter has been approved. The construction of the facility will take an eighteen month period before being ready for move-in. Additionally, due to the cost of a new school building, BCS will choose to move into the facility in Y3 when revenue has increased with student population. Given the aforementioned considerations, Binghampton Community School will be housed in a temporary facility in its first two years of operation, from school year 2023-2024 to school year 2024-2025. BCS will move into the school facility in June 2025, ready for the beginning of its third school year.

BCS is confident in its ability to locate an appropriate temporary facility. BCS is currently working with Darrell Cobbins, the President and Principal Broker at Universal Commercial. Darrell has been a licensed commercial real estate agent since 2007, previously serving six years as Vice President at Cushman & Wakefield/Commercial Advisors, LLC, a top-tier Memphis firm. Over the years, Darrell has worked with several charter schools in Shelby County to help identify and to ultimately secure temporary and permanent facilities. With Darrell's support, BCS has identified the following temporary facility options:

**Figure 2.3(b)- Temporary Facilities**

Location/Address	Details	Considerations
1. 3502 Summer Ave, Memphis 38122	<b>Past Usage:</b> Drug Store <b>Square Footage:</b> 14,392 <b>Year Built:</b> 2004 <b>Stories:</b> 1 <b>Features:</b> Drive Thru, Signalized Intersection, Signage, Bus line	This facility provides more than enough ample space for two years of operation. The building itself is fairly new. Partitions could be used to create rooms instead of building walls to lower the costs of retrofitting. Facility is close to permanent location but not in “Binghampton”.
2. 2700 Summer Ave, Memphis 38112	<b>Past Usage:</b> Industrial Warehouse <b>Square Footage:</b> 30,400 <b>Year Built:</b> 1969 <b>Stories:</b> 1 <b>Features:</b> 5 Loading docks	This building has a negotiable lease between 2-5 years which would be favorable for BCS. Building is slightly older and may take more funds to retrofit. Facility is within Binghampton.
3. 2602 Faxon, Memphis 38112	<b>Past Usage:</b> Multi tenant occupancy <b>Square Footage:</b> 46,000 <b>Year Built:</b> 1964 <b>Stories:</b> 1 <b>Features:</b> 1 loading dock, Bus Line, Signage	Thes facility presents itself as a mini strip mall and has multiple vacancies beside each other. Building is slightly older and may take more funds to retrofit. Facility is within Binghampton.
4. 2980 Summer Ave, Memphis 38112	<b>Past Usage:</b> Family Dollar <b>Square Footage:</b> 9180 <b>Year Built:</b> 2004 <b>Stories:</b> 1 <b>Features:</b> Bus Line, Signage	This facility provides more than enough ample space for two years of operation. The building itself is fairly new. In order to save money, partitions could be bought instead of building walls and rooms to separate spaces. Facility is within Binghampton.
5. 804 S Highland Memphis 38111	<b>Past Usage:</b> Retail Store <b>Square Footage:</b> 10,186 <b>Year Built:</b> 1964 <b>Stories:</b> 1 <b>Features:</b> N/A	This facility provides more than enough ample space for two years of operation. The exterior of the building itself is in great condition. This location is a couple more miles farther than we would like from the permanent location.

BCS’s preference is to pursue options 1 and 3 for a couple of different reasons. When selecting a temporary location, the goal is to be in close proximity to the permanent facility at 3100 Walnut Grove, Memphis, TN 38111. Location 1 while technically not zoned as Binghampton, is 1.9 miles from our permanent location and a three minute drive. Location 3 is zoned as Binghampton and is also 1.9 miles away from our permanent location. Location 1 was built in 2004 making this still a fairly new constructed facility so the repairs and retrofitting may not be as expensive. In addition, location 1 has a drive thru which would be a perfect design for the distribution of our food pantry items that will begin in Year 1 of operation. Location 3 has multiple spaces available that are side by side so instead of knocking down walls, it may so BCS is able to secure a couple of spaces for our programming. Although both facilities would have to be retrofitted to bring the buildings up to education standards and codes, funds could be saved by using mobile partitions as dividers to create classrooms and office spaces.

**Figure 2.3(c)- Anticipated BCS Facility Timeline**

<b>Date of Completion</b>	<b>Task and Description</b>	<b>Responsible Parties</b>
<b>Q2 2023</b>	Secure Temporary Facility  Begin focus groups for community input on school design	BCS
<b>Q3 2023</b>	Finalize Construction plans	Maslow
<b>Q4 2023</b>	Begin Construction	Maslow
<b>June 2023-May 2024</b>	First School Year in Temporary Facility	BCS
<b>Q3 2024</b>	Second School Year in Temporary Facility	BCS
<b>Q3 2025</b>	School Construction Completed	Maslow
<b>Q3 2025</b>	Move into Permanent Facility	BCS

**(b) Facilities Budget**

BCS will lease a temporary facility in the Binghampton neighborhood for its first (2023-2024) and second (2024-2025) school year. Then, BCS will enter into a multi-year lease agreement with Maslow Development Inc. from Q3 2025 onwards such that BCS will have a permanent facility from its third school (2025-2026) year onwards. BCS has budgeted for its temporary facility a cost not to exceed \$117,000 by year 2 (100 sq ft/student at an average market rate cost of \$9/sq ft). These assumptions can be seen on tab six of the budget on line 155.

Ms. House and members of the BCS Board of Directors will, in partnership with Maslow, agree upon the terms and conditions of the lease for Year 3 of operation and beyond. Maslow and BCS have executed a memorandum of understanding to outline current roles, responsibilities, and expectations (see attached Appendix, labeled “MOU”). This MOU will be updated and converted into a long-term lease agreement. The partnership between Maslow and BCS is a long-term one. Maslow and BCS are committed to serving the Binghampton community in a holistic way, which requires long-term sustainability and continuity of the permanent facility.

While Maslow as a real estate developer will have set construction costs that define the lease terms of the building, Over the years, the Maslow team has successfully raised over \$50MM in grant/philanthropy (CSP grants,

national/local foundations) and public subsidies (New Markets Tax Credits) to support similar efforts. Moreover, Maslow and BCS are discussing the following ideas as alternatives to cover the financing gap until BCS has reached full capacity:

1. Maslow believes in multi-purpose facilities whereby students can take advantage of community facilities and community members can take advantage of school facilities to create a thriving set of community assets. With this concept in mind, Maslow is exploring a school facility that is not composed of one building, but rather smaller buildings all tied together. Here, buildings could be designed and constructed in phases such that BCS grows into the facilities year after year.
2. Maslow is also open to working with BCS to find another tenant to fill the unused spaces such that BCS does not pay the entire cost of the lease as we grow into the facility.

### **(c) Facilities Acquisition and Management Experience**

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BCS's sponsor, Maslow Development Inc. (Maslow), has a strong track record of school facility acquisition and management. The Maslow team has successfully built, leased, and/or renovated elementary, middle, and high school buildings over the last 15 years. More extensively, the Maslow team has led projects that successfully developed high-performing schools that anchor holistic communities locally and nationally.

In Memphis, Maslow's co-founder and partner led the Eden Square development with Power Center Academy Middle serving as the anchor. The school facility as well as the overall mixed-use development came as a result of convening over 1,000 community members, along with architects, engineers, and other stakeholders to develop a comprehensive plan for a 43-acre mixed-use development in one of the most blighted areas of Memphis, TN. The once-blighted neighborhood became a holistic development that now includes Power Center Academy Middle, a performing arts center, and affordable housing.

In 2016, after seeing first-hand the work of Eden Square, a group of local leaders from Tulsa, Oklahoma commissioned Maslow to work alongside community stakeholders to develop a comprehensive vision for the Greenwood neighborhood in North Tulsa. Maslow worked with a local nonprofit to develop that vision alongside the community, and to date has established a public Partnership School—the first of its kind in Oklahoma. While advising the local nonprofit on identifying and securing a school facility, Maslow also advised the local nonprofit on site selection for acquisition and future development of a 23-acre school-centered mixed-use community.

### **(d) Securing a Facility**

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The property for the long-term permanent facility has been identified and secured. Maslow Development Inc. has secured approximately 15 acres of land at 3100 Walnut Grove, Memphis, TN, 38111. As the plans to develop the long-term permanent school building will be dependent on the approval of BCS, the timeline may be extended depending on the length of the approval process.

### **(e) Americans with Disabilities Act (ADA) Requirements**

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When designing and constructing Binghampton Community School, Maslow will ensure ADA compliance as well as compliance with all health and safety requirements required by the state, city, and county. This cost is included in the cost of BCS leasing the space from Maslow Development Inc.

### **(f) Timeline for facilities selection to occupation**

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In December 2020, Maslow acquired the site for the school at 3100 Walnut Grove, Memphis, TN, 38111. The site is currently a greenfield– the pre-existing office-complex structure that can be seen on Google Maps was demolished in the Fall of 2020. Maslow plans to break ground on the first phase of housing in Q1 2023 and will break ground on the school facility in Q4 2023. The school facility will be completed in Q3 2025, ready for move-in. The fire marshall approval and health inspection will be included in the construction plan.

#### **(g) Contingency plan**

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Maslow has developed a conservative construction schedule that allows for the school building to be complete by the start of year 3 for BCS. Additionally, BCS will maintain a list of temporary facilities should anything fall through or be delayed with the leasing of a temporary facility or should the construction of the building for BCS be delayed as well. If for any reason any of the aforementioned appears to be imminent, proposed Head of School Ms. House’s first response will be to immediately meet with the BCS Board of Directors, Maslow, and Universal Commercial to come up with a contingency plan which would include a list of available properties, and a list of our community partners to contact to enlist support for the search and the securing of a building. If for any reason we need additional funding to support these efforts, we will communicate with our secured donors and funders for assistance.

#### **(h) Properties identified for BCS**

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BCS has already located the property suitable for its needs through its partnership with Maslow Development Inc. BCS will be housed at 3100 Walnut Grove, Memphis, TN, 38111. BCS has identified temporary facilities in the schedule above (see Figure 2.3(b)- Temporary Facilities).

## 2.4 Personnel/Human Capital

### (a) Year 1 Organization Structure

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Please see **Attachment G** for Year 1 and at full capacity.

The Board of Directors is responsible for oversight to ensure BCS accomplishes its mission and reaches our goals. The Head of School will report to the Board in all years and the Board will be responsible for hiring and evaluating the Head of School in all years using the evaluation mentioned in **Section 2.1(b)**. The Head of School will execute all tasks necessary in the management of the school, including hiring and supervision of all teachers, leaders, and other staff members. In **Year 1**, BCS leadership team will consist of the Head of School who will also act as the IB Coordinator until Year 3, Director of Operations, Director of Special Populations, and a part-time School Counselor and Social Worker. At **Full Capacity**, the BCS Leadership Team will consist of the Head of School, Director of Operations, Director of Special Populations, IB Coordinator, Assistant Head of School, School Counselor, and a Social Worker.

### Organizational Structure and Leadership Responsibilities/Duties

At BCS we have carefully thought about the leadership structure of our school based on the skills and expertise that needs to be present and according to what is needed in order to bring our mission and vision to fruition at BCS. As seen in **Attachment G**, BCS will be overseen by its Board of Directors as explained in **Section 2.1(a)**. The Board of Directors will be responsible for the academic, financial, operational, and organizational oversight of the entire school. In addition to this, the Board of Directors will only be responsible for the hiring, evaluation, and termination (if deemed necessary) of the Head of School. Through monthly board and committee meetings, the Board of Directors will work alongside the Head of School and back office provider to progress monitor, evaluate, and ensure the overall health of the school from month to month. From there, the day to day operations and management of the school will remain the responsibility of the Head of School and the BCS Leadership Team. Following the organizational structure of **Attachment G**, the following describes the responsibilities and duties of all BCS leadership members.

#### Head of School (To be hired upon authorization from MSCS)

The Head of School (HOS) will only report to the Board of Directors in all its years of operation, including the planning year, and will follow all policies set by the Board. The HOS for BCS is the visionary and the main instructional and cultural leader of the school. The responsibilities and duties of the HOS are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Creating and maintaining the academic and cultural mission and vision of BCS alongside the community
- Set and maintain all academic priorities and goals
- Manage all procurement and vendor relationships in planning year
- Develop, plan, execute, and outsource (in some instances) professional development for the entire staff for the Summer, Abbreviated Wednesdays, and Schoolwide Data days following benchmark assessments
- Hiring, evaluating, and terminating (as necessary) of all BCS staff members
- Creating and managing the budget alongside the Director of Operations and Back Office Provider
- Coach and manage all BCS Leadership Team members
- Coaching and managing all BCS Staff members in Year 1 (with the exception of the special education teacher in Year 1) and delegating a portion of the coaching load thereafter
- Serve as the IB Coordinator until Year 3 of operation
- Serve as the Building Test Coordinator and head of the assessment team as mentioned in Section \_\_
- Ensure the school stays in compliance with all local, state, and federal policies alongside the Director of Operations
- Serves as the point person for all discipline issues that cannot be resolved inside of the classroom in Year 1
- Serve as the head of the student recruitment and enrollment team in all years of operation
- Reviews all student RTI2 data, progress report and report card data, IEPs, Section 504 plans, student support plans, student safety plans, and any plans related to monitoring the progress of all students' academic growth;

### **Back Office Provider** (To be contracted upon authorization from MSCS)

The Back Office Provider (BOO) will be contracted out by BCS and will work alongside the Head of School to ensure the fiscal management of the school functions in a way that allows BCS to live out its mission and vision. Ms. House has had several conversations and meetings with the BOO named GT3 Group LLC, and given its track record of success and knowledge of the charter school environment, GT3 will be BCS' chosen back office provider to work with. Please see **Attachment E** for this letter of support. GT3 Group offers back-office financial and accounting services, providing charter school organizations with the skills, knowledge, and experience of a Chief Financial Officer and accounting department. The firm's ability to offer strong financial and accounting systems – coupled with its analytical skills and knowledge of charter school best practices – enables it to offer a suite of support services that frees school leadership teams to focus on their academic programs and student achievement. The core services that will be used are accounting and bookkeeping, financial management, reporting, and compliance, payroll and retirement, business advisory, and cash flow management. Because GT3 offers a plethora of services beyond what is mentioned, GT3 will cater its services to meet Binghampton Community School's individual needs and challenges in finance, operations, and other facets of school operations.

### **Assistant Head of School** (To be hired in Year 3 of operation)

The Assistant Head of School will report only to the Head of School. The Assistant Head of School of BCS serves as a secondary visionary, instructional, and cultural leader of the school. The Assistant HOS will be coached and managed by the HOS and will work alongside the HOS to ensure the mission and vision of BCS comes to fruition. In the absence of the HOS (i.e. due to sickness, personal leave), the Assistant HOS will assume the duties of the HOS. The responsibilities and duties of the Assistant HOS are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Assist in maintaining the academic and cultural mission and vision of BCS alongside the community
- Serve on the staff recruitment team of all BCS staff members
- Share the coaching, managing, and evaluation load with the HOS of BCS Staff members
- Assist the HOS with planning and executing professional development for Summer PD, Abbreviated Wednesdays, and Schoolwide Data days following benchmark assessments
- Serve on the assessment team as mentioned in **Section \_\_\_**
- Ensure the school stays in compliance with all local, state, and federal policies alongside the Director of Operations and HOS
- Shares responsibility with the HOS for all discipline issues that cannot be resolved inside of the classroom in Year 1
- Serve on the student recruitment and enrollment team in all years of operation

### **Director of Operations** (To be hired at the end of the planning year)

The Director of Operations (DOO) will only report to the Head of School. The DOO will lead implementation and maintenance of clear operational systems while building a data-driven, service-oriented culture, guiding the planning and reporting systems for operations and project management of BCS. The DOO will be coached and managed by the HOS and will work alongside the HOS and back office provider to ensure the mission and vision of BCS comes to fruition. The responsibilities and duties of the DOO are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Lead operational excellence in non-academic operations (i.e., facilities, finance, IT, safety, transportation, after school programming, compliance, purchasing, risk management)
- Work alongside the HOS and back office provider to ensure fiduciary responsibility of the schools finances
- Ensure processes are in place to monitor compliance to federal, state and local regulations and requirements for financial and school operations (i.e. authorizer requirements)
- Manage procurement and vendor relationships
- Drive improvement and innovation in critical areas of school operations by increasing efficiency and effectiveness



- Solve organizational and school-level financial and operational issues
- Partner with the local district on financial and operational initiatives and requests
- Will be the Transportation supervisor
- Will take the lead of the quality check of all technology

#### **IB Coordinator** (To be hired in Year 3 of operation)

The IB Coordinator will only report to the Head of School. The IB Coordinator is a critical role in any school that is planning on becoming an International Baccalaureate World School. The IB program coordinator is integral to the implementation and evolution of the IB program at BCS. An IB program coordinator, acting together with other school leaders, has authority to plan and manage the processes of change necessary for developing the PYP program at BCS. The responsibilities and duties of the IB Coordinator are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Serves as another secondary instructional leader with the primary lens of the PYP program at BCS
- Coordinating the planning, implementation and monitoring of program development initiatives and components
- Communicates with the IB Development Team for authorization and evaluation
- Communicating with parents, legal guardians and the wider community about the school's IB program
- Ensuring teachers' access to program documentation and IB frameworks via the program resource center
- Introducing and/or inducting new staff to the school's IB program
- Schedule, plan, and execute all IB professional development for Summer PD, Abbreviated Wednesdays, and Schoolwide Data Days following benchmark assessments
- Keep record and document all teacher and staff IB certifications and professional development needed
- Developing and promoting key pedagogical elements in the program (approaches to learning, approaches to teaching, the IB learner profile, and so on)
- Coaches and manages all K-5 teachers with the lens of the IB framework implementation

#### **Director of Special Populations:** (To be hired in Year 1)

The Director of Special Populations (DOSP) will report directly to the Head of School. The DOSP is a critical position within BCS that ensures all learners can achieve, thrive, and be supported while attending BCS. The DOSP will work alongside the BCS Leadership Team, instructional staff, and families to ensure the mission and vision of BCS comes to fruition. The responsibilities and duties of the DOSP are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Assure compliance with all federal and state laws requiring the education of special population students as well as local, state and federal guidelines.
- Maintains a high level of knowledge regarding developing special education issues, changes in the laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an excellent special education program. Incorporates policies and procedures in accordance with laws and regulations. Ensures that all practices are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level
- Monitor the overall success of the special population students based on identified student outcomes and programming expectations. In collaboration with BCS staff, lead and develop strategic planning aligned to student outcomes. Continuously use and triangulate data to make programming decisions.
- Coordinate the evaluation, diagnosis and placement of all children referred to special populations and identify the most appropriate educational services.
- Collaborate and coordinate with the instructional staff to assure the delivery of appropriate services to special population students
- Provide ongoing professional development to all BCS staff regarding the Individuals with Disabilities Education Act (IDEA) and Tennessee compliance with IDEA, and ensuring all staff are able to deliver services to students based on their IEP/504's
- Coach and manage all special education teachers
- Oversee and ensure the successful implementation of the RTI<sup>2</sup> programming

**School Counselor** (To be contracted out part-time in Years 1-2, and be a full-time position in Year 3)

The School Counselor will only report to the Head of School. The counselor position is a critical role at BCS as it aligns with our mission and vision of ensuring we are fostering a healthy mental lifestyle for our students. The responsibilities and duties of the School Counselor are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Counsels individuals and groups of students in setting and developing strategies for the achievement of academic, social/personal development and other identified goals.
- Develop trusting relationships with students, teachers, and families
- Serve as first resource for teachers looking for additional suggestions or strategies related to social and emotional needs of students
- Facilitates crisis intervention as needed to ensure school/student safety.
- Provides peer mediation as needed for students.
- Works to discover and develop special abilities of students.
- Works to resolve students' educational handicaps.
- Administers various tests to assess the development and needs of students.
- Works closely with with BCS social worker to cater to the needs of BCS students and families

**School Social Worker** (To be contracted out part-time in Years 1-2, and be a full-time position in Year 3)

The Social Worker will only report to the Head of School. The social worker position is a critical role at BCS as it aligns with our mission and vision of ensuring we provide family support to our BCS families. The responsibilities and duties of the school Social Worker are listed below, however, it should be noted that this is not an exhaustive or finite list:

- Works closely with with BCS school counselor to cater to the needs of BCS students and families
- Develop trusting relationships with students, teachers, and families
- Serves as the point person for the assessing and distribution of perishable and nonperishable items to families each month
- Maintains close contact with all BCS families through the “Family Touchpoints” and supports by finding resources they need to change their circumstances
- Serves as the head of the attendance team and monitors and follows up to problem solve with families whose attendance falls below the school goal
- Works with students in groups or one on one to help develop and manage social emotional and behavioral skills

**(b) Selection of the BCS School Leader**

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The Head of School of BCS will be the visionary and main instructional and cultural leader of the school. For this reason, it is important that the person who holds this position not only has a passion to bring a high-quality, innovative educational program to students and families, but moreover a person who possesses the skill sets and qualities of someone who can lead the school to success.

**Qualifications for BCS Head of School:**

- A deep and unwavering commitment to the school’s mission and vision
- Bachelor’s Degree required from accredited college or university
- Master’s Degree preferred from accredited college or university
- Commitment to leading a diverse, equitable, inclusive, and anti-racist school
- Minimum 4 years experience as an effective classroom teacher
- Minimum 3 years experience in leading and/or coaching teachers
- A capacity to motivate and lead instructional staff in order to yield the highest academic performance possible 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 receive feedback on issues that will facilitate growth and achievement of both students and faculty.
- Experience with educating/mentoring urban youth.
- Experience managing and leading adults.

It is the intention that the Lead Founder of Binghampton Community School, Nikita House, serve as the Head of School. Ms. House has a deep commitment and passion to provide an exceptional and equitable educational option for all students in Memphis. Having started her career in education with Shelby County Schools in 2012 as a high school foreign language teacher at an alternative school, she became deeply committed to her craft as a teacher ensuring all students received a quality education. Transitioning to KIPP Memphis Academy Middle, Ms. House became a middle school teacher for the next five years making great academic gains in her classroom. Having served in various capacities in leadership, Grade Level Chair, Instructional Coach, and Dean of Instruction and Culture, she has effectively learned how to lead and manage others while keeping students at the center of it all. In addition to this, Ms. House has had the opportunity to be a part of the KIPP School Leadership Program- a yearlong program for aspiring school leaders to learn how to lead with equity, manage difficult school situations, coach, and manage others, and observe various high performing schools across the nation to learn best practices. Currently, Ms. House is a Fellow with BES, BES is a national nonprofit that identifies and prepares excellent leaders to transform education in their communities. BES supports leaders not only to build new schools but to ensure their schools excel and sustain their results over time. Lastly, Ms. House will complete two month-long residencies by the end of July 2022. The first was in February of 2022 at Campus International, a high-performing elementary public Campus International, a IB school in Cleveland, Ohio, and at Elan Academy in New Orleans in July of 2022, a BES elementary school with proven academic state results. A more detailed description of Ms. House’s qualifications can be found in **Attachment F6**.

Thus, it is the intention of the Founding Board to hire Nikita House as the Head of School upon authorization of the school in the first board meeting post-authorization. As stated in **Section 2.1(b)**, the Board of Directors will be responsible for the evaluation of the Head of School and per State Board Rule 0520-02-01 and State Board Policy 5.20, will be using the Tennessee Department of Education Administration Model (TEAM) Rubric to evaluate Ms. House annually.<sup>190</sup> Ms. House’s growth and development will come from the BES Follow On Support during the planning year and the first two years of operation of the school alongside receiving support from the Board of Directors.

### **(c) Hiring Process for BCS Staff**

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The Head of school will be responsible for all recruitment and hires at BCS. In order to hire and retain the most talented and effective staff, BCS will conduct a robust interview process to ensure that our students will be surrounded by a diverse, loving, and highly qualified team. Our job openings will be posted on the last day of school before winter break in December and the recruitment season will begin the first week of school of the second semester in January. We intend to be fully staffed by the end of May of 2023 for Year 1. In subsequent years, BCS will always strive to be fully hired by the first week of May of the upcoming school year. BCS will implement the following recruitment and staffing processes:

- Draft detailed job descriptions that include the responsibilities, expectations, and qualifications for the role
- Post job openings on major job recruitment sites such as Indeed, LinkedIn, Teach901, schools of education, teacher pipeline organizations, and social media platforms
- Request resume, cover letter, short essay responses through online application platform
- Check each applicants licensure status via the public search offered by the TN Department of of Education
- Brief Screening interview via Zoom with proposed Head of School, Nikita House
- If applicant is a teacher, go visit applicant to observe teaching or request sample teaching video if not possible

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<sup>190</sup> <https://team-tn.org/wp-content/uploads/2013/08/TEAM-Administrator-Rubric.pdf>

- Conduct first interview with applicant conducted by Head of School
- Conduct in-depth second interview with applicant, conducted by Head of School and leadership team (include BCS teacher after Year 1) to include role-play scenarios, tasks to complete
- Verify personal and professional references, credentials, and licensure (if applicable), run state and federal background checks, verify enrollment in teacher education programs (if applicable)
- Head of School will make offer of employment to only the strongest candidates

Below in **Figure 2.4(a)** is a timeline for recruiting and hiring all BCS staff from Year 1 until Full Capacity.

**Figure 2.4(a)- Timeline for recruitment of BCS staff**

BCS Position	Target Start Search Date	Target Search Completion Date
Head of School	N/A	Upon authorization from MSCS
Assistant Head of School (Y2)	November of 2023	April of 2024
Director of Operations (Y1)	November of 2022	April of 2023
IB Coordinator (Y3)	November of 2024	May of 2025
Director of Special Populations (Y1)	November of 2022	May of 2023
*Founding Teachers	December of 2022	May of 2023
*Founding Elective Teachers	December of 2022	May of 2023
*Special Education Teachers	December of 2022	May of 2023
Counselor (Y1)	November of 2022	April of 2023
Social Worker (Y1)	November of 2022	April of 2023
Student Support Specialists (Y2)	December of 2023	May of 2024
Office Manager (Y1)	November of 2022	April of 2023

\*The search and hiring for all instructional staff will begin with the posting of job positions in December of every year with the completion of hiring all instructional staff by May of the following year.

### Selection Criteria for BCS Staff

BCS wants to ensure that we are able to deliver on our academic priorities and goals and because of this, specific skills and expertise will be sought out when hiring staff. BCS seeks to be authorized as an International Baccalaureate World School which is part of our mission of delivering a global education to our students. Being a school that is an IB school implementing the Primary Years Program means that there are certain qualities, expertise, and certifications that will be needed in order to be successful. BCS understands that it is highly unlikely that there is a large IB PYP teacher pool in greater Memphis due to the fact that there are only five public IB schools in Memphis: Balmoral Ridgeway Elementary, Oak Forest Elementary, Ridgeway Middle, Ridgeway High, and Germantown High. In addition to this, Lausanne Collegiate School (private) is also an IB school. Therefore, BCS is prepared to ensure we can train and develop teachers to become IB World School teachers and assist them in attaining and maintaining their certifications. We have allocated funds in our budget from year to year which can be found in our budget on tab 8, line 121.

**Instructional Staff:** When it comes to recruiting and hiring instructional staff, preference will be given to teachers who have previously taught in an IB school at any level, have had previous IB professional development training, and/or have attained IB Educator Certificates from IB approved universities.<sup>191</sup> In addition to this, because of our focus on literacy across disciplines and ensuring that BCS can get all students reading on grade level, preference will be given to teachers who have had a focus on ELA and K-2 Literacy instruction. All candidates will be required to have the appropriate licensure credentials and Praxis scores for teaching elementary or be working towards an alternate route license in a teacher education preparation program.

**IB Coordinator:** The Head of School will act as the IB Coordinator in the beginning operational years of the school and will then seek to hire an IB Coordinator in Year 3 of operation of the school. A qualified candidate should possess the appropriate certificates of training for an IB coordinator, have previous worked at an IB school<sup>192</sup>, prior

<sup>191</sup> <https://ibo.org/professional-development/about-our-workshops/professional-certificates/>

<sup>192</sup> <https://ecatalogue.ibo.org/publication/?m=53719&i=747617&p=18&ver=html5>

success of producing academic results as a teacher, and experience coaching teachers. If the Head of School finds that there is no qualified candidate, the Head of school will continue to serve as the IB Coordinator and seek to train an internal candidate.

**Spanish Teacher:** Every student at BCS will be required to take Spanish as a second language. This is a key component in providing a global education to our students. Learning a foreign language opens the doors to learning about other cultures, ideas, and people. We believe that the way to learn a foreign language is by means of acquisition similar to how all humans learn their first language- through Comprehensible Input (CI) and Total Physical Response and Storytelling (TPRS).<sup>193</sup> This particular pedagogical approach is the opposite of traditional Spanish textbook teaching that is focused on memorization but instead focused on learning vocabulary through messages, movement, and storytelling. Preference will be given to teachers who have taught Spanish using CI and TPRS. In addition to this, it will be a requirement that you possess at least a Bachelor’s degree in Spanish to be considered for the position. All candidates will be required to have the appropriate licensure credentials and Praxis scores for teaching elementary or be working towards an alternate route license in a teacher education preparation program.

**(d) Ensuring our hiring reflects the BCS Community**

All hiring done for BCS will be open to the public and the HOS and leadership team will seek to employ staff members that not only represent our Binghampton Community, but that reflects a diverse group of people with varying backgrounds and skill-sets. We anticipate that our student body population will be approximately 95% Black, because of this, we want to ensure we have a percentage of staff that reflects who we are serving. To ensure diversity, equity, and inclusion, the staff recruitment will consist of leadership, teachers, and a BCS parent, and BCS students at different stages of the interview process. This ensures all voices in our school community are heard and taken into consideration.

**(e) Teacher Licensures**

In order to ensure that our BCS students have the most qualified and talented instructors in front of them, BCS will ensure that every instructional staff member has a minimum of a bachelor’s degree, are endorsed in the content area they are teaching through the appropriate Praxis scores, and have completed a teacher education preparation program (if applicable). In order to ensure that all instructional staff possess and maintain the appropriate credentials at all times in order to remain in compliance with the district and state, BCS will ensure requests and verify all credentials periodically throughout the school year. The Head of School will check licensure status four times a year from the recruitment stage till the end of the year as seen in the below table. In addition to this, the HOS will verify enrollment in the teacher education programs, if applicable, upon being hired, at the end of the first semester, and concluding the academic year with official verification from the institution. In the case of teachers who are pursuing an alternate license and must go through a teacher education preparation program, those will be progress monitored to ensure their progression and completion through the program. **Figure 2.4(b)** indicates what will be verified, how it will be collected, and who will be responsible for ensuring it is collected and verified.

**Figure 2.4(b)- Teacher Licensure Verification Process**

Credentials	Collection/Verification	Timeline	Owner
College/University Transcripts	An official copy of all college/university transcripts	Submitted during interview process by candidate	Primary: DOO Secondary: HOS
Teacher Education Preparation Program (Alternate route licensure only)	Official verification of enrollment from the Teacher Education Preparation Program  Official verification of satisfactory progression of	Submitted during the interview process by candidate and filed in their personnel file.  Submitted by candidate in December and May of each	Primary: DOO Secondary: HOS

<sup>193</sup> [http://www.sdkrashen.com/content/books/principles\\_and\\_practice.pdf](http://www.sdkrashen.com/content/books/principles_and_practice.pdf)

	number of credits from the Teacher Education Preparation Program after each year until completed	school year until completed and filed in their personnel file.	
License/Endorsements	<p>Verification of an active Tennessee teaching license on the Tennessee Department of Education’s TN Compass platform</p> <p>Copy of teaching license</p> <p>Online verification of teaching license in December of each academic year</p> <p>Online verification of teaching license in May of each academic year to verify expiration date ensure licensure matches teaching role for next school year</p>	<p>Verified by the DOO/HOS during the application screening on the TN Dept. of Education’s Compass platform</p> <p>Submitted by the candidate during the interview process and filed in their personnel file.</p> <p>Verified by the DOO/HOS and noted in their personnel file that the license is still active</p> <p>Verified by the DOO/HOS and noted in their personnel file that the license is still active and matches the teaching role for the following year</p>	<p>Primary: DOO Secondary: HOS</p>

**(f) Evaluation Model and Development of Teachers**

At BCS we understand that teachers are the main determining factors of a student’s academic performance and success. For this reason, BCS teachers will receive routine observations, feedback, coaching meetings, evaluations, and engage in reflections in order to grow and develop into effective and high-quality teachers. With an unwavering high expectations of excellence in teaching, the BCS leadership team will work to ensure that every teacher can reach their highest potential.

Our support and development will come through regular announced and unannounced observations that will occur one to two times a week by that teacher's instructional coach which will be a combination of the HOS or Assistant HOS and the IB Coordinator. During these observations, coaches are using a combination of the Get Better Faster manual and internally create BCS instructional rubrics. During observations at BCS, we coach by the mantra, “Leave it better than you found it” meaning a coach should always strive to improve the quality of teaching and learning while they are observing in the form of real-time feedback, a quick chat with the teacher to provide feedback, or respectfully “jumping in” the instruction or learning time. In addition to this, every teacher will receive weekly coaching meetings and will consist of either observation feedback, internalization and planning, and/or data meetings. During these meetings coaches will stamp the strengths, improvements, and growth for the teacher as a way to celebrate the growth and development that has occurred as a routine process of celebrations. Celebrations will also come in the form of shout-outs in morning staff huddles, in weekly memos from the HOS, and through the Teacher of the Month award. More on the detail of the types of coaches meetings that will occur at BCS can be seen in **Sections 1.3** and **2.5**.

Pursuant to State Board Policy 5.201, Binghampton Community School will employ the Teacher Effectiveness Model (TEM)<sup>194</sup> to observe and evaluate instructors. Two formal evaluations will occur, mid-year, and in May with the coach and teacher. We will conduct leadership training to ensure that all leaders are certified TEAM evaluators

<sup>194</sup> [http://www.scsk12.org/memo/files/files/TEM%20Rubric%20FINAL\\_2016%20\(2\).pdf](http://www.scsk12.org/memo/files/files/TEM%20Rubric%20FINAL_2016%20(2).pdf)

and are normed on the practices that must be evidence of each metric on the TEAM rubric. In addition to this, will ground all observations (informal and formal) in the language of the TEAM rubric to create consistency, transparency, and a common language amongst staff members. Lastly, we will ensure that all evaluations, both informal and formal, consist of teacher reflection. Not only is this an IB Learner profile characteristic, “Reflection”, it is what we believe fosters a growth mindset and development amongst all staff members in their craft.

### **(g) Unsatisfactory performance of BCS Leadership and Staff**

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Binghamton Community School intends to ensure students can live a life of opportunity, choice, and joy by providing family support, a global education, and fostering a healthy mental and physical lifestyle. For this reason, just as the Board of Directors will hold the Head of School accountable while in their role, BCS will hold every staff member accountable while in their role. BCS will always be prepared to address underperformance if and when it arises from teachers, leaders, or other staff. BCS will always be transparent in the evaluation process of all staff members to ensure open communication in terms of performance against standards and expectations of the role/position. Below are the steps that lead to the termination of a BCS staff member, notwithstanding the at-will employment contracts and the authority of BCS to terminate employment for any reason, particularly if any staff exhibit egregious behavior detrimental to the health, safety, and fulfillment of the mission of BCS.

#### **Process of Termination at BCS:**

**Step 1:** Employees will be provided weekly verbal feedback through the BCS one on one coaching meetings by their coach/immediate supervisor which can include feedback for improvement regarding unsatisfactory performance and behavior of any kind. This will give all employees a weekly feedback point to create awareness on the satisfaction of their performance and growth. Record of the unsatisfactory performance and behavior feedback will be filed in their personnel file and a copy will be given to the employee for their records.

**Step 2:** Employees will receive written documentation and explanation of the unsatisfactory performance and/or behavior along with suggested steps for corrective action when unsatisfactory performance goes beyond verbal feedback in a coaching meeting by their coach/immediate supervisor. Depending on the nature of the unsatisfactory performance and/or behavior, the employee will be expected to implement changes instantly or over a period of time agreed upon by the coach and employee. Record of the unsatisfactory performance and behavior feedback will be signed by both parties and filed in their personnel file and a copy will be given to the employee for their records.

**Step 3:** With the approval of the Head of School, the coach/immediate supervisor will develop a Performance Improvement Plan (PIP). The PIP will detail the reason for the PIP, the status of performance, identify target performance levels and dates, and an action plan for achieving the targets. It will detail targeted instructional/cultural goals, the relevant metrics, and a timeline for improvement. The PIPs will be based on 90 day cycles and the progress on PIPs will be monitored in weekly coaching meetings. The PIP will be signed by the coach/immediate supervisor, BCS staff member the PIP is for, and the Head of School. From there, it will be filed in their personnel file and a copy will be given to the employee for their records.

**Step 4:** The coach/immediate supervisor will monitor the progress towards meeting the goals and targets in the PIP during weekly coaching meetings to create clarity in growth or continued unsatisfactory performance.

**Step 5:** After the duration of the 90 days of the PIP along with weekly progress meetings and documentation, employment will be terminated if significant and documented growth is not achieved. In the unlikely event that this happens, their position will be posted to the general public to be filled, the BCS leadership team will create a plan of coverage for the employee who was terminated by means of internal coverage with its own staff members or with a substitute (if it is a teacher). Ongoing recruitment will occur until the position is filled again. In the event that the terminated employee is one that cannot be easily filled internally, (i.e licensed school counselor), the BCS leadership team will immediately contract out for the position.

**Dismissal of the Head of School:** The Board will be the only entity that can dismiss the Head of School. The Board will annually evaluate the Head of School's effectiveness in comparison to meeting the school goals set forth using the evaluation mentioned in **Section 2.1(a)**. Any time an evaluation is performed, feedback will be given to ensure the Head of School receives solutions to improve their performance and thus positively impacting the school's academic, financial, and organizational management. The Head of School can be immediately dismissed for unethical or illegal behavior, gross misconduct, mishandling of school funds, or gross underperformance of responsibilities. If this happens, the Board will execute an emergency leadership transition plan. In the event of an emergency leadership transition plan, the following steps will occur to ensure a smooth transition of leadership and most importantly, the day to day operations of the school are not interrupted.

**Step 1:** The Board of Directors will meet with the BCS Leadership within 24 hours of the termination of the Head of School to explain the transition that will take place, next steps, and will promote the Assistant Head of School as the Interim Head of School until a replacement is found. If the Assistant Head of School has not been hired yet, then the Director of Operations will be named Interim Head of School. While in this meeting, an email will be drafted by the Board that will be sent out to all staff, families, students, and school community stakeholders.

**Step 2:** Following this meeting, within 24 hours the BCS Leadership team will meet with all staff members to communicate the decision that has occurred, name the interim Head of School, how responsibilities and duties will be divided amongst the leadership team, and the process for search of a new Head of School.

**Step 3:** Immediately following the BCS staff meeting, the Board will send out the email that was drafted in Step 1 and the Head of School position will be posted on all recruitment sites.

**Step 4:** The Board diligently works to vet and recruit a qualified candidate for the Head of School position until filled.

### **BCS Staff Retention and Turnover**

As BCS has an unwavering commitment to accountability and high expectations of its staff members, it equally places value on the retention of high-quality and effective teachers and staff members. The key to continued academic success and achievement in students is by retaining the same high-quality employees from year to year and ensuring that we are not retaining low-performing and ineffective teachers and staff members. BCS wants to ensure that only our most highly qualified and effective teachers and staff are returning year to year—this is especially true for our founding team. We intend to foster this retention through a variety of steps below. By any means is this an exhaustive list because BCS believes it is important to create a positive and healthy culture where all BCS staff can thrive through their suggestions and needs.

- Ensuring every staff member, instructional and non-instructional staff member has an instructional coach or immediate supervisor that is responsible for their development and growth and who will meet with them weekly
- BCS will set and communicate clear job responsibilities, expectations, goals, and metrics by which each staff member will be measured
- Set goals with all staff members based on their personal and professional goals, and aspirations. With these, both the instructional coach or immediate supervisor will create goals and plans of actions with the staff member in order to bring them to fruition.
- Using reputable and vetted evaluation tools and rubrics for every instructional and non-instructional staff member to measure effectiveness of performance and progress towards goals
- Hold quarterly one on one meetings with the Head of School and staff members to solicit feedback for improvement in order to make feasible changes the next quarter
- Celebrate all staff members weekly based on their growth and accomplishments
- Wellness Wednesdays, as explained in **Section 1.8**. Staff member will be able to leave right after early dismissal for the day- there will be no staff meetings
- Providing high-quality in house and outsourced professional development and trainings throughout the year

### **(h) Proposed Salary Ranges and Employee Benefits**

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BCS will use a step salary scale to ensure transparency and equity. In order to attract and retain high-quality teachers, BCS created its salaries for instructional staff based on a new hire with “0” years of experience from the 10-month teacher salary at Memphis Shelby County Schools.<sup>195</sup> Currently, that starting salary is \$45,965.00. From there, BCS added 5% on top of this base salary thus creating the base salary for a new hire at BCS with “0” years of experience to be approximately \$48,263. From there, salaries will increase by 2.00% each year. In order for each new hire to enter at the appropriate salary level, BCS will verify their previous teaching experience by use of the TN Department of Education Experience Verification Form.<sup>196</sup> Upon receipt of this form, the salary will be determined. In order to retain highly effective teachers, competitive annual bonuses will be given based on TN Ready scores and evaluations. Every year the Head of School will evaluate the BCS salaries in comparison to the local school district and other local charters to ensure we are competitive in what we offer. In the event of a salary change needed, the Head of School will present evidence and the requested change to the Board for approval.

Years of Experience	Salary	Years of Experience	Salary
0	\$48,263.00	11	\$60,009.00
1	\$49,228.26	12	\$61,209.18
2	\$50,212.83	13	\$62,433.36
3	\$51,217.09	14	\$63,682.03
4	\$52,241.43	15	\$64,955.67
5	\$53,286.26	16	\$66,254.78
6	\$54,351.99	17	\$67,579.88
7	\$55,439.03	18	\$68,931.48
8	\$56,547.81	19*	\$70,310.11
9	\$57,678.77		
10	\$58,832.35		

\* The maximum salary a teacher can achieve at BCS is \$70,310.11

**(i) At-will Contracts**

BCS will be an at-will employer. Employees are considered at-will, and either the employee or the school may terminate the employment relationship under the policies set forth in our employee handbook at any time. In the absence of a specific policy, the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board to oversee school policies and operations. However, no person other than the Head of School has authority to enter any agreement for employment for any specified period and any such agreement must be in writing.

**(j) BCS Employee Handbook and Policies**

Please see **Attachment I** for the BCS Employee Handbook and Policies.

BCS Position	Start-Up Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Head of School	1	1	1	1	1	1	1
Assistant Head of School	0	1	1	1	1	1	1

<sup>195</sup>

[https://scsk12-my.sharepoint.com/personal/thomasm1\\_scsk12\\_org/\\_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fthomasm1%5Fscsk12%5F%2FDocuments%2F10%2DMonth%20Teacher%20Salary%20Schedule%2Epdf&parent=%2Fpersonal%2Fthomasm1%5Fscsk12%5F%2FDocuments&ga=1](https://scsk12-my.sharepoint.com/personal/thomasm1_scsk12_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fthomasm1%5Fscsk12%5F%2FDocuments%2F10%2DMonth%20Teacher%20Salary%20Schedule%2Epdf&parent=%2Fpersonal%2Fthomasm1%5Fscsk12%5F%2FDocuments&ga=1)

<sup>196</sup>

<http://www.scsk12.org/hr2/ckfinder/userfiles/files/Compensation/2020/Leadership%20Corner%20Forms/Experience%20Verification%20Form.pdf>

<b>IB Coordinator</b>	0	0	0	1	1	1	1
<b>Director of Operations</b>	0	1	1	1	1	1	1
<b>Director of Special Populations</b>	0	1	1	1	1	1	1
<b>School Counselor</b>	0	0.5	0.5	1	1	1	1
<b>Social Worker</b>	0	0.5	0.5	1	1	1	1
<b>Teachers</b>	0	3	6	9	12	16	18
<b>SPED Teachers</b>	0	1	1	2	2	3	4
<b>Elective Teachers</b>	0	0.5 (3)	0.5 (3)	0.5 (3)	3	3	3
<b>Student Support Specialist</b>	0	1	1	2	2	2	2
<b>School Nurse</b>	0	1	1	1	1	1	1
<b>Office Manager</b>	0	1	1	1	1	1	1

## 2.5 Professional Development

### (a) PD, School Calendar, and Daily Schedule Overview

Binghampton Community School believes that recruiting, mentoring, and retaining staff is critical to support student learning and success. Studies from Hanover Research suggest that sustained professional development is associated with a 21% increase in achievement for students.<sup>197</sup> BCS fundamentally believes that in order to live out our mission and vision, not only must we recruit high-quality talent, but we must also ensure their growth and development through high-quality professional development. With effective professional development, students benefit tremendously through the instruction they receive, it provides ongoing support and knowledge for teachers, and creates a focus of learning and practice for the entire school. In order to make this happen, BCS will use Summer PD, Abbreviated Wednesdays, Schoolwide Data days, Weekly Coaching meetings, and Collaborative Planning for targeted professional development and training. **Figure 2.5(a)** describes the expected number of days and hours for professional development throughout the school year, how the proposed school calendar, daily schedule, and staffing structure support this plan, and how cross collaborative planning time will typically be used.

**Figure 2.5(a)- Overview of the of Professional Development**

PD Type	Days/Hours	Alignment to Calendar, Schedules, and Staffing Structure	Owner*
<b>BCS Summer PD</b>	23 days, M-F/8 hours per day	<b>Annual Calendar:</b> Includes 23 calendar days of PD starting the last week in June for the opening year of 2023. In subsequent years, PD will begin in July. <b>Staffing:</b> All staff required for each year will be hired prior to BCS Summer PD to allow them to participate.	Head of School, Director of Special Populations, Asst. Head of School, Director of Operations, IB Coordinator, School Social Worker, and School Counselor
<b>Abbreviated Wednesday PD</b>	27 days, Abbreviated Wednesdays/2 hours	<b>Annual Calendar:</b> Includes 27 calendar days of weekly PD on Wednesdays. <b>Daily Schedule:</b> There are 27 abbreviated Wednesdays that release students at 2 pm that allow BCS to provide school wide PD and grade level meetings <b>Staffing:</b> The BCS Leadership Team will rotate leading PD's for staff.	
<b>Schoolwide Data PD Days</b>	4 days/8 hours per day	<b>Annual Calendar:</b> Includes 4 calendar days of Schoolwide Data days where students are not in attendance. These days occur after benchmark assessments. <b>Staffing:</b> The BCS Leadership Team will rotate leading PD's for staff.	
<b>One on One (O3) Coaching</b>	23 days/40 -45 minutes a week	<b>Daily Schedule:</b> Includes daily blocks for planning periods which in part will be used for 1:1 coaching weekly. <b>Staffing:</b> The BCS Leadership Team will be responsible for coaching all instructional staff	Head of School, Assist. Head of School, Director of Special Populations, and IB Coordinator
<b>Collaborative Planning</b>	M-F/40-60 minutes	<b>Daily Schedule:</b> Includes daily blocks for planning periods which in part will be used for collaborative planning amongst grade levels (and in some cases with the IB Coordinator). In addition to this, the abbreviated Wednesdays will be used for content planning time. <b>Staffing:</b> The BCS instructional staff will be responsible for collaborating with others during their planning periods.	All teachers
<b>IB Training</b>	Dependent on on the training	<b>Staffing:</b> All staff who teach students will have to attain IB certifications as part of the requirements for designation as an IB school and will have to continue	Head of School and IB Coordinator

<sup>197</sup> <https://www.hanoverresearch.com/k-12-education/teacher-engagement/>

		ongoing professional development as needed and as directed by the IBO.	
<b>Tennessee Mandated Trainings for all LEA's<sup>198</sup></b>	Dependent on the training	<p>Throughout Summer PD and Abbreviated Wednesday PD, by law, each LEA will be required to ensure various members of the BCS school community (From Board members to staff). Please note some of the below training is for specific staff members. Those trainings are the following:</p> <ul style="list-style-type: none"> <li>- Child Abuse Training, Child Sexual Abuse, and Human Trafficking of Children</li> <li>- Hazing</li> <li>- AEDs</li> <li>- Training for School Board Personnel</li> <li>- Teacher Code of Ethics</li> <li>- Schools Against Violence in Education (SAVE) Act</li> <li>- Suicide Prevention</li> <li>- School Transportation Management Training Program and subsequent annual training</li> <li>- Juvenile Offender Act</li> <li>- Human Trafficking</li> <li>- School Security Act (School Searches)</li> <li>- School Resource Officers (SROs)</li> <li>- Electronic Control Devices</li> <li>- School Security Assessment</li> <li>- Harassment, Intimidation, Bullying</li> <li>- Adrenal Insufficiency</li> <li>- Blood Borne Pathogens</li> <li>- Transportation for Children with Disabilities</li> <li>- HIV/AIDS</li> <li>- Sudden Cardiac Arrest</li> <li>- Concussion</li> </ul>	BCS Leadership

Owner\* The shared responsibility of leading PD will shift amongst the BCS Leadership Team between Years 1-3 as the school grows and members of the leadership team are hired as indicated in **Section 2.4**.

**(b) Person(s) Responsible for Professional Development**

The proposed Head of School Nikita House will be responsible to ensure all staff receive high-quality, professional development periodically throughout the school year, including state mandated training requirements. In addition to this, Ms. House will also act as the IB Coordinator up until Year 3 of operation as a school. The IB Coordinator will be responsible for the coordination and in some cases the implementation of all IB Professional Development for instructional staff. To recognize teacher leaders or teachers who are mastering skills and producing high academic results, the Head of School may designate other teachers at times to lead professional development sessions, as well as invite guest trainers, collaborate with other schools, or send staff on professional development opportunities. As the school expands to full capacity and we hire more leadership team members such as an IB Coordinator, Assistant Head of School, the Head of School will work with these individuals to oversee the professional development of staff, but ultimately the vision, creation of scope and sequence, and responsibility for professional development will rest with the Head of School.

**(c) Core Components of BCS Professional Development Plan**

**BCS Summer PD:** Summer PD at BCS is one of the most critical professional developments for all staff to attend because it is where we ground ourselves in the work that we set out to do all year long. We internalize our mission and vision, reveal our plan to achieve our school-wide and academic goals, learn and practice new pedagogical and

<sup>198</sup> [https://www.tn.gov/content/dam/tn/education/legal/LEA\\_Training.pdf](https://www.tn.gov/content/dam/tn/education/legal/LEA_Training.pdf)

culturally relevant instructional methods, practice what restorative discipline and culture is, give each other authentic feedback to improve, and plan for the school year. During this time, staff will also be introduced to our school's chosen curriculum and begin planning alongside coaches for their first unit of inquiry. **Section 2.5(d)** will provide greater detail on BCS Summer PD and what will be seen is a sample schedule for summer PD, there will be multiple sessions dedicated to providing professional development to all staff on supporting students with IEPs, ELLs, and students with 504 plans which will be led by our Director of Special Populations. We will supplement these sessions with additional support if there is an identified need for more development. In addition to this, teachers will also go through orientation for human resources, school policies, and school operations. Internal and external human resource staff and vendors, as needed, will be on site to provide necessary information. BCS Summer PD will effectively support our academic plan noted in **Section 1.3** because a variety of learnings and teachings regarding literacy instruction across all disciplines, the philosophy and implementation of IB programming, how to support all diverse learners, and what effective teaching looks like is acquired. The proposed onboarding/orientation schedule is provided in **Figure 2.5(d)**.

**Abbreviated Wednesday Weekly PD:** Abbreviated Wednesdays will be when our schedule for students is shortened to dismiss at 1:30 pm as seen in **Section 1.8**, and staff members stay after school for two hours to engage in professional development around our school priorities and goals, IB Development, instruction and culture practices, data analysis, DEI learning, and supporting our special and diverse learners. The first hour of this PD will be schoolwide and then the second hour will be spent split up amongst grade levels. During this time, grade level teachers will have time to collaborate and plan upcoming units, lessons, and prepare student materials. This will also be a time where grade levels discuss the performance of students, progress monitor, and create a plan of action of support for the students deemed necessary based on RTI data, grades in each subject, and/or benchmark data. For example, what this looks like in action is during week two of the school year, after coaches have performed their weekly observations and they notice multiple classrooms having rough starts during the first five minutes of class. As a leadership team during their weekly meetings, they discuss how to address this in the upcoming Wednesday PD. Thus, during the first hour of Wednesday PD the focus is "Leading an effective First 5 in class". Then, a BCS leadership team member who is leading PD provides evidence of the observations that occurred and staff members engage in conversation about the impact of not having a successful, smooth, and urgent first five minutes of class can have on classroom culture and student achievement. From there, a criteria for success for having a successful First 5 is revealed to staff to write down, internalize, and create their own. Lastly, the last 15-20 minutes of PD is dedicated to active practice of the First 5 implementation where BCS teachers and leadership team give feedback to one another in order to improve this skill. All skills practiced during weekly PD's are then observed during weekly observations.

**Schoolwide Data Days:** After major benchmark assessments such as STEP and Mastery View Predictive Assessments, BCS staff will data days to do a deep data dive on the results that we receive. During this time, we will have our students who are on track, approaching mastery, and not mastered, identify the root cause to understand why are not mastering standards or meeting their STEP goals, and identify the best way for a reteach, and adjust our scope and sequence and plan to address and support those deficits. Schoolwide data days will also be used to progress monitor student goals for students with IEPs, evaluate our services of other subgroups like ELLs and students with 504 plans, and adjust our RTI2 program to be responsive to present student levels based on benchmark data. According to our Annual School Calendar in Attachment A, the first schoolwide data day that occurs is on October 6th, 2023. By this time, all students have taken the Fastbridge Diagnostic to identify current math and reading strengths and skill deficits and the STEP assessment to identify current reading levels. We have noted that the first Mastery View Predictive Assessment does not occur for Kindergarten until the second semester of school. During schoolwide data days, the purpose of this time will be to revisit what our academic priorities and goals are, identify where students are currently in relation to these goals, and collaborate to create a plan of action to close the gap and support those students in meeting their goals. During this time the Director of Special Populations alongside the special education teachers, will guide teachers in how to support students with IEPs, ELs, and students who fall into the category of needing Tier II and III instruction and support to ensure every BCS student can achieve and has access to the support needed for them. When looking at our Mastery View Predictive Assessment data each quarter, this data serves as a means to understand what students understand and master in terms of the Tennessee Academic

Standards as well as what they do not know and/or have not mastered yet. Below is a sample of the protocol every teacher will use when analyzing this data as a school.

**STEP 1: Access data**

**(5 min)**

**Instructions**

1. Gather the materials you need to complete this protocol:
  - Student assessment data
  - A copy of the assessment
  - A copy of the standards and answers
2. Review the assessment and corresponding standards.

**STEP 2: Identify areas of success and improvement**

**(10 min)**

**Understand the Focus and Purpose of Analysis**

Look for trends in student data. **Pay specific attention to focus standards.** When students master a focus or standard, they are likely to see gains across multiple standards. Leverage students’ mastery to build additional mastery.

**Instructions**

1. View student assessment data by standard.
2. Document in the table below areas of success and improvement.

AREAS OF SUCCESS	AREAS OF IMPROVEMENT
<p><b>Identify areas of success:</b></p> <ul style="list-style-type: none"> <li>● On which focus standard(s) did your students have high(er) performance?</li> <li>● On which focus standard(s) are your students approaching proficiency?</li> </ul>	<p><b>Select areas of improvement:</b></p> <ul style="list-style-type: none"> <li>● On which <b>focus/standards</b> are the students struggling?                             <ul style="list-style-type: none"> <li>● Remember to focus on the standards that were taught or <i>should</i> have been taught in Q1.</li> </ul> </li> <li>● Which of these standards is most fundamental to improving performance overall?</li> </ul>

**STEP 3: Analyze standards with low performance**

**(10 - 15 min)**

**Instructions**

1. List the standards identified as areas of improvement from step two.
2. List the items associated with each standard.
3. For each item, identify:
  - The percentage of students who answered the item correctly
  - The most common incorrect answer (distractor)
  - The conceptual error that led students to pick the most common distractor

Item#	% Correct	Most Common Distractor	Conceptual Error of Student
<b>Standards Addressed:</b>			

**STEP 4: Plan to reteach**

**(20 - 30 min)**

**Instructions**

For each of the standards you identified as an area of improvement:

1. Write objectives and key points to reteach
  - *What should students do differently next time when they encounter this type of item?*
  - *Write your objectives and script out your key point(s) to reteach.*

2. Write notes on the instructional strategies and student practice.
  - *Take notes on the specific strategies you will use to deliver this re-teaching point.*
  - *Indicate how your instructional strategies and student practice will differ from previous instruction.*
  - *Brainstorm differentiation ideas (plans and students).*
  - *Consider how you will communicate results to students and help them correct their misunderstandings.*
3. Write at least one sample item to reassess. Include an exemplar response.
4. Incorporate your reteach plan into your planning documents.

Standard and Item #	Objective and Key Point(s) to Reteach	Script of Model or Guided Discourse	Sample Item to Reassess and Exemplar Response

**One on One (O3) Coaching Meetings:** Every BCS staff member will have a Coach that supports them in their growth and development throughout the school year. These meetings, O3's, will occur weekly that either consist of an observation feedback meeting, an internalization and planning meeting, or a data analysis meeting as detailed in **Section 1.7** which are vetted from Uncommon Schools. The teacher's coach will determine the scope and sequence of meetings based on the needs and progress of development of the teacher. With BCS teachers, as a baseline and starting point to every school year, we will use the *Get Better Faster (GBF)* scope and sequence that "determines what a teacher needs *first* in order to be better at [their] job as quickly as possible."<sup>199</sup> This allows BCS to norm across all classrooms what a baseline for excellent teaching should look like. With GBF coaches are able to monitor classroom management techniques simultaneously with instructional moves. Coaches are able to assign each teacher a "phase" based on what they are currently working on. For non-instructional staff members, they will still meet on a weekly basis to set goals and priorities and monitor growth towards those goals.

**Collaborative Planning:** Within the BCS daily schedule seen in Section 1.8, teachers have collaborative planning time during the elective blocks. Cross curricular collaborative planning is a key aspect for an IB program. According to the IB, a high level of collaboration is required when planning transdisciplinary units of inquiry (also known as unit plans). The planning teams (also known as grade level teams), consisting of teachers and elective teachers, plan the units together throughout the year. All subjects are represented at each year level in the required units of inquiry. Students inquire into, and learn about, globally significant transdisciplinary themes, as mentioned in **Section 1.3**, through individual units of inquiry, each of which addresses a central idea relevant to the transdisciplinary theme. The collaborative planning time is also a great opportunity for the IB Coordinator to meet with each grade level team and assist and help with planning the units of inquiry and to help solve. The proposed Head of School, Ms. House had the chance to visit Campus International School, a public K-8, IB World School in Cleveland, OH serving 780 students from around the city. During time spent there, Ms. House had the chance to observe collaborative planning time amongst various grade levels of teachers which included the IB Coordinator which occurred daily. Like most elementary schools, teachers in grades K-5 taught all subjects in one class with the exception of electives- BCS intends to do the same as detailed in our daily schedules. During this meeting teachers were able to work their upcoming unit of inquiry together. Alongside state standards, the six transdisciplinary themes help teachers and children explore knowledge in the broadest sense of the word. Teachers and students use key questions that are concept based to structure the units of inquiry. They acquire and apply transdisciplinary skills while developing an understanding of these important concepts.

**IB Professional Development:** As stated in **Section 1.3**, at BCS we will be seeking authorization to become an IB World School that will implement the Primary Years Program from kindergarten through fifth grade. During the timeline of seeking authorization which is estimated to be three years based on the preliminary timeline seen in **Figure 1.30**, BCS will be responsible for ensuring all teachers have the appropriate professional development by the time the school is authorized. Thereafter, BCS will continue to be responsible for ensuring that all staff members stay abreast with the ongoing professional development from the IBO in order to continue to deliver the most high-quality program in Binghampton. As seen in **Figure 2.5(c)**, throughout the authorization period, training and professional development is occurring throughout the entire process. Workshop training that will involve an IBO

<sup>199</sup> <https://visiblybetter.cepr.harvard.edu/files/visibly-better/files/get-better-faster-scope-sequence.pdf>

workshop leader to facilitate a whole school training will occur in the summer. Thereafter, continued IB development and training will occur during the abbreviated Wednesday PD sessions, during collaborative planning, and during O3's with coaches and will be led by the Head of School and IB Coordinator.

**Figure 2.5 (c)- Summary of timeline of authorization and IB PD**

### Overview of the authorization process

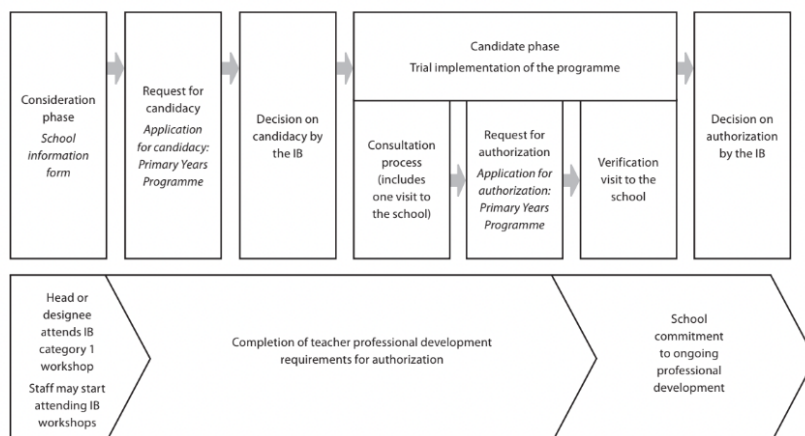


Figure 1: Stages of the authorization process

There are certain training workshops and ongoing professional development that must occur when becoming an IB World School and to maintain status as one. According to the IBO, a school wishing to implement the PYP needs to make a commitment to ongoing teacher professional development.<sup>200</sup> It is expected that the professional development has taken place before the verification visit which according to our IB authorization timeline in **Section 1.3**, this would be approximately on or before January of 2026. Workshop training within the IB is divided into three categories<sup>201</sup>:

**Category 1** – A focus on IB philosophy and implementation. Category 1 and Introductory workshops include titles needed for authorization.

**Category 2** – A focus on delivery of the four IB programs of education.

**Category 3** – Recommended for all educators, IB coordinators and school leaders or decision-makers at any point in their journey as life-long learners.

According to the IBO, BCS will have to meet the following requirements<sup>202</sup>:

- The Head of School or designee must attend an IB category 1 workshop before submission of Application for candidacy: Primary Years Program.
- The pedagogical leadership and all faculty who work with PYP students full- or part-time must all be trained in IB category 1 workshops.

Currently, proposed Head of School, Ms. House has successfully completed the Head of School Category 1 workshop. See **Attachment F6** for this certificate of training completion. Over the course of authorization, BCS will schedule and ensure that all pedagogical leadership and faculty working with students will be trained in IB category 1 workshops. Category 2 and 3 workshop training cannot occur until a year of working with the IB programme.<sup>203</sup>

<sup>200</sup> <https://www.ibo.org/globalassets/publications/become-an-ib-school/pypguidetoschoolauthorization.pdf>

<sup>201</sup> Ibid

<sup>202</sup> Ibid

<sup>203</sup> <https://cdn.coverstand.com/53719/747617/4e36de2ebb3ef610f53971df2eede82e917d4cc6.pdf>



See **Figure 2.5(d)** as it explains how BCS staff will be professionally trained through the IBO from the planning year of the school till the end of Year 1 of operation. Professional development that involves members of the IBO coming to facilitate our training will always happen during summer PD. Other professional development workshops are also offered virtually or in a self-paced module. We have allotted funds in our budget for IB professional development from year to year on tab 5, line 121.

**Figure 2.5(d)- IB Workshop Training of BCS Staff**

<b>IB PYP Workshop</b>	<b>Category</b>	<b>Overview<sup>204</sup></b>	<b>Attendees</b>	<b>Completion Date</b>
<b>Head of School</b>	1	In this workshop, heads of school are challenged to think about the process of leadership differently, to base their decision-making and action on a foundation of deeper understanding of the complex nature of their own particular context as well as being immersed into the IB ecosystem. During the workshop, leaders will begin to develop their school's IB action plan to meet the IB's requirements for authorization and a vision for ongoing implementation.	Head of School	February 2022
<b>Head of School: Adding a IB Program</b>	1	Intended for Heads of School who have previously completed the current Head of School Category 1 workshop and are now involved in adding a new IB programme, this module provides a brief overview of IB philosophy, but focuses primarily on programme-specific information	Head of School	August of 2022
<b>Leading the Learning</b>	1	This workshop will support learning leaders to create the culture and conditions of a Primary Years Programme (PYP) school by considering the school's choices and actions and their impact on student learning.	Head of School, IB Coordinator* To be hired in Year 3	October 2022
<b>Making the PYP happen: Implementing Agency (In person facilitated by IBO Leads)</b>	1	This workshop invites you to inquire into your own teaching practices and reflect on how you can develop the capabilities of a PYP teacher. By exploring the PYP framework, you will connect how voice, choice and ownership is recognized and developed in all members of the IB community. You will be supported in your understanding of learning and teaching in a transdisciplinary, concept-driven curriculum and how to design this in your own school context.	All Teachers	July 2023
<b>PYP Nano Resources: Series 1-4 (Virtual)</b>	N/A	These resources provide support and understanding about key characteristics of the Primary Years Program (PYP).	All BCS Staff	July 2023

<sup>204</sup> Overviews of IB PD came directly from <https://ecatalogue.ibo.org/publication/?m=53719&l=1>

At BCS we believe that it is important to work with the mindset that all students can and will learn no matter if a learning disability exists. We understand that every student has the capability to perform and achieve at high levels when they are given support and their individualized learning needs are met. Thus, at BCS we believe it is essential that all instructional staff are equipped with the knowledge, practice, and resources to ensure diverse and special population students can excel. Because of this belief, our Summer PD and abbreviated Wednesday schedule will be designated times where the Director of Special Populations will lead and coach BCS staff on the instructional practices and learnings needed to serve all diverse and special population students (i.e. IEP/504s, ELs). Collaborative planning times will also be another opportunity reserved for the Director of Special Populations and Special Education teachers to work alongside and assist general education teachers with making accommodations and modifications to lessons, progress monitor the goals of students with IEPs, ELLs, and students with 504 Plans. Below in **Figure 2.5(e)**, lists the topics that will be covered throughout the school year with staff. This by no means is meant to be an exhaustive list. As the school year progresses and needs change, so will our PD.

**Figure 2.5(e)- Overview of Special and Diverse Populations PDs**

Topic	Overview
<b>Special and Diverse Learners at BCS:</b>	Overview of Special Education Definitions Laws and regulations Roles of Special Pops at BCS Types of Learning Disabilities
<b>Special and Diverse Learners in the Classroom:</b>	Identifying Special Pops students & Determining Eligibility Referral Process/Students entering with an IEP Details of an IEP Overview of IEP Meeting Communicating with students & families/Involvement
<b>Eligibility:</b>	EL students and correctly identifying students with disabilities Your role as a teacher w/special education students MTSS Framework at BCS and RTI <sup>2</sup>
<b>Goal Setting and Assessments</b>	Service delivery IEP Team at BCS Accommodations and Modifications Creating measurable goals Participation in State Testing
<b>Collaboration</b>	Working with your special education teacher Differentiated Instruction and Materials Documentation

**(d) Overview of Professional Development Prior to School Opening**

The summer prior to the school year starting is crucial for all BCS staff because this is where our onboarding and professional development begins. During our summer professional development, we will:

- Center ourselves in the mission and vision of BCS
- Discover each other’s “Why” and understand “Why” Binghamton
- Establish BCS core beliefs, staff norms, and expectations
- Reveal our school priorities and goals
- Learn and practice what is excellent teaching at BCS

- Learn and practice what classroom management and discipline looks like at BCS
- Become proficient at using the technology systems BCS will employ
- Understand the macrostructures that will exist at BCS
- Engage in affinity groups and discussions about anti-racism and diversity, equity, and inclusion
- Practice all school-wide and classroom systems, routines, and procedures
- Set-up classrooms

Summer PD at BCS will always begin in July with the exception of the starting year which will begin the last week in June. **Figure 2.5(f)** shows a sample summer PD schedule.

**Figure 2.5(f)- Sample BCS Summer PD Scope and Sequence**

<b>Sample BCS Summer Professional Development</b>			
		<b>Morning</b>	<b>Afternoon</b>
	<b>Date</b>	<b>Session Title</b>	<b>Session Title</b>
<b>Week 1</b>	Monday, June 26th	Welcome to BCS	Core Beliefs, Norms, Values
	Tuesday, June 27th	IB Professional Development	An Anti-Racist & Equitable BCS Pt. 1
	Wednesday, June 28th		Family Support at BCS Understanding ACEs & Trauma
	Thursday, June 29th		Instructional Vision, IB, Priorities, & Goals
	Friday, June 30th		Literacy Across all Disciplines
SPED & ESL at BCS RTI <sup>2</sup> , Benchmarks, & Assessments			
<b>Week 2</b>	Monday, July 3rd	Off	Off
	Tuesday, July 4th	Off	Off
	Wednesday, July 5th	Excellent Teaching & Learning at BCS	Literacy Across all Disciplines
	Thursday, July 6th	Internalization & Planning	Being Efficient & BCS Schedules
	Friday, July 7th	Culture of Feedback & Practice	Operations, Systems, & Technology
	Monday, July 10th	Academic Policies & Units	Unit Planning & Classroom Set-Up
<b>Week 3</b>	Tuesday, July 11th	Kindergarten & First Grade at BCS	Unit Planning & Classroom Set-Up
	Wednesday, July 12th	School Wide Routines & Procedures	Unit Planning & Classroom Set-Up
	Thursday, July 13th	BCS Culture: Macro systems	BCS Culture: SEL & Circles
	Friday, July 14th	BCS Culture: Consequences & Restorative Convo's	BCS Culture: Positive Rewards & Incentives
<b>Week 4</b>	Monday, July 17th	BCS Team Outing	
	Tuesday, July 18th	An Anti-Racist & Equitable BCS Pt. 2	Affinity Groups Pt. 2
	Wednesday, July 19th	Get Better Faster	Practice Clinic
	Thursday, July 20th	Lesson Planning & 1:1's	
	Friday, July 21st	Lesson Planning & 1:1's	
<b>Week 5</b>	Monday, July 24th	Lesson Rehearsals Round 1	Lesson Rehearsals Round 1
	Tuesday, July 25th	Lesson Rehearsals Round 1	Lesson Rehearsals Round 1
	Wednesday, July 26th	Lesson Rehearsals Round 2	Lesson Rehearsals Round 1
	Thursday, July 27th	Lesson Rehearsals Round 3	Lesson Rehearsals Round 3

	Friday, July 28th	Grade Level & Classroom Walk-Through PD Closing	Off
<b>W e e k 6</b>	Monday, July 31st	First Day of School Walk-Through	BCS BBQ Set-Up

### **(e) Diversity, Equity, and Inclusion Training**

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In order to create a physically and psychologically safe school culture for our entire BCS Community, we must be a school that embodies diversity, equity, and inclusion (“DEI”) in our relationships with one another and in our instructional practices. DEI education is not a linear journey- it is a constant learning cycle where we are constantly learning about our identities, the identities of the students and families we serve, recognizing and removing our implicit and explicit biases, the unfortunate realities of racism and white supremacy and how that correlates to our teaching practices and schools. Through a series of PD’s beginning in the summer and throughout the school year, book studies, regular affinity groups, and guest speakers, we will work towards teaching and practicing culturally relevant pedagogies and being an anti-racist school.

### **(f) Creating a School Leader Pipeline**

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At BCS, we believe that in order to retain excellent leaders and teachers we must provide quality professional development and offer opportunities for staff members to take on new roles and responsibilities. To this end, beginning Year 2 of operation, BCS will offer the following positions for teachers to develop their leadership skills and experience.

**Grade Level Chair (“GLC”):** GLC’s will be the lead for their grade level and the liaison between leadership and their team. Their main priorities will be to drive academic and cultural results on their grade level through grade level meetings, creating and progress monitoring systems, and coaching and giving feedback to their teams.

**Department Chair:** Department Chairs will be the content specialists of each discipline. Their main priorities will be to drive academic results by leading department meetings, leading their team through academic protocols, data analysis, and internalization and planning meetings.

**BCS Mentor Teacher:** A Mentor Teacher at BCS has demonstrated success in the classroom and has garnered the respect of students, families, and BCS staff. A Mentor will support and help coach alongside BCS Leadership, 1 BCS teacher who is new or that needs additional support.

**ELL Coordinator:** The ELL Coordinator coordinates and supports all ELL testing, runs PD sessions on Wednesdays and during the summer, works alongside teachers to ensure students are getting the support they need, and provides additional academic support for ELL students as needed.

In order for a teacher to seek out the aforementioned positions, they must submit an internal application to the Head of School and go through an interview process. All of the above mentioned positions will be supported and coached by the BCS Leadership Team collectively. Lastly, there will be opportunities for staff to lead various projects and practice to gain technical and adaptive skills like planning and exciting award ceremonies, BCS events, leading Wednesday or Summer PD sessions or Practice Clinics. This will allow staff members to discover their talents and interest in leadership while the HOS can also simultaneously evaluate potential future BCS leaders.

### **(g) Differentiated Professional Development**

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BCS has an unwavering belief that the most successful teachers are the ones that possess 1) a growth-mindset, 2) take and implement feedback, and 3) are life-long learners. Teacher development is of the utmost importance at BCS because quality teacher coaching, development, and practice leads to students achieving at high levels. We understand that no two teachers are alike, and every teacher has unique needs when it comes to development.

Therefore, the instructional leadership at BCS will ensure that every teacher gets what they need by differentiating teacher development and coaching when it is called for. One of the ways we will differentiate coaching is through one of our coaching guides that we will use, Get Better Faster. This coaching guide breaks down the most critical teacher moves and instructional practices into phases. Because of how the nature of the phases progress, no one teacher will be in the same phase because of their individual strengths and growth areas. Another way we will differentiate professional development is through our coaching cycles. The instructional leadership team will be able to decide the level of coaching that is needed based on a variety of factors such as classroom observations, quality of lesson plans, classroom management skills, and student data. Depending on the evaluation of each of these, it will increase or decrease observations, the type of 1:1 coaching meetings may vary from observation feedback meetings, internalization and planning meetings, and data deep dives. For example, if an instructional coach notices that a teacher is struggling with classroom management, that teacher and their coach will have more observation feedback meetings in order to fix the issues at hand and get additional rounds of practice with feedback. However, if a teacher is excelling, that teacher’s observations may go from twice a week to once a week. Additionally, teachers who show growth and mastery in certain skills may lead practice clinics or choose a different PD to attend.

**(h) Mid-Year Hire Orientation**

All staff members that are hired after summer professional development will go through an accelerated orientation and professional development to ensure they have a smooth and successful transition to being a BCS staff member. The first two weeks of a mid-year being hired, they will be considered to be in “orientation”. The purpose of this orientation period is for mid-year new hires to observe and practice all systems, routines, and procedures at the school, build relationships with students, staff, and families, internalize all BCS Handbooks, shadow teachers, ask questions, and internalize and plan curriculum. **Figure 2.5(e)** demonstrates a sample orientation schedule.

**Figure 2.5(e): Sample Mid-Year Hire Orientation Schedule**

<b>Sample BCS Mid-Year Hire Orientation Schedule</b>		
	<b>Morning</b>	<b>Afternoon</b>
<b>Day 1</b>	Mission, Vision, Core Beliefs, Norms w/ HOS	Operations, Systems, & Tech w/ DOO
<b>Day 2</b>	Shadow Arrival, Transitions, Lunch, Recess, Dismissal w/ HOS	
<b>Day3</b>	Shadow Classroom for half day	Wrap-Around Services at BCS w/Counselor
<b>Day4</b>	Shadow Classroom for half day	BCS Culture: Discipline & Positive Rewards w/HOS
<b>Day 5</b>	IB, Academic Priorities, Goals	Shadow Classroom for half day
<b>Day 6</b>	RTI2, Benchmarks, & Assessments w/HOS	Shadow Classroom for half day
<b>Day 7</b>	SPED & ESL at BCS w/DOSE*	Classroom Set-Up
<b>Day 8</b>	Shadow Full Day	
<b>Day 9</b>	Shadow Full Day	
<b>Day 10</b>	Classroom Set-Up/Closing w/HOS	

\*DOSE is Director of Special Education

## 2.6 Insurance

### (a) Amounts of Coverage

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Upon authorization from Memphis Shelby County Schools, BCS will immediately purchase comprehensive and adequate insurance coverage that includes:

- General Liability- \$2,000,000 aggregate limit/\$1,000,000 occurrence limit
- Umbrella Coverage- \$5,000,000 (this umbrella provides an additional \$5,000,000 coverage limit above the underlying Auto Liability, Professional Liability, General Liability, Sexual Abuse/Molestation Liability and Employers Liability)
- Professional Liability (which includes Directors & Officers Liability, Employment Practices Liability)- \$1,000,000 limit
- School contents (property) coverage- Replacement Cost Coverage
- Employers Liability/Workers Compensation coverage- \$1,000,000 limit
- Sexual Abuse/Molestation coverage- \$1,000,000
- Automobile Liability- \$1,000,000 limit for any hired and/or non-owned autos
- Charter School Surety bonds pursuant to TN Code Annotated 49-13-111(n)

(b) Please see [Attachment J](#) for an overview of potential BCS Insurance Coverage.

## 2.7 Transportation

### (a) Daily Transportation

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To ensure all students are provided safe, efficient, and dependable transportation services to and from school, BCS families will have the option of having their students walk, be a car rider, or ride the bus to and from school. Given our target recruitment for students as detailed in [Section 1.2](#), we anticipate needing one bus route. We will contract with a transportation vendor from the Memphis Shelby County Schools approved transportation vendor list.

### (b) Extra-Curricular Transportation

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If there are after-school activities and/or school events that fall after school dismissal hours, BCS families will be expected to pick up their students immediately following the school activity or event. When Saturday events occur at BCS, all families will be expected to drop off and pick up their students. BCS will not be responsible for any transportation that does not involve picking up or dropping off students during the school day and week. If there are overnight trips, BCS will contract a professional charter bus service from the MSCS approved transportation vendor list to transport BCS staff and students.

### (c) Proposed Transportation Plan

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BCS intends to contract with Durham School Services, an approved MSCS transportation vendor to transport students to and from school, Monday-Friday.

**Anticipated Route:** BCS intends to ensure that the bus route stays within the target recruitment area of Binghampton. Although we will be in a temporary facility during the first two years of operation, our permanent facility will be housed at 3100 Walnut Grove; this is from what we will anticipate building our bus route. Our bus will go pick up and drop off students throughout the entire zip code(s) of Binghampton with the exception of addresses that are more than 5 miles away from the permanent location. A perimeter will be set in place so that students who live within a half a mile away from the school will be expected to walk to school or be a car rider.

**Transportation Supervisor:** Pursuant to State Board LEA policy 3400, BCS must appoint a transportation supervisor which will be the BCS Director of Operations. They will be responsible for the daily oversight and management of transportation services at BCS. With this role of transportation supervisor, it is mandatory that they complete a student transportation management training program developed by the Tennessee Department of Safety (TDOS) and Tennessee Department of Education (TDOE).<sup>205</sup> From there, annually, the transportation supervisor must complete a minimum of four hours training provided by those departments. Every year we are in operation, BCS must name the transportation supervisor and verify that the supervisor completes the required training and submit proof to the State Board and TDOE by August 15th. BCS will use the Transportation Supervisor Form<sup>206</sup> to report this information that is provided by the state.

**Transportation Supervisor Oversight<sup>207</sup>:** The DOO with the assumed position of transportation supervisor will be responsible for the following upon contracting with the transportation vendor.

- Gathered all information from families who will be needing transportation
- Mapped out the routes and bus stops and have communicated those with families including the times of pickup and drop off
- Either enter bus and bus driver information into the Department of Safety online system or ensure that the contractor has done so
- Verified the transportation vendor contract of the following: Terms of the contract cover home to school, school to home, as well as extracurricular activities, bus is insured for liability and property damage according to State Board rules and regulations, verified the Employment of successfully trained and

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<sup>205</sup> [https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/TransportationProcedures\\_Current\\_Accessible.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/TransportationProcedures_Current_Accessible.pdf)

<sup>206</sup> Ibid

<sup>207</sup> Ibid

background checked bus drivers (including drug test, physical and mental examinations, and reference checks) with proper licensure, in accordance with state law

- Create an evacuation plan on the bus in case of an emergency
- Submitting a copy of the transportation contract with the vendor to the State Board
- Provide the State Board with copies of any contract amendments, or any new contract with a different transportation provider should BCS terminate its current contract or choose to select a new contractor for any reason within one (1) week of the execution of such contract or contract amendment
- Notify the State Board of the intent to contract with any company of transportation for long-distance trips with students and provide them with the driver's information so that they can run a criminal background check, drug test, etc prior to being near students
- Establish a procedure for students, parents, teachers, staff, and the community to report school bus safety complaints;
- Establish a procedure for the investigation any complaint of a safety violation or concern in compliance with state law, including the notification of the Director of Schools for the State Board;
- Ensure the BCS school bus be equipped with the phone number for reporting complaints on the rear bumper
- Perform periodic checks on buses to ensure they are current on all inspections by maintaining a roster of all buses with their local bus number, tag number, and state inspection sticker.
- Perform weekly random checks to ensure the bus has passed inspection is the same bus used to transport students. The transportation supervisor shall note the date of these random checks on the bus roster
- Train staff on how to report a bus that is out of compliance

**Transporting Special Education Students<sup>208</sup>:** In accordance with TN Code § 49-6-2114 and the Tennessee Children with Disabilities Transportation Act of 1991, our transportation supervisor will ensure of the following from our bus driver and transportation vendor:

- School districts and other entities entitled by the laws of this state to receive school aid for educational and related services provided by them for children with disabilities shall not be entitled to receive the aid under § 49-10-113, unless a person, in addition to the driver of any motor vehicle or bus utilized for the transportation of the children with disabilities, is designated to check each vehicle or bus at the central bus depot, bus facility or parking area each time the vehicle or bus returns from transporting the children to their respective destinations, to ensure that all children have left the vehicle or bus.
- Bus drivers who do not return to a central depot, including drivers, shall have as a part of their employment contract a provision stipulating that all buses will be checked at the end of every run to make sure that no person remains on the bus. The contracting party shall be responsible for supplying the name, address and telephone number of the checker to the local board of education.
- The name, address and telephone number of the persons designated to check the bus shall be supplied to the LEA on or before August 1 each year. If the designated persons are changed during the interim period between the annual report, then the name, address and telephone number of the new designee must be submitted during the interim and within ten (10) days of the change in designation.

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<sup>208</sup> <https://law.justia.com/codes/tennessee/2015/title-49/chapter-6/part-21/section-49-6-2114/>



## 2.8 Food Service

### (a) Food Services at BCS

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It is within the mission of BCS that we lead our students to a life of opportunity, choice and joy by teaching them about healthy physical habits which includes nutrition. We never want a child to be hungry at BCS because that will impede learning in the classroom as well as ensue an unnecessary stressor. Therefore, in accordance with Tenn. Code § 49-6-2302, BCS intends to offer quality, tasteful, and healthy meals and snacks daily to all students. Students will receive breakfast, lunch, and afternoon snacks during their school day.

### (b) Collection of Free and Reduced Priced Lunch Information

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In order for families to be eligible for the free and reduced lunch for their students, all children in households receiving benefits from the Supplemental Nutrition Assistance Program (SNAP) or Families First can receive free meals regardless. In addition to this, students can receive free- or reduced-price meals if their household's gross income is within the free limits on the Federal Income Eligibility Guidelines. BCS will ensure that all families complete the Free and Reduced Price School Meals Application during initial enrollment of their student(s) during the summer and will monitor the completion of this form diligently. The BCS Director of Operations will be the lead person responsible for tracking the completion of this application and making it readily accessible for all families (i.e providing it at orientation, with enrollment packets). Should there be families that have still not completed the application for free and reduced lunch, the DOO, HOS, and another designated staff member will then start making individual calls to those families so that we can ensure all eligible families have submitted their application.

After the first Year of operation, BCS will apply for the Community Eligibility Provision (CEP), which provides meal service to all students at no charge, regardless of economic status, while reducing burden at the household and local levels by eliminating the need to obtain eligibility data from families through a separate collection.<sup>209</sup> To be eligible, BCS must meet a minimum level of "identified students" for free meals in the year prior to implementing CEP. The minimum number of identified students would be 40 percent having to be "directly certified," or otherwise identified for free meals through means other than household applications.

### (c) Food Service Vendor Selection Process

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Quality food is important for the nutrition and health of our BCS students to function at optimal levels and remain healthy. During the first two years of operation when we are anticipating being in a temporary facility, it is the intention of BCS to contract with Memphis Shelby County School districts meal service plan to have meals delivered to our facility and buy food warmers to keep all food at the appropriate temperature. BCS will abide by all federal and state regulations and ensure all are followed. Depending on the spacing of the temporary facility, students will eat breakfast, lunch, and snacks in their classrooms should there not be a cafeteria.

As BCS expects to transition to our permanent facility constructed by Maslow in Year 3 of operation, BCS will seek invitations to bid for meal service during the school year prior to the transition into the permanent facility. We will have a full service kitchen which is described in the architectural design in section 2.3, which will allow for meal service from external vendors. The HOS will select two to three offers to present to the Board for approval upon which a contract will be signed.

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<sup>209</sup> <https://fns-prod.azureedge.us/sites/default/files/cn/SP35-2015av2.pdf>

## 2.9 Additional Services

### (a) Technology

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BCS will work over the years to ensure that by Year 4, when we have our first third grade class, we will be at a 1:1 ratio for student laptops in order to be prepared for state-mandated assessments. We feel that this is essential as well as a priority because of the daily intervention that students will receive from our blended learning programs, demands of instruction, and for students to take home and complete homework and continued learning. We believe that every child should have access to technology within a school system and BCS will conduct robust fundraisers in order to ensure that we reach a 1:1 ratio of laptops for our students. Below is a list of anticipated technology that we feel is necessary for our staff and students to have in order to live out our mission and vision as we.

**Classrooms:** Student Google Chrome Laptops/iPads, Document cameras, Headphones with attached microphones, Assistive technology required in IEP's (Temporary and Permanent Facility)

**Main Office:** Smaller multipurpose color printer to be housed in the main office, Postage machine to be housed in the main office (Temporary and Permanent Facility)

**Faculty Copy/Work Room:** Label creator to be housed in the staff workroom, Shredder to be housed in the staff workroom, Laminator to be housed in the staff workroom, 2 Multipurpose color copy/printer/fax machines (Temporary- 1 copier, and Permanent Facility- 2 copiers)

**Faculty Technology:** Laptops (Temporary and Permanent Facility)

**Computer Lab/Library:** 20 desktop computers for a computer lab to be housed in the library (Permanent Facility)

**Entire Facility:** High Speed Internet school-wide (Temporary and Permanent Facility)

**Student and Faculty Laptops:** It is essential that both faculty and students possess laptops/iPads for instruction and learning. Every staff member needs to be equipped with a laptop as soon as Summer PD begins to gain access to work email, google drives, and most importantly, to be engaged with the development and training. Faculty laptops will be used throughout the entire day and year as staff members create unit and lesson plans, show presentations to students, and to monitor and track major benchmarks, input grades and attendance, and communicate with families. In addition to this, some IB professional development will be offered virtually. Technology plays a big role in the education of a student at BCS because it allows for differentiation amongst instruction to occur, and students will be able to receive individual daily interventions in their classrooms through blended learning programs. During class, students will get to experience math and literacy rotations where they will be able to login independently to either Zearn or LexiaCore and work on skills that they have learned for extra practice while the other students are in a small group instruction with the teacher.

Within our budget, we have allotted \$400 for each student laptop. The Head of School will retain their personal laptop for professional use with BCS while every BCS staff member will receive a new laptop. Within tab 8, line 144 and 145, we have allotted \$900 per faculty member and \$400 for each student device. We have accounted for the "life expectancy" of a laptop to be three (3) years and will upgrade all devices again. In addition to this, within our prices we have quoted for our laptops, we have included a warranty so that devices could be sent off for repair free of charge.

The Director of Operations will be responsible for the inventory of all technology at BCS. All technology at BCS once purchased will be cataloged in an online tracker and labeled with the employee/student who will be using that technology. Once labeled, all technology pieces will be handed out to the employee with a contract that must be signed. Any repairs needed will be submitted via a google form that the DOO will receive. This will be made available on our school website.

**Classroom Technology:** The classroom technology that we have budgeted for would be used in a variety of ways in the classroom. By ensuring there are projectors and document cameras in classrooms, teachers are able to engage in a variety of activities and instructional methods with students during class. Being able to project student materials, videos, music, presentations, and even professional development slide decks, allows more ways to connect, teach, and learn with students.

### **(b) Student Information System**

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Binghampton Community School will ensure compliance with the Family Education Rights and Privacy Act (“FERPA”) and state regulations regarding student privacy with disclosure of student data and records. BCS will have a similar policy to FERPA in the BCS parent-student handbook during orientation. The BCS staff handbook will include a similar FERPA privacy policy to which the Director of Operations will be in charge of explaining and distributing during staff orientation and require them to sign it.

BCS will use PowerSchool and PowerTeacher Pro for our Student Information System (“SIS”). The Director of Operations will be the main point of contact for administering this site and giving all BCS staff with password-protected accounts. All staff will be required to sign an agreement in relation to the protection of student privacy upon being hired at BCS. All paper student information will be kept in a locked file cabinet in the main office. The only staff that will have access to our students' physical personal files will be the Head of School, Director of Operations, Office Manager, and the Director of Exceptional Learners.

### **(c) School Health and Nursing Services**

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BCS is in agreement with the statement made by the Tennessee Department of Education which states, “Implementing Coordinated School Health best practices is essential to successfully promoting and developing positive student health outcomes.”<sup>210</sup> Part of the mission and vision of BCS is to ensure that we are fostering a healthy mental and physical lifestyle. Our students' health and wellbeing is something that we take seriously because we understand the impact it can have on student outcomes and achievement. BCS intends to contract a part-time nurse to be available five days a week at our school. With a nurse readily available for the majority of the day, parents can be rest assured that minor injuries and illnesses that do require students to be picked up from school, will be handled and communicated to the parent. Should the need for a full-time nurse be needed, we will ensure that the necessary funds are available to do so. In compliance with the Coordinated School Health Program, BCS allocated money in our budget to contract with Well-Child services for students and families.<sup>211</sup>

### **(d) Safety and Security**

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The safety and security of all students, staff, and families on campus is of the utmost importance to Binghampton Community School. The Head of School and the Director of Operations will be responsible for creating the safety and crisis management plans for BCS during the planning year. One month before the opening of the school, the Director of Operations and Head of School will walk through every plan to ensure there are no mishaps or overlooked areas of the security and crisis management plans that were missed. During the school year, all staff and students will practice fire drills, intruder drills, evacuation/relocation drills, tornado drills, lockdown, incident near school site drills, and bomb threats.

**Crisis Management Team:** A Crisis Management Team shall be established at BCS to meet the demands of crisis incidents.

- **Team Breakdown:** The crisis team shall consist of an immediately accessible core group who have the knowledge and skills to act in any emergency and will include the HOS, DOO, one school social worker, and one teacher for Year 1. Each year during the summer the DOO will assemble the team to add more

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<sup>210</sup>

<https://www.tn.gov/education/health-and-safety/coordinated-school-health/csh-best-practices-programs-and-policies.html>

<sup>211</sup> [https://www.tn.gov/content/dam/tn/education/csh/csh\\_school\\_health\\_laws\\_2018.pdf](https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_laws_2018.pdf)

members as the school grows. Additionally, the Tillman Police Department (school resource officer, D.A.R.E. officer, or other person designated by the Police Chief), Mental Health Services, Fire Department, will be asked to consult with the school team. A roster of team members will be posted in each school administration office.

- Purposes: The Crisis Team will implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of team members will be established in the school's written Crisis Management Plan.

### **Crisis Management Plan<sup>212</sup>**

At BCS, safety will always be of the utmost importance to us and because of this, we have researched and vetted high quality plans to adjust for a crisis management plan to ensure the safety of our community. The following is a plan that has been adopted by the Virginia Department of Education. Each school Crisis Management Plan will include provisions for Pre-planning, Intervention/Response, and Post-emergency activities, including the establishment or designation of the following:

1. Explicit procedures for each crisis incident.
2. Crisis headquarters and command post outside the school facility in the event evacuation is necessary.
3. Chain of command in the event a key administrator is not available.
4. Spokesperson to the media. This person will be the HOS or designee and is responsible for gathering and confirming all pertinent information about the incident and for informing the school division's public information officer prior to any media release.
5. Network of key communicators. It is the responsibility of these key individuals to convey approved information to others. This network may include phone trees to notify staff of emergency incidents and special meetings which may occur before or after school hours, and various counselors designated to support groups such as students, faculty, and parents.
6. Communication plan within the school and to the community. The best means of communication may vary with the crisis. However, the plan must provide for communicating with teachers as soon as possible. When appropriate, well-informed representatives should be ready to go into classrooms. Avoid giving news via assembly or public address systems as results can be unpredictable when giving shocking news to large groups of students. To ensure accuracy and avoid rumor, information to students must come directly from internal memoranda or statements written specifically for that purpose and approved by the HOS. News is best given to students in class so they can ask questions of a person they know. Questions from parents should also be addressed from a pre-approved fact sheet.
- 7.. Arrangement for support services. One individual from the Crisis Management Team will be designated to contact the board and to contact, as needed, other community resources School arrangements should include the designation of meeting spaces, provisions to request on-call services to meet unexpected demand, and provision of long term follow-up.
8. Bring closure to the crisis. This activity will vary depending on the crisis. But it is imperative to recognize officially the end of the crisis and the beginning of the healing process.
9. Evaluation of the crisis plan. Response to each crisis incident will be reviewed and evaluated at the conclusion of each crisis. The Crisis Management Team annually will evaluate the plan and its effectiveness and make modifications as needed.

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[https://www.doe.virginia.gov/support/safety\\_crisis\\_management/emergency\\_crisis\\_management/model\\_plan.pdf](https://www.doe.virginia.gov/support/safety_crisis_management/emergency_crisis_management/model_plan.pdf)

**Camera System:** BCS will have cameras placed strategically around the school by the entrances and exits, and hidden areas.

**Armed Security Officer:** BCS will contract one armed security officer that will patrol the school, the outside of the school, and do occasional walk-throughs within the school. The main purpose of hiring an armed security guard is in the unfortunate event there is an egregious threat that poses itself on our campus that endangers the lives of all of the faculty and students.

**Badge Access Entrances:** BCS will ensure that in order to enter into our school building you must buzz in on the outside intercom which will call to the main office. The main office will be able to see who is at the entrance and will request the purpose of their arrival before granting access to the building.

**School Wide Intercom System:** It is important that in the event that there is a crisis, the Head of School and the Director of Operations can get in contact with the entire school or individual classrooms in an instance.

#### **(e) School Maintenance**

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BCS wants every student and staff member to work and learn in an environment that is clean, attractive, and properly functioning. To this end, BCS will contract a maintenance and cleaning crew starting in Year 0 when we lease our temporary facility in the Spring of 2023 to clean during the day and after students have left the building. Given that we will be in a new constructed facility in Year 3 of operation, we will not hire a Building Engineer but instead will contract out for services and repairs that may come about. We have been allotted \$6,000-12,000 for cleaning and maintenance in Years 1-2, then starting in Year 3, this increases to \$30,000 as we will be in a larger square foot facility. During the school day, any mess or repair that needs to be handled will be sent via a text to the Director of Operations by BCS Staff. From there the DOO will be able to delineate the issue to the daytime maintenance and cleaning crew. During after school hours, any requests that need to be handled will be sent via google form which will be received by the Director of Operations and will be reviewed the following day.

#### **(f) Additional Operations**

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BCS intends to contract with a back office provider to handle all payroll responsibilities, payment of bills, managing our budget, preparing monthly financial reviews, and when necessary, iterating the budget alongside the Head of School. Currently, we are in conversations with GT3 Group to potentially contract with their organization. The proposed Board of Directors at BCS will create and approve fiscal policies that will guide the work of the back office provider.

#### **(g) Existing Sponsor**

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Not applicable.

## **2.10 Charter Management Organization**

Not Applicable

## 2.11 Waivers

Figure 2.11(a)- Requested Waivers for BCS Programming

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver is necessary to fulfill the charter school's ability to meet its goals or comply with its mission
T.C.A. § 49-3-306(a)	Licensed Personnel Salaries	BCS will ensure that staff salaries are disclosed at the start of the year, and are paid appropriately, at regular intervals. Our fiscal year is July 1 to June 30. Salaries will be based on years of experience and bonuses will be given based on evaluation scores.	We recruit a top talented team based on proven success. By being able to set our salary pay scale, we are ensuring that we can attract good talent by setting our baseline and salary increments.
T.C.A. § 49-5-503	Tenure	BCS will contract will all staff as "at-will" employees	We request more discretion over staffing in order to seek out and retain staff that is best for our school model, mission, vision, students and families
T.C.A. § 49-6-2206	Use of Unapproved Books and Instructional Materials	Our Head of School along with other designated staff will write the curriculum each school year which may include textbooks not listed on the approved books or instructional list.	BCS has selected a highly rigorous program to implement, the IB program thus we require flexibility in our curriculum and instructional materials.
T.C.A. § 49-6-4002	Formulation and administration of behavior and discipline codes	The Head of School and Dean of Culture will formulate and administer discipline policy that meets all students' needs while producing a safe, supportive learning environment. This discipline policy will guard against discrimination by race, gender, religion, disability or any other demographic factor.	BCS will ensure that we are creating an environment that is psychologically safe where all members of our community feel safe, loved, respected, and cared for.

State Board of Education Rule	Description of Rule or Policy	Proposed replacement Rule, Policy or practice	How will this waiver increase student achievement?
0520-01-02- .02	Salary Schedules	BCS will create a system of determining a step salary and bonuses for teachers based on student achievement data	We commit to hiring, retaining and promoting based on effectiveness of instruction and data that is produced by students.



## SECTION 3: FINANCIAL PLAN AND CAPACITY

### 3.1 Planning and Budget Worksheet

Please see **Attachment N** for Binghampton Community School's Budget Worksheet.

### 3.2 Budget Narrative

Please see **Attachment O** for Binghampton Community School's Budget Narrative.

# ATTACHMENT A: Annual Academic Calendar

## 2023-2024 Academic Calendar

March 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Instructional Days:				PD Days:		

April 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Instructional Days:				PD Days:		

**Key:**

Professional Development
BCS Student-Family Event
Students/BCS Staff Out (Full Day)
Start of Quarter
End of Quarter
Parent-Teacher Conferences
BCS Wellness Wednesday
Benchmarks, Diagnostics, State Testing

May 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Instructional Days:				PD Days:		

June 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Instructional Days: 0				PD Days: 5		

**Important Dates:**  
**June 26-30** Summer PD (Full Days)  
**July 3-4** BCS Staff off/Independence Day  
**July 5-28** Summer PD (Full Days)  
**July 31** BCS Back to School BBQ/Parent Orientation (All Staff Mand)  
**Aug 1** First Day of School/Q1 Begins  
**Aug 1-4** BCS Student Orientation Week  
**Aug 9** PD (After School)  
**Aug 14-25** STEP  
**Aug 16** PD (After School)  
**Aug 23** PD (After School)  
**Aug 30** BCS Wellness Wednesday (No Staff PD)  
**Aug 31** Parent-Teacher Conference

July 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days: 0				PD Days: 18		

August 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Instructional Days: 23				PD Days: 4		

**Sept 4** Labor Day  
**Sept 6** PD (After School)  
**Sept 11** BCS Grandparents Day  
**Sept 13** PD (After School)  
**Sept 18-22** Fall Illuminate FastBridge/20 PD (After School)  
**Sept 27** BCS Wellness Wednesday (No Staff PD)  
**Sept 28** Parent-Teacher Conference

September 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Instructional Days: 20				PD Days: 3		

October 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days: 16				PD Days: 3		

**Oct 4** PD (After School)  
**Oct 6** End of Q1/Schoolwide Data Day- No Students  
**Oct 9-11** NO SCHOOL - Fall Break  
**Oct 18** PD (After School)  
**Oct 23-26** Mastery View Predictive Assessment PD (After School)  
**Oct 25** PD (After School)  
**Oct 30** BCS Fall Festival (All Staff Mandatory)  
**Nov 1** BCS Wellness Wednesday (No Staff PD)  
**Nov 2** Parent-Teacher Conference

November 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Instructional Days: 17				PD Days: 3		

December 2023						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days: 11				PD Days: 2		

**Nov 8** PD (After School)  
**Nov 15** PD (After School)  
**Nov 20-24** NO SCHOOL - Thanksgiving Break  
**Nov 29** PD (After School)  
**Dec 4-8** STEP/PD (After School)  
**Dec 6** PD (After School)  
**Dec 13** PD (After School)  
**Dec 14** BCS Holiday Event (All Staff Mandatory)  
**Dec 15** End of Q2/Last day for students  
**Dec 18-Jan 1** NO SCHOOL - Winter Break

January 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Instructional Days: 20				PD Days: 3		

February 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Instructional Days: 21				PD Days: 3		

**Jan 2** Schoolwide Data Day- No Students  
**Jan 3** Q3 Begins- First day for Students  
**Jan 10** PD (After School)  
**Jan 15** NO SCHOOL- Dr. Martin Luther King Day  
**Jan 17** PD (After School)  
**Jan 22-26** Winter Illuminate FastBridge/24 PD (After School)  
**Jan 31** BCS Wellness Wednesday (No Staff PD)

March 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days: 14				PD Days: 3		

April 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Instructional Days: 22				PD Days: 3		

**Feb 1** Parent-Teacher Conference  
**Feb 7** PD (After School)  
**Feb 13** BCS Daddy-Daughter Dance  
**Feb 21** PD (After School)  
**Feb 23-29** STEP  
**Feb 28** BCS Wellness Wednesday (No Staff PD)  
**Feb 29** BCS Black History Event (All Staff Mandatory)  
**Mar 4-7** Mastery View Predictive Assessment  
**Mar 8** End of Q3/ Schoolwide Data Day- No Students  
**Mar 11-15** NO SCHOOL - Spring Break  
**Mar 16** Q4 Begins  
**Mar 29** NO SCHOOL - Good Friday

May 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Instructional Days: 17				PD Days: 1		

June 2024						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Instructional Days: 0				PD Days: 0		

**Apr 12** BCS Spring Carnival  
**Apr 24** Wellness Wednesday  
**May 1** PD (After School)  
**May 6-10** Spring Illuminate FastBridge  
**May 17** Schoolwide Data Day- No Students  
**May 10** BCS Mother-Son Dance  
**May 13-17** STEP  
**May 22-23** End of year Parent-Teacher Conferences  
**May 24** End of Q4/Last day of school for students  
**May 27-28** BCS staff close out

**Total Instructional Days: 181**  
**Total Summer PD Days: 23**  
**Total Schoolwide Data PDs Days: 4**  
**Total Abbreviated Wednesday PD Days: 27**



**BINGHAMPTON**  
COMMUNITY SCHOOL

# **STUDENT HANDBOOK/SCHOOL FORMS**

## **Mission**

Together with our families, the mission of Binghampton Community School is to ensure that our students in grades K through 5 will have a life of opportunity, choice, and joy by providing family support, a global education, and by fostering a healthy mental and physical lifestyle.

## **Vision**

The vision of BCS was created based on two truths. The first truth is that there are inequities that exist within Binghampton for our students and families that are unacceptable. The second truth is that student achievement within schools in the Binghampton area has been historically low according to the Tennessee Department of Education Report Card.

It is because of these two truths that we propose Binghampton Community School.

We believe that we cannot propose a school that is solely focused on raising student achievement without addressing the inequities that exist within the community we are proposing. We believe that in order to close the achievement gap we must dismantle the barriers that inherently play a part in a student's learning and achievement. Our core beliefs drive our mission.

## **Core Beliefs**

At Binghampton Community School

- We believe in focusing on the whole family.
- We believe a global education is needed to be competitive and to meet the needs of the 21st century.
- We believe that having a strong foundation in literacy is the key for success in and outside the classroom.
- We believe that families are the most important stakeholder in a child's education
- We believe that mental and physical health matters.

## **School Hours**

- **Monday, Tuesday, Thursday, Friday:** 7:30 AM- 4:00 PM
- **Wednesday:** 7:30 AM- 2:00 PM
- Breakfast served from 7:30-7:59 AM.
- Students will be marked tardy at 8:01 AM or anytime thereafter.

## **Visitors**

Parents or guardians at BCS are encouraged to visit the school. All visitors must check in at the office upon arrival. Visitors will need their license or other government issued identification to sign in as a visitor or volunteer. After checking in, each visitor/volunteer will receive a printed badge to wear while in the building. Visitors without a state ID will not be allowed to proceed beyond the main office. All visitors in the building must wear identification badges at all times. Teachers will not permit parents or other visitors to enter their classrooms without required identification. All visitors and guests are expected to adhere to behavioral standards that foster a safe and positive environment for our students, families, faculty, and staff. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to instruction and learning. Visitors are in the building at the discretion of the principal or person in charge. The Principal reserves the right to require parents/guardians to schedule an observation of their student's classroom.

If parents want to speak with a teacher directly, the best way to do this is to call or email and schedule a meeting. Teachers are not available to speak with parents while they are teaching, but they will return calls within 24 hours of receiving a message.

## **Non-Parent Visitors**

All other visitors must have a specific purpose for their visit and contact the Head of School or Director of School Operations beforehand to arrange a visit, if they wish to visit the school. During their visit, visitors must abide by the same requirements as parent visitors.

## **School Closing**

BCS cares about the safety and well-being of all our community members. Should weather conditions become a hindrance to normal school proceedings, we will take the following steps to notify families of their school's actions. If it is necessary to close school before the start of the school day, we will post closings on Channel 3, Channel 5, and Channel 13, the school's Facebook/Instagram page; and we will send out an automated call.

Once the school day has started, severe weather may make it necessary to send students home early. If this occurs, each school will follow its procedures to notify every family and to ensure that each student leaves school under the safety of a parent or guardian.

## **Attendance Policies**

At BCS we know that daily school attendance is critical to our students' success. Research from Attendance Works stated that children who are chronically absent in kindergarten and in first grade are far less likely to be reading on grade level by the end of third grade.<sup>1</sup> Attendance at school every day is mandatory, and any missed school time will put a student behind academically. Further research from Attendance Works states that

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<sup>1</sup> <https://www.attendanceworks.org/wp-content/uploads/2017/06/Attendance-in-the-Early-Grades.pdf>

chronically absent children gain 14 percent fewer literacy skills in kindergarten and the risk is significantly higher for children living in poverty than their affluent peers.<sup>2</sup> BCS has an annual attendance goal of 96% and we believe both families and BCS need to work together to ensure every seat is filled every day. Because missing class and chronic absenteeism can have a detrimental effect on a student’s learning, BCS remains steadfast and consistent when upholding our attendance policies to ensure all students can achieve at high levels every day and there is minimal learning loss that occurs.

To ensure high rates of student attendance, prevent chronic absenteeism, and to ensure minimal learning loss occurs due to absences, we believe we must be proactive, work together with families, and be consistent in our plans to ensure every seat is filled every day. **Figure 1.4(b)** shows how BCS plans on educating and incentivizing students and families on the importance of daily attendance and our commitment to being proactive year round.

Our school doors open at 7:30 AM for students in order for them to eat breakfast and participate in preparing for the day with their homeroom teacher until 7:55 AM. After 7:56 AM, they are considered tardy and a parent/guardian must walk them into school to sign them in at the front office where it will be recorded in the student information system. We believe that it is essential for all BCS students to ensure they are present for breakfast and homeroom so that teachers can check-in with students and send them off with a positive and motivating start to their day. Both BCS and parents will remain committed to ensuring all students are at school every day to ensure that every seat is filled.

Levels	Indicator	Intervention
1	3+ tardies in a week	Documented call home to parent or guardian from Office Manager to seek understanding from family and to problem solve with family if needed to get student to school on time
2	3 unexcused absences	Documented call home to parent or guardian from Social worker/Counselor to seek understanding from family, remind family of truancy laws in place, and problem solve with family to ensure further absences occur. Email sent to family.
3	4-5 unexcused absences	Documented call home to parent or guardian from Counselor to schedule a mandatory attendance meeting with the Counselor/Social Worker. This meeting can be virtual. Letter is mailed home to families reminding of the attendance policies, truancy, and consequences of not being in school
4	6-7 absences	Documented call home to parent or guardian from Head of School to schedule a second mandatory attendance meeting with the Head of School, Counselor, a teacher, parent, and student. This again can be virtual. Student will be put on a progress plan.

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<sup>2</sup> Ibid

## **Attendance Policies**

Tennessee law requires that all children between the ages of six (6) and 17 attend school. Attendance is a key factor in student achievement and therefore, students are expected to be present and on-time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy. Schools will notify parents/guardians when students are absent or excessively tardy, provide opportunities to restore the student's attendance and offer access to resources to address truancy challenges.

## **Excused and Unexcused Absences**

Absences shall be classified as either excused or unexcused as determined by the principal or his/her designee. Excused absences shall include:

1. Personal illness or hospitalization of the student with a note of excuse from the student's doctor;
2. Death in the family;
3. Validated court appearances of the student;
4. Religious observances;
5. One-day absence when the parent/guardian or custodian is deployed for military service and one-day absence when the parent/guardian or custodian returns from military service; or
6. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control.

A student who does not receive prior approval from the teacher or principal/designee for an excused absence must submit documentation from a parent or guardian or other appropriate person describing the excused absence within three days of the student's return to school. If no documentation justifying the absence as excusable is submitted, the absence will become an unexcused absence.

## **Makeup Work**

BCS will adopt the following from the SCS Attendance Policy: Students receiving an excused absence under this section shall have the opportunity to make up school work missed and shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence.<sup>3</sup>

## **Early Dismissals (Check-Outs)**

Students may not be checked out after 3:00 PM (1:15 PM on Wednesdays) and must remain at school until regular dismissal at 4:00 PM (2:00 PM on Wednesdays).

## **Dismissal from School**

We are unable to provide extensive supervision and monitoring services outside of the school operating hours, therefore for safety and operation purposes it is important that students are picked up at the communicated end of all school activities. Our school day ends at 4:00 pm. All students must be picked up by 4:00 pm.

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<sup>3</sup> Ibid

## **Student/Family Grievance Policy**

Any complaints/grievances raised by parents/guardians or students should be resolved as quickly as possible in order to continue to focus on the school mission and vision and for students and teachers to continue learning and growing. We will always insist to all members of the school community to address any concern with the individual it involves and to address those concerns efficiently and respectfully. When concerns cannot be addressed informally with the individual(s) involved, that individual can go through a formal complaint process by filling out a form which will be in our school's main office with our office manager. This form must be filled out completely by a student or parent within 10 days of the date the student or parent first knew of the decision or action giving rise to the complaint or grievance. The proposed procedure will be as follows:

**Step 1:** A formal Level 1 complaint form will need to be filled out by the individual(s). These forms will be housed on our school website, [www.bcsmemphis.org](http://www.bcsmemphis.org) in the form of a google form and they will also be offered on paper in the main office with the office manager. The form will ask the following information: name of student, name of parent, grade of student, date of incident, where the incident occurred, description of the incident including all parties involved, who has been made aware of this incident prior to this report, what solution do you seek to this complaint, signature, today's date, received by (only for paper copies). If filling out this form electronically, the google form response will be sent to our office manager and a copy will be sent to the email address provided. If this form is filled out in person, the office manager will sign that they received the form and make a copy for the individual. Forms will be sent within 24 hours to the Head of School. A If the complaint is against the Head of School, the complaint will be emailed to the Board Chair.

**Step 2:** Once the designated administrator/leader has received the form, he/she will then thoroughly review the complaint and contact the other individual(s) involved based on who was stated on the form within 24-48 hours. This will ensure all individuals involved have the opportunity to voice their version of what occurred and what resolution is desired as well as gather witness observations, or anyone else who may be able to provide insight.

**Step 3:** After review of both sides of the complaint, the administrator/leader will organize a meeting with both parties involved to resolve the complaint at hand. During this meeting, a solution and/or next steps will be issued to both parties and will sign a resolution stating that a meeting was held to discuss the complaint, and it will name specifically what action was taken as well as next steps. Over the two weeks, the administrator/leader will check on both parties to see if progress has been made or if there have been any other issues that they can intervene with immediately.

**Step 4:** If any individual feels as though their issues have not been resolved after two weeks, they may submit a Level 2 complaint in the same manner as step 1 however this form will include an area to indicate when the first complaint was filed in order to ensure all steps were followed as well as what was the solution/action steps that were agreed upon and taken. The same steps will be followed as in Step 1 however, the complaint/grievance will be sent to the Head of School. Upon receipt of the complaint, the same steps will be followed as Step 2 with all parties involved to work towards a resolution.

**Appeals Process:** If complaints/grievances cannot be resolved at the Level 1 or 2, the complaint/grievance may be brought to the BCS Board during a regular scheduled monthly board meeting. The complaint must be filed at least five days before the board meeting in order to put it on the agenda. If complaints are not brought during that time period, the complaint will be added to the next regular scheduled meeting. To the degree necessary, the Board will direct the Head of School to act further in resolution of the complaint or render a determination in writing. If the person filing the complaint determines that the Board has not adequately addressed the complaint, they may present their complaint to the Memphis Shelby County School Charter Office.

## **Academic Goals and Assessment**



Quarterly Assessments will be given in all subjects and used as benchmarks of progress. Quarterly Assessments count for 15% of students' quarterly report card grades. Students will take an End Of Course (EOC) Exam in all TN-tested subject areas and Final Exam in all non-tested subjects. For a student to receive full credit in enrolled courses, he/she must receive a passing final grade in the course. For a student to earn a credit, he/she must have a passing final grade of 70 or above in the class.

### **Promotion Requirements at BCS**

We always want to make sure that our students are well prepared and are set up for success and therefore take matriculation and retention seriously. To this end, we agree with Memphis Shelby County Schools on the sentiments of needing to consider what is best for the child in terms of promotion and retention. The following needs to be considered for retention with students according to MSCS:

- ability to perform at the expectations of the current grade-level standards;
- the student's age;
- overall academic achievement level/potential;
- previous performance;
- evaluative data;
- chances for success with more difficult material if promoted to the next grade or when current skills are inadequate;
- number of absences/attendance record;
- previous retention;
- social and emotional maturity level;
- The results of local assessments, screening, or monitoring tools and, if applicable, state assessments and standardized tests; and
- what benefits can be accomplished by retention.

**Third Grade Promotion/Retention:** Pursuant TCA 49-6-3115, a student in the third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results.

**Special Populations Promotion/Retention:** English Learners will follow the same standards as, but, in accordance with federal law, EL proficiency shall not be the sole factor in determining that a student has not met performance standards for promotion. A student's Individualized Learning Plan (IEP) shall be considered in determining promotion/retention decisions for English. Students with disabilities are not subject to promotion/retention standards if, due to the nature and severity of their disability, they have an IEP allowing them to take an alternative form of assessments.

### **Criteria for Promotion:**

As stated previously, BCS intends to go in full alignment with the retention and promotion policies that the district uses. Therefore, the following are the promotion standards that will be considered when promoting students.

1. **Kindergarten** – Promotion should be based on satisfactory performance, as identified by the Office of the Chief Academic Officer, considering the subjects of Language Arts and Mathematics. The decision not to promote a kindergarten student should be justified with appropriate documentation.
2. **Grades 1 - 5** – Promotion should be based on attainment of a grade of 70 or above in both Language Arts and Mathematics for all students in grades 1-5.
3. **Grade 2** –(additional criteria in combination with #2) Success Criteria – Students in second grade must meet 8/12 criterias below. Any student who does not meet the Success Criteria will be retained in second grade. The student will be required to participate in interventions with a specified program of work during the summer prior to third grade which is offered by MSCS. Report cards are distributed four times a year, BCS administers Fastbridge Assessments three times a year, BCS administers STEP four times a year, and Mastery Predictive Assessments three times a year. Students need to gain 8 points by meeting the below metrics at least 8 times.
  - **Report Card:** Must score a 70 or higher
  - **Formative Assessment:** On Track/Mastery shown

- **Universal Screener:**
- **Summative Assessment:** On Track or Mastery

## GRADING SCALE

GRADE	NUMERICAL AVERAGE
A	93 - 100
B	85 - 92
C	76 - 84
D	70 - 75
F	below 70

## Cheating/Plagiarism

Cheating will not be tolerated at BCS. Students found to be cheating will receive a “0” on that particular assignment. Cheating includes; BUT IS NOT LIMITED TO, copying someone else’s work, having someone else complete an assignment, copying the answers from the answer key, and seeking outside assistance contrary to the directions of the assignment. Repeated cheating may result in additional consequences up to and including suspension.

## Student Records and Privacy

The student education records contained in BCS electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. With few exceptions, FERPA prohibits schools from disclosing personally identifiable information contained in student education records without prior written parent consent, except for directory information. Therefore, the following procedures will be followed at BCS:

- All student records including report cards, attendance, class schedules and test scores will be secured and locked file cabinets in the main office.
- Particular demographic and attendance information will be inputted and stored in the SMS system and on BCS computers.

Under T.C.A. § 36-6-101 of Tennessee law, parents/guardians are entitled to request and view their child’s records that include attendance, report cards, class schedules, test scores and names of teachers. If a parent would like to request their child’s record, they must:

- Complete a “Student Records Request Form.” If a parent wishes to have copies of the records mailed to their home, they must include a mailing address.
- BCS will mail/distribute copies of student records within 1 business day of receipt.

Staff members, including teachers, administrators and guidance counselors, may access and view student records for legitimate planning purposes or for other reasons related to supporting students.

### **Special Education**

BCS, as a public charter school, serves students with special needs, including students that have Individual Education Plans. BCS assures that it will provide a free appropriate public education (FAPE) to all eligible children with disabilities within the grade levels it serves, under its jurisdiction. BCS shall comply with the requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the related federal and state regulations. If your child has an IEP or a Section 504 Accommodation Plan, please make sure that you contact the school's Director of Special Education immediately after enrolling. Not only will the Director of Special Populations ensure that all of your student's files are transferred, but he or she will also schedule a meeting with you to discuss the supports that BCS can provide to your child during the school year, and if necessary, schedule any required meetings pursuant to the IDEA and Section 504.

### **Early Intervention Program and Policy**

At BCS we believe in doing whatever we can to prepare our students for future academic and social success in school and in the world. Because of this belief, we do all we can to create an academically engaging and socially stimulating environment that meets the diverse needs of our students. BCS utilizes an early intervention model, RTI2, to provide extra support for our students who need it in the areas of social, behavioral, self-help, and academic skills in order to create a strong foundation for their future academic success. As we get to know our students, the intervention team, including school administration, special educators, speech therapists, social workers, and other service providers may provide social and academic screenings, support services and recommendations for students who need that extra push toward gaining the necessary foundational skills.

### **Individual Educational Plans (IEPs) and Special Education**

If a teacher believes a student should be evaluated for an IEP, parental permission will be sought and obtained before any formal evaluation is undertaken. Such evaluations will begin with an in-school committee consisting of the school leader, a certified special education teacher, a regular teacher, the referring teacher, and the parent. If warranted, the evaluation will continue with a specialized external team, which will also involve the parent. The purpose of referrals is to determine the most support we can provide for each child in the least restrictive environment.

### **Conferences**

BCS will have scheduled parent/teacher conference days every month. During these conferences, each parent will have the opportunity to discuss the progress of his or her child with all of their child's teachers. Parents can also problem-solve with the help of teachers to determine strategies to maximize the performance of their child.

Parents are required to attend conferences requested by teachers or school administrators when there are behavioral concerns that interfere with the academic progress of their child or the children in their child's class. These conferences may be same-day or next-day conferences as needed.

## **Contacting Staff Members**

Students and parents are welcome to call with any questions related to homework, school rules or procedures, or other matters related to their child's education. Keep in mind that teachers are not available to talk while they are teaching; therefore, during the day it is best to email or text, while it is best to call teachers after school dismissal. Parents and students who are unable to reach a teacher immediately are asked to leave **one** message providing their name, number, and the reason for the call, and to wait 24 hours for a response before calling a second time. In the case of true emergencies, students and parents may also call the BCS Leadership team of the Office Manager

It is the expectation that all communication (e-mail, telephone, and in-person) is carried out with kindness and respect. All parties should be cordial, transparent and solution-oriented.

## **Bus Policy**

Except where prohibited by law, students who engage in bus-related misconduct may be suspended from riding the school to and from school. Decisions involving temporary/permanent removal from school bus will be made by the School Leader. In such cases, the student would typically continue his/her school assignment, but he/she would have to find another means of transportation. Truancy laws would still be in effect.

### **Prior to Loading the Bus:**

- Encourage students to use the restroom prior to boarding the bus. The bus will not make restroom stops en route.
- Be on time at the designated school bus stop in order to keep the bus on schedule.
- Refrain from horseplay or other boisterous conduct that could pose a danger to the health and safety of the student or to others while waiting for the bus.
- Wait until the bus comes to a complete stop before boarding the bus. Students shall line up in an orderly, single-file manner and not rush to board the bus.

### **While on the Bus:**

- The buses are a great place to read, rest, and study quietly.
- Students are expected to remain in their assigned seats at all times. Keep head, arms and hands inside the bus at all times. Yelling or obscene gestures will not be tolerated.
- Voices should never be above a whisper. The bus driver should never be able to hear a student conversation.
- Treat fixtures on the bus with care.
- Do not throw any objects out of the bus window.
- Do not sit or stand on the bus floor.
- Refrain from fighting, or engaging in other behavior that would endanger the health and safety of self or others.
- Obey all instructions from the bus driver.
- Keep all aisle ways clear of books, packages, coats and other objects.
- In case of road emergencies, remain in the bus unless directed otherwise by the bus driver.
- Students are to treat each other with kindness and respect at all times.
- There is no food or drink allowed on the bus.

### **After Leaving the Bus:**

- Passengers shall not be permitted to leave the bus at other than designated bus stops unless school officials have given prior authorization in advance.

- Students may be assigned to ride designated buses at specified times and locations.
- Passengers may not bring guests or friends on the bus.
- Passengers are assigned seats on the bus, and if not assigned the bus driver or aide will determine where the passenger will sit.

The bus policy will be strictly enforced. Many students depend on the bus to get to and from school. It is extremely important that we are able to offer safe bus transportation to students. The school will be forced to remove anyone from the bus that is having trouble following these expectations. Thank you for your understanding and support.

### **Illness during School Hours**

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the guardian cannot be contacted. In case of emergencies, the school will also call 911. All students must have an "authorization to treat" form on file in order for medical personnel to provide medical care to students in emergencies.

### **Student Prescription Medication/Over-the-Counter Medication**

Parents and guardians should disclose all of their child's specific medical needs when they complete the medical information form as part of the enrollment process. BCS cannot administer any medications to students unless both a doctor and a parent/guardian have completed the appropriate forms. We strongly encourage families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please bring in the medication to the main office.

If a student requires daily medications, he or she will need to come to the office to take the medication at an agreed upon time. The medication needs to be in the original container with the appropriate prescription label (including the name of the student, the name of the medicine, the date, the dosage information, and directions for administering the medication). We store and administer the medicine in a secure location. Please be aware that the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school and it should not be placed in their backpacks. Adults should bring the medication to the office. For further information on medication or any health related issues please call us.

In the event of a medical emergency or accident, the school will call medical personnel and notify the parent or guardian.

### **Mandatory Reporting**

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 under 18 years old 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".

## **Emergency Procedures**

At the beginning of the school year, each teacher will review emergency procedures with their students. Each room will have an emergency evacuation route posted on the wall by the door. Students should know where these are posted and should understand the plan for evacuation for each room in the building.

### **Safety Drill Procedures**

BCS Memphis holds emergency drills (fire drills, lockdown drills, earthquake drills, etc.) as required and regularly. These drills are conducted to make sure we can keep all students safe in the event of an emergency.

## **Cell Phones & Electronic Devices**

Students are not allowed to have cell phones at school unless they are a walker, in which case, phones are turned in every single morning at arrival and returned right before dismissal.

## **Computer / Internet Uses**

Computers are used to support learning and enhance instruction. Students will have access to and use computers in their regular classrooms. However, all of these computer privileges depend on a student's ability to use the technology in a responsible, efficient, ethical, and legal manner. A student may not:

- Use the Internet for any illegal purpose;
- Use any social networking site (Facebook, Snap Chat, Instagram, Twitter, etc.) (without the prior consent and close supervision of an adult)
- Use profane, obscene, impolite or abusive language;
- Change computer files that do not belong to the user;
- Violate someone else's privacy;
- Share his/her password with anyone except adults at the school.

A student will not be allowed to access the Internet or email until the student and a parent/guardian have signed a Technology Use Agreement. Unacceptable use of the Internet will result in immediate revocation of access privileges.

## **Safety and Acceptable Use of the Internet by Students, Staff, and Educators Policy**

### **Background**

As the use of telecommunication networks by students and educators increases, there is a need to clarify acceptable use and safety of those networks and to include federal regulations from the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA).

### **Contents**

This policy includes regulations for the safety and use of the Internet. It addresses acceptable use, privileges, accountability and responsibility, network etiquette, security, safety, and vandalism.

### **Purpose**

This policy includes the new federal regulations regarding issues of child safety and acceptable use of the Internet.

This policy establishes criteria for the safety and acceptable use of the Internet by students, educators, and school personnel at BCS.

### **1. Scope**

The Internet is an electronic highway connecting millions of computers all over the world and millions of individual subscribers. Access to the Internet will provide students and educators with electronic mail, information access and sharing.

With connections to computers and people all over the world also comes the availability of material that may not be considered appropriate or have educational value. On a global network, it is impossible to restrict access to all controversial materials. It is the responsibility of the student, parent, teacher and administrator to ensure that access to telecommunication networks, computers and the Internet provided by the school is not abused.

### **2. Acceptable Use**

Access to the Internet for BCS is provided for the sole purpose of academic achievement. The use of the Internet must be in support of education and consistent with the educational objectives of the BCS.

Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, abusive, or obscene material, or material protected by trade secrets. Illegal activities, privacy, and safety violations of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) are strictly prohibited.

### **3. Privileges**

The use of the Internet as part of an educational program is a privilege, not a right, and inappropriate or unauthorized use or safety violations could result in revocation or suspension of that privilege. Each student who has access to the Internet will be provided acceptable use training and shall have an acceptable use form, signed by a parent or legal guardian, on file. The system administrators and/or local teachers may deny user access at any time. Additionally, BCS may pursue legal action to recover damages as a result of inappropriate use or safety violations of the network.

### **4. Accountability and Responsibility**

The use of telecommunications and/or access to the Internet is an extension of the educator's responsibility in his/her classroom. Therefore, it is the educator's responsibility to ensure classroom activities that utilize Internet-related technologies focus on appropriate and specific learning goals and objectives. All student use of Internet-related applications must be authorized by the educator. Specific examples of unauthorized use include, but are not limited to:

- Creating, storing, sending, or viewing pornographic material.
- Downloading, uploading and/or executing viruses.
- Corrupting, destroying, deleting, or manipulating system data with malicious intent.
- "Hacking" or any other unlawful online activities.
- Disclosing, using, or disseminating personal information regarding minors.

## **5. Content**

Content should be appropriate, in good taste, and not harmful to any individual or group.

Student pictures and names can be published on the school web site at the discretion of the school subject to parental consent. Internet guidelines stress the importance of not publishing the last names of students. Nicknames may be used in place of the given name. Personal information, such as home address, home telephone, credit card information, mother's maiden name, and other personal information should not be published.

All school Internet pages (including school blogs, teacher classroom Web pages, etc....) should comply with BCS' policies and regulations.

Information such as an e-mail address of the responsible contact person for the site, copyright, and the last date updated should be included.

## **6. Etiquette**

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not write or send abusive messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not reveal the personal home address or phone number of students or colleagues. -- Note that electronic mail (e-mail) is not guaranteed to be private. Messages related to or in support of illegal activities may be reported to the authorities.

**7.** A student does not have a legal expectation of privacy in the student's electronic communications or other activities involving BCS electronic resources. The School Leader or designee may examine all information stored on BCS electronic resources at any time. Electronic communications, all data stored on BCS technology resources, and downloaded material, including files deleted from a student's account, may be intercepted, accessed or searched by the School Leader or designee at any time. All BCS technology resources are school property.

## **8. Security**

Users who identify a security problem on the system must notify a system administrator. Users must not use another individual's account or give their passwords to others.

## **9. Vandalism**

Vandalism will result in revocation of user privileges. Vandalism is defined as any attempt to harm or destroy data or any connections that are part of the Internet. This includes, but is not limited to, uploading, downloading or creating computer viruses.

## **10. Safety**

Safety measures must be enforced to carry out policies at the school to implement the intent of CIPA and COPPA guidelines.

BCS will organize technical protection through the use of filtering measures to guard against visual depictions that are (1) obscene; (2) child pornography; or (3) other materials deemed to be "inappropriate for minors."



**11. Liability**

BCS makes no warranty, either expressed or implied, for the technology services provided, and will not be responsible for any damages suffered by any user. This includes loss of data resulting from delays, non-deliveries, misdirected deliveries, or service interruptions caused by the system's failures, user errors, or omissions. Use of any information obtained via the Internet is at the user's own risk. BCS specifically denies any responsibility for the accuracy or quality of information obtained through its services.



**BINGHAMPTON**  
**COMMUNITY SCHOOL**

## **Student Discipline Policy**

## **Mission**

Together with our families, the mission of Binghampton Community School is to ensure that our students in grades K through 5 will have a life of opportunity, choice, and joy by providing family support, a global education, and by fostering a healthy mental and physical lifestyle.

## **Vision**

The vision of BCS was created based on two truths. The first truth is that there are inequities that exist within Binghampton for our students and families that are unacceptable. The second truth is that student achievement within schools in the Binghampton area has been historically low according to the Tennessee Department of Education Report Card.

It is because of these two truths that we propose Binghampton Community School.

We believe that we cannot propose a school that is solely focused on raising student achievement without addressing the inequities that exist within the community we are proposing. We believe that in order to close the achievement gap we must dismantle the barriers that inherently play a part in a student's learning and achievement. Our core beliefs drive our mission.

## **Core Beliefs**

At Binghampton Community School

- We believe in focusing on the whole family.
- We believe a global education is needed to be competitive and to meet the needs of the 21st century.
- We believe that having a strong foundation in literacy is the key for success in and outside the classroom.
- We believe that families are the most important stakeholder in a child's education
- We believe that mental and physical health matters.

## **School Culture and Student Discipline**

BCS shall develop and communicate a comprehensive prevention and intervention program. The program shall include a parental engagement component outlining strategies for parents to support the prevention of inappropriate and/or disruptive behavior in their children and participate in intervention efforts if such behavior occurs. Additionally, prevention and intervention strategies may include classroom, or school-wide, and supports for students who exhibit and/or are victims of behaviors involving threats; poor attendance/truancy; violence/weapons/gangs; drugs/alcohol; or harassment/intimidation/ bullying/cyber-bullying.

## **What environment do we need to thrive in at BCS?**

BCS strives to ensure all members of our community can show up as their authentic and best selves daily. BCS commits to creating an environment where every student and staff member feels accepted, loved, celebrated, and physically and psychologically safe. We also commit to creating an environment that is antiracist and equitable in our policies, practices, and instruction in order to ensure we are breaking down systems of oppression and not contributing to them. We will achieve this by;

- living our culture mantra, **“I am my brother’s keeper”**, meaning we all accept the responsibility to care for one another and hold each other accountable to being one’s best self.
- embodying in our actions and words, these attributes will be enforced daily: empathy, kindness, respect, excellence.
- creating positive macrostructures to celebrative and recognize students who model our school values, demonstrate academic mastery and growth, and to build positive relationships.
- implementing restorative justice practices that aim at getting to the root cause of behavior issues and restoring any harm done to the community.
- using our racial equity lens to ensure we are examining our staff’s biases, instructional practices, and school policies to ensure we are not harming our students.

By cultivating the above culture at BCS, we are creating a space for students to excel academically, build strong relationships with peers and staff, and feel accepted, loved, celebrated, and physically and psychologically safe within our school community. This will inevitably allow us to live out of the mission of creating a life of opportunity, choice, and joy for students because we have created a positive and safe culture that will allow us to instill academic excellence, foster a healthy lifestyle, and build character.

## What kind of people do we seek to become?

Our school culture mantra is, “I am my brother’s keeper”.

At BCS, our entire community works to uphold the above mantra. When a BCS student, family member, or staff says, “I am my brother’s keeper”, this is what this is defined as:

1. Someone who is my brother’s keeper is caring. They go out of their way to ensure the people around them are taken care of and offer help when needed.
2. Someone who is my brother’s keeper is accountable. They follow the things that they say they are going to do and they encourage others to do the same.
3. Someone who is my brother’s keeper is an upstander. They are a person who advocates or acts in support of an individual or cause. They intervene on behalf of a person being attacked or bullied.
4. Someone who is my brother’s keeper always seeks reconciliation. They are a person who understands that sometimes people make mistakes and reconciliation is needed for growth, reflection, and healing.

We are striving to be an International Baccalaureate school in order to provide our BCS students with an incredible experience. It also means we are developing IB attributes within ourselves daily. Below are the IB Learner Profile Attributes that BCS staff and families will work hard to develop and practice.

**Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. <sup>1</sup>

**Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. <sup>2</sup>

**Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. <sup>3</sup>

**Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. <sup>4</sup>

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<sup>1</sup> ibid

<sup>2</sup> ibid

<sup>3</sup> ibid

<sup>4</sup> <https://ibo.org/programmes/primary-years-programme/curriculum/learning-and-teaching/>

**Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.<sup>5</sup>

**Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.<sup>6</sup>

**Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.<sup>7</sup>

**Risk-Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.<sup>8</sup>

**Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.<sup>9</sup>

**Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.<sup>10</sup>

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<sup>5</sup> ibid

<sup>6</sup> ibid

<sup>7</sup> ibid

<sup>8</sup> ibid

<sup>9</sup> ibid

<sup>10</sup> ibid

## **Behavior Systems**

### **Merit System**

Clear, fair, and consistent feedback is at the core of our merit system. *Without consistency, disciplining students is unjust.* One of the most important elements of consequences from a moral, political, and just perspective is that they *strive* to be consistent and applied equally. In addition, when students exhibit positive behaviors, they should be consistently acknowledged and commended.

The Merit System is how we track and record both positive and negative student behaviors and reinforce the behavioral expectations that will be required of students when they one day enter the working world. Our goal is for students to learn the habits by which the professional world operates, by teaching them the self-management skills they need to gain access to important fields. Students earn Merits for upholding and valuing our culture- **“I am my brother’s keeper” and our IB Learner Profile Attributes.**

Students receive weekly merit reports that go home to parents to sign. These contain behavior information- both positive and negative, as well as academic, and school information that teachers and staff have logged all week. This allows families to reflect with their students as needed. At the midpoint of each quarter during Progress Report Night, families receive a Conduct Report that provides context on their student’s behavior that quarter and the extent to which it is above or below the average for the grade.

The following pages provide critical information on how our school-wide behavior management system operates, expectations for staff and students, and agreed-upon answers to common problems.

### **Rewards**

The Merit System ensures that recognition to students is truly earned and that consequences are applied consistently and not subjective. The following rewards and consequences are included within the Merit System:

### **Earning Merits**

Students who make positive choices during the week earn merits. A merit results in a +2 addition to a student’s weekly total. Merits are aligned to our IB Learner attributes and deliberately broad such that they can be applied in a wide array of circumstances. Students will get a +2 for exhibiting any of the following behaviors which will be logged in Kickboard. Any BCS Staff member can reward students on kickboard for demonstrating any attributes and characteristics of our Mantra below. As students collect merits, students will be able to exchange them for items such as: **Free Dress Out Day, BCS Swag, Class Leadership Opportunities, Snacks, Choosing a friend to have a special lunch with, and much more!** **Students get to help choose what the items are that can be exchanged for merits every Friday during lunch or Bing Fest.**

## Earning Demerits- What happens if I make a poor choice?

Poor choices will result in a variety of things that could happen depending on the level of infraction that occurred. Demerits won't result in the loss of merits, but instead of gaining consequences that are reported on your student report. Demerits are earned for minor level infractions that can be handled quickly and resolved soon. Below are sample behaviors that would result in a variety of consequences and restorative practices.

<b>Community Infractions</b>		
<b>Level 1 (Teacher Manage in class)</b>	<b>Level 2 (Teacher Manage, call home to talk through solutions with parent, Recess taken away, Restoration conversation)</b>	<b>Level 3 (Moved to Zen Room, Parent Conference next day, Restoration Circle)</b>
<ul style="list-style-type: none"> <li>- Not following instructions</li> <li>- Side Conversations</li> <li>- Not completing academic work</li> <li>- Constantly up out of seat</li> </ul>	<ul style="list-style-type: none"> <li>- Teasing another</li> <li>- Provoking another</li> <li>- Talking excessively during instruction</li> <li>- Invading someone's personal space</li> <li>- Interrupting another peers learning</li> <li>- Touching someone</li> </ul>	<ul style="list-style-type: none"> <li>- Yelling at students or adults</li> <li>- Throwing materials/objects out of frustration</li> <li>- Cursing at anyone</li> <li>- Throws tantrum on the floor</li> <li>- Walking out of the room w/o permission out of frustration</li> </ul>

### Consequences

#### Classroom Removals

The overarching goal of BCS is to ensure that all students have the opportunity to learn, grow, and remain in the classroom, however, there are times at which it is in the best interest of the broader student body to remove a student from class to preserve the integrity of the learning environment. BCS provides students with a structured, ZEN room in which students are given supports to help them understand the long-term impact of their choices.

#### Confiscation of Items and/or Loss of Privileges

Confiscation of Items "Confiscated items" include cell phones, laser pointers, prohibited electronic devices, and any other item prohibited by the district. Unless the district extends the return time of confiscated items because the item or its contents may be evidence of violation of law or policy, the parent may pick up the item at the time and location designated by the HOS at the close of the next school day following the day that the parent received notification of confiscation or earlier at the HOS' discretion. Thereafter, the parent may pick up the device by



appointment. The district does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the district.

Loss of Privileges Students may lose privileges including, but not limited to, the following:

- Loss of classroom privileges
- Loss of extracurricular or other school-wide privileges

### **Behavioral Agreements**

Behavior Agreements seeks to serve as a tool box for administrators as an alternative means of disciplining. These agreements allow for those involved to think creatively about how to encourage student behavior change without having to resort to practices that assist the school to prison pipeline. Not only do these practices not work effectively, but they do not allow structured reflection of negative behavior. As a result, students develop negative outlooks of the school community and recommit those same problematic behaviors. These practices are punitive in nature and seek to punish students for their misbehavior rather than giving them a framework to commit themselves to appropriate behavior. Behavioral Agreements require us to move from punishing students to providing consequences.

Jane Nelson, in her book positive discipline (1996), defined a punishment as something that is imposed on someone generally with the intention of creating pain or discomfort for an infraction against some authority. A consequence, on the other hand, can be defined as the result or effect of an action or condition, usually a natural or related result. The ideal consequence puts the responsibility on the offender (Costello, Wachtel)."

There are 2 occasions in which a behavioral agreement is mandatory.

1. The first behavior is being removed from class twice within a 5 day period for the following behaviors: Major Disruption, Bullying, and Harassment, Throwing Items, Unkind language to harm others.
2. The 2nd occasion is when a student receives a suspension and their suspension must be cleared.

The chart below clearly defines which behaviors will constitute a behavioral agreement.

<b>Level 2 (2 or more in a week)</b>	<b>Level 3 (Admin Consequences)</b>
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<ul style="list-style-type: none"> <li>● Major Disruption</li> <li>● Bullying, and Harassment <ul style="list-style-type: none"> <li>● Throwing Items</li> </ul> </li> <li>● Unkind language to harm others.</li> </ul>	<ul style="list-style-type: none"> <li>● Fighting</li> <li>● Threats Towards Staff and/or Students <ul style="list-style-type: none"> <li>● Theft</li> </ul> </li> <li>● Physical contact with adult without the Intend to Harm <ul style="list-style-type: none"> <li>● Pulling Fire Alarm</li> </ul> </li> <li>● Sexual Explicit Activity <ul style="list-style-type: none"> <li>● Leaving Campus</li> <li>● Sexual Harassment</li> </ul> </li> </ul>
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**Community Circles**

Community circles will serve as a space to do identity work, group counseling, and behavioral reflection. Our Student Support Specialists will guide these as needed by our students. “As a symbol of community, circles are one of the most distinctive and flexible forms of restorative practices. Community circles are an effective framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right (Testing Restorative Circles)”. These community circles will help build a bridge between counseling services that address problematic student behavior and a discipline system that encourages behavioral growth.

**Out-of-School Suspension**

Out-of-school suspensions vary in length from one (1) to ten (10) days. It is not the intent of the system to remove students from the school environment for minor violations. Therefore, suspension from school should be used with caution and only in appropriate cases. The Leadership Team have discretion to issue out-of-school suspensions from one (1) to ten (10) days.

- 1) A behavioral intervention plan shall be developed for students who accumulate more than five days of suspensions during the school year.
- 2) Multiple suspensions shall not run consecutively; nor shall multiple suspensions be applied to avoid expulsion from school.

Reasonable effort shall be made to contact the parent/guardian immediately regarding any suspension. If contact with the parent/guardian cannot be made, the student will remain at school until dismissal time except in cases of police arrest or an emergency, such as when the student's continued presence poses a danger to persons or property in the school or an ongoing threat of disrupting the academic process. Students on suspension are not permitted to enter school property, attend class, or participate in school-sponsored activities while under

suspension, unless otherwise allowed by law and/or Board policy or when scheduled with the school administration to take exams.

## **Expulsion**

Expulsions vary in length from eleven (11) days to the remainder of the school year or one (1) calendar year for state-mandated expulsions. [Any single suspension in excess of ten (10) consecutive days or multiple suspensions totaling 15 days in one month is an expulsion.] The HOS may issue expulsions subject to student legal due process rights regarding appeals of expulsions [suspension of more than ten (10) days] and in accordance with the district-wide Student Code of Conduct. The superintendent may modify a state-mandated one-year expulsion on a case-by-case basis.

### *Safety Assessment Associated with Expulsion*

When the student's infraction involves:

- a credible/substantive threat of harm;
- possession of a dangerous weapon (firearm, knife, taser, explosive, etc.);
- assault resulting in serious bodily injury to staff/student(s); or
- off-campus felony with a firearm,

The HOS/Asst. HOSI or designee shall:

- 1) consult with appropriate staff responsible for IDEA (i.e., SPED and 504) to determine whether a student has an identified or suspected need for services under IDEA and hold a manifestation determination meeting if necessary; and
- 2) immediately refer the student for safety assessment. The department responsible for safety assessment shall provide the names of students referred for safety assessment to the department responsible for attendance and discipline.

Expelled students who either chose to appeal or chose not to appeal their expulsions may, at the discretion of the parent and upon assignment by the district, participate in alternative school or may attend other appropriate educational settings during the remainder of the expulsion.

The office responsible for alternative schools will inform the parents that the placement decision is being taken under advisement pending outcome of the safety assessment. Safety assessment findings and recommendations will be utilized in making the placement decision and in the implementation of the safety plan of the student. Students with a confirmed identified or suspected need for services under IDEA shall be exempted from this advisement period and may receive immediate alternative school placement or other appropriate accommodations.

The safety assessment advisement period must be completed within ten (10) days of the original incident. If extenuating circumstance exist preventing the completion of the safety

assessment within ten (10) days of the incident (e.g., failure of parental/family participation in the safety assessment), then the department responsible for alternative schools shall convene a district administrative committee to discuss and make a recommendation regarding the appropriate placement of the student and the educational services (e.g., safety plan) available for the student. The district administrative committee shall include representatives of the departments responsible for alternative schools, attendance and discipline, and coordinated school health safety assessment, 504 implementation, special education services, and, when applicable, legal services. Upon consideration of the discussion and recommendations of the administrative committee, the department responsible for alternative schools shall make the placement determination and provide a justification if alternative placement is not made.

### **Special Education Considerations**

Students who also qualify for special education services determined to have violated this policy may be suspended, expelled, or remanded or otherwise disciplined only in accordance with special education laws and policies. For zero tolerance offenses, remand of a student who qualifies for special education services must be based on recommendation of the IEP team and the student must have a manifestation meeting prior to remand or exclusion from school for over ten (10) days.

Unless a disciplinary infraction is the direct result of a student's disability, the student will be disciplined in the same manner as a nondisabled student. The district, parent/guardian, and relevant members of the IEP team shall review all relevant information to determine:

- a. if the conduct was a direct result of the district's failure to implement the IEP; and/or
- b. if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.

Serious safety issues involving weapons, drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function will result in removal for up to forty-five school days. In cases of expulsions [suspensions longer than ten (10) days], the student must continue to receive educational services.

Regular education students may invoke rights under special education laws under certain conditions, including if the parent has expressed concern in writing to supervisory or administrative personnel of the district, or the student's teacher, that the student is in need of special education and related services.

The school district must also contact the education specialist at the Department of Children's Services if a foster child (with or without an identified disability) has allegedly committed an offense that may result in a suspension of ten (10) or more days or has had a petition filed against him/her by the school or school system.

## **Suspensions**

Students who have been suspended may **not** appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to prepare for or take state assessments. Suspended students must be assigned homework and given the opportunity to make-up missed assignments, quizzes or tests.

Students with individualized education plans (IEPs) or 504 service plans may be suspended up to **10 school days** in one school year before a manifestation meeting will be scheduled to determine if the behavior offenses are a manifestation of the student's disability. Consequences for students with special needs will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP), 504 plan, or accommodation, when necessary.

Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home or email.

## **Expulsions**

The following guidelines will be followed in cases of expulsion:

The HOS must give the student and parent/guardian written, direct or verbal notice of an expulsion within **24 hours**.

The student, parent/guardian, or a teacher selected by the student has up to five (5) days to file an appeal with the BCS

## **Gang Activity & Gang Related Behavior**

A gang is a formal or informal ongoing organization, association, or group consisting of three (3) or more persons that:

- Has as one (1) of its activities the commission of criminal acts; and
- Has two (2) or more members who, individually or collectively, engage in or have engaged in a pattern of criminal gang activity.

**Gang activity** includes the following actions:

- Gang initiation
- Rival gang fight
- Recruiting
- Gang-related threats, intimidation or extortion.
- Coordinating and/or ordering gang activities at school.

A student who engages in **gang activity** will be **expelled** from BCS. Additionally, law enforcement will be notified and a threat assessment sent to Shelby County Schools.

**Gang-related behavior** includes the following actions:

- Drawing gang signs or symbols on binder or school work
- Making gang signs or gestures

A student who engages in **gang-related behavior** will receive a minimum **5-day suspension** and a parent conference.

### **Bullying, Gossiping, Harassment and Intimidation**

Bullying, gossiping, harassment and intimidation will not be tolerated at BCS. Bullying, gossiping, harassment or intimidation is any act that substantially interferes with a student's educational benefits, opportunities or performance that takes place on school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop, and that has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
- Creating a hostile educational environment.

Examples include, but are not limited to, name calling or “checking;” making negative comments about a person’s race, ethnicity, sexual orientation, sex, religion or disability; extortion; and following students to and from school with intent to intimidate. Bullying, Harassment and Intimidation includes Cyber Bullying, which is bullying through the use of the Internet or through telecommunications technologies, such as computers, telephones, cell phones and text messaging.

## ATTACHMENT D: Enrollment Policy



### BCS Enrollment Policy

**Nondiscrimination Policy:** In accordance with T.C.A § 49-13-107(b)(9) BCS does not discriminate for enrollment into our school based on race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services or disability of any kind.

**Application Process:** In accordance with T.C.A § 49-13-113(b)(1), we will enroll any eligible student who submits an enrollment form, unless the number of applications exceeds the seats available. Any student residing in Shelby County is eligible for enrollment in our school. We will accept enrollment forms for enrollment online, mail, or in-person for submission. BCS will gather basic information from the application forms into a student information system, so that we may communicate with families about their status.

**Admissions Preference:** In accordance with T.C.A § 49-13-113(b)(2)(A), if enrollment apps exceed the planned capacity of BCS the following will happen: 1. Pupils attending public schools within the LEA in which BCS is located, if those pupils would otherwise be included in area in which the public charter school will focus; 2. Children residing within the LEA service area in which BCS is located, but who are not enrolled in public schools, if those children would otherwise be included in the area BCS in which the public charter school will focus; and 3. Children residing outside the LEA in which BCS is located and whose needs would be included in the area in which the public charter school will focus.

**Enrollment Process:**<sup>1</sup> As a part of the enrollment process, any student entering school for the first time must present:

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[https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/EnrollmentProcedures\\_Current\\_Accessible.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/EnrollmentProcedures_Current_Accessible.pdf)

- A birth certificate or officially acceptable evidence of date of birth at the time of registration;<sup>3</sup> Evidence of a current medical examination; 4 and Evidence of state-required immunization. 5
- If a parent is unable to provide requested documentation: If a parent does not have or cannot obtain a birth certificate, BCS will determine which documents are acceptable as proof of birth. BCS by law cannot and will not deny enrollment based on the inability to produce social security cards or numbers, health forms, birth certificates, or other information.
- BCS will only require immunization records for enrollment.
- No family will be sent home to collect additional documentation prior to enrolling the student, and if the charter school asks for this additional documentation, BCS will immediately state that no documentation will be used in relation to immigration status.

**Kindergarten Enrollment<sup>2</sup>:** In accordance with T.C.A. § 49-6-201 and State Board LEA Policy 6206, children entering kindergarten shall be five (5) years of age on or before August 15 of the new school year are eligible for enrollment. Eligibility for exemption from immunization requirements is based on guidelines from the Tennessee Department of Health.

- If a child will be five (5) years of age on or before September 30, such child's parent(s)/guardian(s) may request that the child be admitted into kindergarten upon completion and passing of the Kindergarten Readiness Test.

### **Enrolling Students with Disabilities<sup>3</sup>:**

A charter school may not deny enrollment to any student because of a disability nor may they ask if a student has an IEP until the student is accepted in the school through the lottery process. After the student is accepted in the school, the charter school shall take the following steps to obtain the necessary documentation to appropriately serve all students:

- Ask the parent(s)/guardian(s) through enrollment forms or through an enrollment meeting if the student has an IEP or has received special education services. If yes, the school can ask the parent(s)/guardian(s) for copies of the IEP and any supporting documentation.
- Call the case manager from the student's previous school to set up a transition meeting, if possible.
- Immediately initiate the records request process to receive the student's cumulative records.

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<sup>2</sup>

[https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/EnrollmentProcedures\\_Current\\_Accessible.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/EnrollmentProcedures_Current_Accessible.pdf)

<sup>3</sup>Ibid



- Immediately initiate the IEP team process and schedule an IEP team meeting within 10 days of the first day of school or within 10 days of the student’s enrollment at the school (if the student enrolls after the first day). BCS will complete the IEP development within 30 days of the first day of school or within 30 days of the student’s enrollment at the school (if the student enrolls after the first day), or as soon as possible after the student’s enrollment at the school.
- If the student was previously enrolled in a school out of state, the school must hold an eligibility meeting with a school psychologist within 30 days of the student’s enrollment at the school.

**Identification of Homeless Students:**<sup>4</sup> BCS will not deny enrollment to any student because of their homeless status nor may they ask if a student lacks a permanent residence until after the student has enrolled in the school. After the student is enrolled in the school, the charter school shall take the following steps to quickly identify homeless students and provide access to education and support services:

- Include a student residency questionnaire as a part of the school’s enrollment packet.
- If a parent/guardian indicates that the student’s residence is not fixed, regular, or adequate, initiate the determination of status process under McKinney-Vento.

**Identification of Immigrant Children and Youth:** Students who are immigrants to the United States are not necessarily English Learners, and federal law requires the State Board to maintain accurate data related to immigrant students. BCS will develop a procedure for identifying immigrant students and enter their info in our SIS

To gather this information, below are two questions to include as a part of a school’s enrollment forms that are considered best practice for the identification of immigrant students:

- Country of Birth: \_\_\_\_\_
- Date the student first enrolled in a U.S. school: \_\_\_\_\_

A student who is considered an immigrant for the first three (3) years they are in the U.S. BCS will accurately enter in the info because we will have to submit it to the EIS. The State Board will monitor this data for accuracy on an ongoing basis.

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<sup>4</sup> Ibid

**Lottery**<sup>5</sup>: By December 31st of every year, BCS shall notify the State Board of the enrollment period for the upcoming school year. If the school is still growing grades or capacity, the enrollment period and lottery must conclude by March 15th in order to provide timely enrollment estimates to the Department of Education.

- By December 31st of every year, BCS will provide to the State Board the application template that it plans to use during the enrollment period, and the State Board shall review, approve, or ask for revisions by January 10th of every year. BCS will ensure that the application does not discriminate on the basis of race, color, national origin, sex, disability, and age. BCS will translate the application into the languages necessary for the community in which the school is located, and the charter school shall be responsible for the costs of the translation. If BCS receives more applications than the planned capacity, BCS will conduct a lottery in accordance with Tennessee Code Annotated (T.C.A.) § 49-13-113.2
- At the conclusion of the application period and lottery process, if necessary, but no later than March 15th the BCS will notify the State Board of the following information in order for initial funding estimates to be calculated by the Department of Education: Total enrollment projections for the upcoming school year; Number of students with disabilities and the school system the student would otherwise be enrolled in (if known); Number of at-risk students (defined as students who for Direct Certification, students in foster care, and homeless, runaway, and migrant students); and Number of English Learners (if known). On the 15th of each month from April through June, BCS will notify the State Board of revised enrollment figures, including counts for students with disabilities, at-risk students, and English Learners.

**Waitlist**: A waitlist will be formed after available seats are filled during the lottery. During the lottery, once all available seats are filled. BCS will continue drawing names of the remaining applicants and place them on the waitlist according to order of lottery. Families will be notified of available seats as they may become available. Families selected from the waitlist will have one week from date of acceptance to accept the seat at BCS by submitting all required enrollment paperwork. Family Education Rights and Privacy Act (20 U.S.C. §1232g) with respect to publication of any list of students' names before, during or after the enrollment and lottery process. Waitlist will be purged at the beginning of each new enrollment period.

**Admission**: If the number of enrollment apps do not meet or exceed the number of seats available by the close of April, all applicants will be accepted into the school, and additional

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[https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/EnrollmentProcedures\\_Current\\_Accessible.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducationschools/documents/procedures/EnrollmentProcedures_Current_Accessible.pdf)

seats will be filled on a first-come, first-serve basis. Upon admission to the school, all families must complete an admissions packet that will include home language survey, enrollment forms, immunization records, transportation needs and preferences, and medical history documents. Admissions packets will be mailed within one week of accepting a seat at BCS Charter School, and families will have one week to submit admissions.

## ATTACHMENT E: Letters of Support



January 31, 2022

To: Tennessee Department of Education & Shelby County Schools

This letter outlines my support for Binghampton Community School and Lead Founder Nikita House.

Nikita is currently a Fellow with Building Excellent Schools (BES), a highly selective, nationally recognized non-profit that trains high-capacity leaders to design, found, lead, and sustain high-performing urban charter schools. I have had the opportunity to work closely with Nikita through the Fellowship and have observed first-hand the many assets she brings to this work. Nikita is a dedicated leader who brings diverse skills and experiences in leadership, instructional coaching, teaching, data-driven instruction, and improved educational outcomes for students.

Nikita has spent the last ten years in education, beginning as a Spanish teacher in Shelby County Schools. Her experience spans a variety of teaching, coaching, and leadership positions, emphasizing her commitment to developing and coaching teachers. Nikita's desire to improve student achievement is evident in her coaching successes and her commitment to developing her leadership over the years.

As a result of her work as an educator in Memphis, Nikita has developed a deep desire to impact the city's educational landscape and the Binghampton community. She is committed to bringing an inquiry-based, global education to students in Binghampton. Nikita possesses a clear and coherent vision for a rigorous, internationally-minded, culturally responsive curriculum and instructional approach. The proposed school intentionally creates space for families to participate in their child's education and feel a sense of belongingness to the school community. Additionally, Nikita's desire to have a school that speaks to the community's needs by providing various wraparound services for families, demonstrates her commitment to eliminating barriers to student achievement. She has engaged the community and stakeholders in the design process to help craft a school that meets the community's unique needs. It is a privilege to work closely with Nikita. I am confident that her leadership and the intentionally designed school model will ensure that the proposed Binghampton Community School is high-achieving.

It is with great pleasure that I support the Binghampton Community School and Lead Founder, Nikita House.

Best regards,

A handwritten signature in blue ink, appearing to read 'Dr. Chaundria Smith', with a long, sweeping underline.

Dr. Chaundria Smith  
Senior Director of Leadership Development, BES  
csmith@bes.org 617-227-4545



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Maslow Development Inc.  
1779 Kirby Pkwy #1 #604  
Memphis, TN 38138

January 31, 2022

To Whom It May Concern:

Maslow Development Inc. is proud to write a letter of support as the sponsor of the Binghampton Community School. The Binghampton Community School (BCS) will anchor Maslow's Lighthouse Project, a 15-acre mixed-use development that will include 100+ units of affordable, mixed-income housing, a small-business entrepreneurial ecosystem (e.g., makerspace, co-working space), and a holistic community clinic. This innovative model seeks to build a community ecosystem that includes essential infrastructure working in concert to uplift residents.

Maslow is confident that BCS will provide a top-tier global education and is committed to helping BCS support families by uplifting the whole neighborhood through education, housing, workforce, and health and wellness. Working alongside Nikita House, BCS' founder, has only strengthened this belief. With the support of the esteemed Building Excellent Schools (BES) fellowship, Nikita has displayed deep education expertise, a compelling vision for BCS, and profound passion for serving the community.

Maslow believes placing the community's voice front and center is imperative to authentic community development work. With this mission, Maslow has engaged the community around the Lighthouse Project since 2018. Maslow has conducted design sprints with over 100 community members of greater Memphis, as well as in-depth empathy interviews with Binghampton community organizers, stakeholders, and residents. This outreach has cemented a strong interest and enthusiasm for both the Lighthouse Project— a mixed-use development anchored by a high-quality school— and BCS as the school to anchor this development. With these initial findings, Maslow and BCS will continue to follow their community engagement plan to ensure that the school and development best serve the needs of the community.

With Binghampton Community School as the anchor, Maslow seeks to make the Lighthouse Project a cornerstone of the Binghampton neighborhood, improving the quality of life of residents by providing not only an exceptional education but a connected community. Please do not hesitate to reach out with any further questions. We welcome the opportunity to continue the conversation.

Sincerely,

Derwin Sisnett  
Partner | Maslow Development Inc.  
derwin@maslowdevelopment.org

Nora Jendoubi  
Partner | Maslow Development Inc.  
nora@maslowdevelopment.org



May 15, 2022

Board of Directors  
Memphis Shelby County Schools  
160 S. Hollywood Street  
Memphis, TN 38112

Dear Members of the Board:

On behalf of GT3 Group, we are writing in strong support of Binghampton Community School (BCS), the grades K-5 charter school being founded by Building Excellent Schools Fellow Nikita House.

GT3 Group offers back-office financial and accounting services to charter public schools, including a number of local Memphis charter organizations. GT3 provides charter school organizations with the skills, knowledge, and experience of a Chief Financial Officer and accounting department. Our firm offers a suite of support services including strong financial and accounting systems – coupled with analytical skills and knowledge of charter school best practices - that frees school leadership teams to focus on their academic programs and student achievement. We are fortunate to work with and support promising school leaders like Nikita as they start high-performing, college-preparatory charter schools, and have already begun supporting Nikita's organization in its early stages.

In that capacity, we have had the pleasure of getting to know Nikita and the mission of Binghampton Community School, and have witnessed firsthand the passion, dedication, and diligence she has shown in developing a compelling vision for a K-5 school in the Binghampton community: "Together with our families, the mission of Binghampton Community School is to ensure our students in grades K through 5 will have a life of opportunity, choice, and joy by providing a global education family supports, a global education, and fostering a healthy mental and physical lifestyle." This mission is embodied by Nikita, who is a talented and accomplished leader, and a participant in the Building Excellent Schools Fellowship (one of the nation's leading and most rigorous charter school training programs). We at GT3 strongly believe she will successfully lead a school that will help children in the Binghampton community in the path to college. Her proposed school will focus on the human development of each child by offering resources for mental health as well as addressing family and community needs. Nikita is a proven leader and has demonstrated success as an educator and

professional, having served as a teacher development coach for first-year teachers at The New Teacher Project (TNTP) and spent seven years with KIPP Memphis Collegiate Schools, serving two of those years as a dean of instruction and culture at KIPP Memphis Collegiate High and five years at KIPP Memphis Academy Middle as a Spanish teacher, grade-level chair, and instructional coach. Nikita is a prime example of the type of talent the city needs to offer a first-class public education system.

At GT3 Group, we are native Memphians and passionate advocates for every child's right to a high-quality education. We greatly appreciate your efforts in creating an environment that enables high-caliber leaders like Nikita to establish a top-quality school. It is our belief that Binghampton Community School will be a critical long-term partner for Memphis Shelby County Schools and establish a high-performing school in Binghampton that will be a community anchor for its youth and family development for many years to come.

Thank you for your consideration of Binghampton Community Schools' application. Please do not hesitate to contact me if you have any questions or if we may be of assistance.

Sincerely,

Greg Thompson

A handwritten signature in black ink that reads "Greg Thompson". The signature is written in a cursive style with a large, stylized "G" and "T".

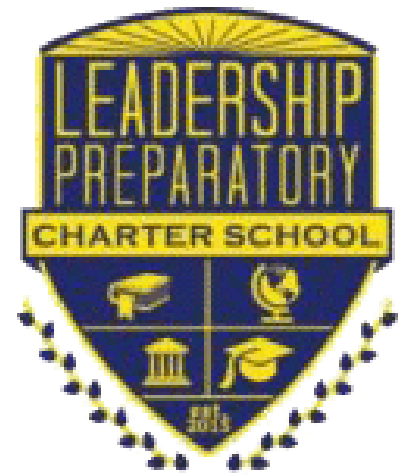
Founder/CEO  
GT3 Group

Katie Wise

A handwritten signature in black ink that reads "Katie Wise". The signature is written in a cursive style with a large, stylized "K" and "W".

COO  
GT3 Group

## ATTACHMENT E: Letters of Support



To Whom It May Concern,

I am writing this letter in strong support of Binghampton Community Charter School, a proposed K through 5 college-preparatory school for the students and families of Memphis. I am confident Binghampton Community School will serve students in the communities that do not have access to many excellent education opportunities.

My name is Terrence Brownlee, and I am currently the Middle School Principal at Leadership Preparatory School in Memphis, TN. In my work of serving our scholars in Memphis, I recognize the critical importance of having high-quality educational options. Binghampton Community School meets all those requirements, and it has dedicated an incredible amount of time to partnering with the community to ensure it will have the backing of Memphis stakeholders throughout the city.

The mission of Binghampton Community School is together with our families, the mission of Binghampton Community School is to ensure our students in grades K through 5 will have a life of opportunity, choice, and joy by providing family support, a global education, and fostering a healthy mental and physical lifestyle. I strongly believe that we need a school such as Binghampton Community School to bring those opportunities to the families and students of Memphis. The school will provide students with an outstanding foundation of the academic and life skills necessary to succeed in today's world and not to mention, striving to become an International Baccalaureate School will truly be a high-quality option for students.

I also support the leadership of proposed Head of School, Nikita House. Her commitment to create and sustain a leading college preparatory school for students of Memphis is clear. She has shared her vision for the school, and I was impressed by both her passion for our city and her experience in urban education. She espouses a need to partner with families to ensure that everyone in Memphis has access to rich opportunities our community has to offer. I hope to work with the school as a partner in the future as we invest in the development and education of youth in Memphis.

If you have any questions or concerns, please do not hesitate to contact me at

Terrence Brownlee  
Email: [tbrownlee@leadmemphis.org](mailto:tbrownlee@leadmemphis.org)  
Cell: 901-634-5444

*Terrence Brownlee*



# ATTACHMENT E: MOU



## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“Agreement”) dated [Insert Date] is made and entered into by and between Maslow Development (“Maslow”) 1779 Kirby Pkwy # 1 #604, Memphis, TN 38138 and Binghampton Community School, a 501(c)(3) organization located at \_\_\_\_\_ (“Service Provider”).

WHEREAS, Maslow desires to collaborate with Binghampton Community School to perform education services in connection with the Lighthouse Project.

WHEREAS, Maslow has determined that such services are in support of its educational objectives;

NOW THEREFORE, in consideration of the mutual promises herein contained, and other good and valuable consideration, the parties hereto agree as follows:

1. Term Of Agreement. The Service Provider agrees to develop and implement a K-5 learning program located at the Lighthouse Project pursuant to the Scope of Work which is attached hereto as Exhibit A (“2022 BCS MSCS Charter Application”), the terms of which are incorporated herein. The Service Provider agrees to enter into a separate real estate lease to operate the Learning Program at the Maslow location.
2. Services To Be Provided By Service Provider. The Service Provider agrees to develop and implement a successful K-5 learning program (“Learning Program”) located at the Lighthouse Project pursuant to the Scope of Work which is attached hereto as Exhibit A, the terms of which are incorporated herein (“Service Provider Services”). The Service Provider agrees to enter into a real estate lease where the Lighthouse Project will be located to operate the Learning Program. The parties mutually agree that the rent set forth in the real estate lease shall be at or below a market rate for commensurate projects in the area.
3. Services To Be Provided by Maslow. Maslow agrees to develop and finance the costs of the real estate development where the Lighthouse Project will be located (“Maslow Services”). These services may be changed by Maslow in its sole discretion.
4. Term Of Agreement. The term of this Agreement shall be from May 1, 2022 through June 30, 2027 except that the Agreement may be terminated prior to the expiration of the term as provided in the Termination Section of this Agreement. The parties will enter into a separate real estate lease in connection with the Lighthouse Project.
5. Termination. This Agreement may be terminated prior to the expiration of the term hereof as follows: (a) by Maslow upon thirty (30) days’ notice to the Service Provider if the work is not provided in a satisfactory and proper manner as solely determined by Maslow; (b) by mutual written



agreement of the parties; (c) by Maslow without cause, upon thirty (30) days prior written notice to the Service Provider; or (d) by Maslow immediately if the Service Provider commits a material breach of any of the terms of this Agreement. If the Agreement is terminated by mutual written agreement due to Service Provider's inability to provide the services set forth in the Scope of Work, the Service Provider agrees to identify a suitable replacement contractor that is acceptable to Maslow. In the event this Agreement is terminated because of a violation or breach of the Agreement terms by the Service Provider, Maslow shall be entitled to all administrative and legal remedies, including sanctions and penalties as may be appropriate.

## 6. **Intellectual Property**

### **(a) Pre-Existing Materials.**

Both Parties acknowledge that each Party is the sole owner of its intellectual property. Service Provider is and shall remain, the sole and exclusive owner of all rights in and to all tangible and intangible subject matter, including all course materials, inventions, works, documents, data, know-how, methodologies, software, information and materials ("Service Provider Intellectual Property"). Service Provider shall remain the sole and exclusive owner of all Service Provider Intellectual Property developed or acquired individually or jointly with others prior to the commencement or independently of this Agreement and provides or uses in connection with performing the Services (Service Provider Pre-existing Materials").

Maslow is and shall remain, the sole and exclusive owner of all rights in and to all tangible and intangible subject matter, including all inventions, works, documents, data, know-how, methodologies, software, information and materials ("Maslow Intellectual Property"). Maslow shall remain the sole and exclusive owner of all Maslow Intellectual Property that Maslow developed or acquired individually or jointly with others prior to the commencement or independently of this Agreement and provides or uses in connection with this Agreement ("Maslow Pre-existing Materials").

**(b) Intellectual Property Developed Under this Agreement.** The Parties agree that any intellectual property created under this Agreement as part of this Joint Collaboration shall be equally owned by both Parties ("MOU Intellectual Property"). Each Party may use the MOU Intellectual Property for charitable, educational and commercial purposes.

7. **Compensation.** Each Party will bear its own costs and expenses in connection with the Lighthouse Project. Neither Party shall commit or obligate the other Party to any costs or expenses related to the Lighthouse Project or the respective services provided by either Party under this Agreement. Nothing in this Agreement shall obligate Maslow or Service Provider to the transfer of funds to the other Party. Any transactions involving reimbursement or contribution of funds between Maslow and Partner related to the learning project located at the Lighthouse Project shall be independently authorized and will be outlined in separate agreements between authorized representatives of Maslow and Service Provider. The Parties may submit joint fundraising and financing proposals as directed by the Board.



7. Relationship Of The Parties. It is understood and agreed that each party is a legal entity and neither Party's officers, directors, employees, volunteers, or agents by it shall be deemed for any purposes to be employees or agents of the other party. This Agreement shall not be intended or construed to create a partnership or any other fiduciary obligations between the Parties. Except as set forth in this Agreement, neither Party may bind, obligate, represent or speak publicly on behalf of the other Party, unless authorized in writing by the other Party to do so. Neither Party may use the other Party's name, logo or trademarks in any manner without the other Party's prior written permission in each case and may not include any the other Party's materials or name, logo or trademarks in any materials distributed to third parties without the other Party's prior written permission in each case. Each Party assumes full responsibility for the actions of its personnel and volunteers while performing any services related to this Agreement, and shall remain solely responsible for their supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), workers' compensation, disability benefits and like requirements and obligations.
8. No Third Party Beneficiaries. Nothing in this Agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement. The rights, duties and obligations contained in this Agreement shall operate only between the parties to this Agreement, and shall inure solely to the benefit of the parties to this Agreement.
9. Indemnity. The Service Provider shall hold Maslow and its past and present and future directors, officers, employees, and contractors harmless and shall indemnify all such parties against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party, occurring or in any way incident to, arising out of, or in connection with any acts of the Service Provider and its agents, employees, and subcontractors done in connection with this Agreement.
10. Liability. NO LIABILITY WILL ARISE OR BE ASSUMED BETWEEN THE PARTIES AS A RESULT OF THIS AGREEMENT. NEITHER MASLOW OR SERVICE PROVIDER NOR THEIR RESPECTIVE AGENTS, VENDORS, LICENSORS, OR THEIR RESPECTIVE OFFICERS, DIRECTORS, EMPLOYEES, FUNDERS OR AGENTS WILL HAVE ANY LIABILITY TO THE OTHER PARTY OR ANY THIRD-PARTY FOR ANY LOSS OF REVENUE, SALES, DATA, MATERIALS OR OTHER INCIDENTAL, CONSEQUENTIAL, OR SPECIAL LOSS OR DAMAGE, INCLUDING EXEMPLARY AND PUNITIVE, OF ANY KIND OR NATURE RESULTING FROM OR ARISING OUT OF THIS AGREEMENT.
11. Insurance. Service Provider shall obtain and maintain for the duration of the Agreement insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder and the results of that work by the Service Provider, his agents, representatives, employees or subcontractor. The scope of these insurance requirements is outlined in Exhibit B.
12. Criminal History Background Check. Service Provider agrees to certify on forms provided by Maslow, that each employee has, for the purposes of working for or with a Tennessee school district; passed



a criminal history background check within the last calendar year, complying with Maslow's policy pertaining to criminal histories and been fingerprinted in accordance with state requirements. Service Provider will also be required to obtain from each and every subcontractor or independent contractor the form of certification, relating to the employees of such subcontractor and independent contractors.

13. Conflict of Interest. In no way does this Agreement restrict Maslow and Service Provider from participating in similar agreements with other public or private agencies, organizations, and individuals. During the term of this Agreement, Maslow and Service Provider are free to perform services for other organizations or enter into agreements with other organizations so long as such services or agreements does not interfere with Maslow or Service Provider's ability to perform its obligations under this Agreement. Service Provider shall not knowingly enter any agreement or agree to provide services, that are in direct competition to the Service Provider Services provided under this Agreement, or which creates a conflict of interest (as determined by Maslow in its sole discretion) with this Agreement or which in any way compromises Service Provider's ability to meet its obligations under this Agreement. Service Provider must notify Maslow immediately upon Service Provider's discovery of such a conflict or the potential for such a conflict.
14. No Waiver of Immunity. Maslow does not waive or relinquish any immunity or defense on behalf of itself, its trustees, offices, employees, and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein.
15. Authorization Of Agreement. Each party represents and warrants to the other that the execution of this Agreement has been dully authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.
16. No Waiver. No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.
17. Notices. Any notice under this Agreement must be in writing and, unless expressly provided otherwise, must be sent to the other Party (at its address below or at such other address as a party designates by notice) by overnight courier service, registered or certified mail (return receipt requested, postage prepaid) or by other means for which the sender has written proof of receipt. Notice will be considered given upon delivery, as evidenced by delivery receipt or similar documentation. Notices shall be provided as follows:

Maslow Development Inc.  
1779 Kirby Pkwy #1 #604  
Memphis, TN 38138  
Email: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Attn:



Binghampton Community School

Address:

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Attn:

18. No Assignment. No assignment of this Agreement or of any duty or obligation or performance hereunder, shall be made in whole or in part by either party without the prior written consent of the other Party.
19. Section Headings. The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.
20. Governing Law. This Agreement is made in Tennessee and shall be construed, interpreted, and governed by the laws of the State of Tennessee. The parties irrevocably consent to the sole and exclusive jurisdiction and venue of the courts of Shelby County, Tennessee, for any action under this Agreement.
21. Counterparts. This Agreement may be executed in counterparts, each of which shall have the full force and effect of the original Agreement, and each of which shall constitute but one of the same instruments.
23. Reports. Maslow and the Service Provider shall furnish operating reports summarizing the status of program deliverables and operations to designated representatives on a schedule to be mutually agreed upon. No written reports of any kind shall be released to any third parties without prior written approval of Maslow.
24. Confidentiality. During the term of this Agreement and thereafter, each Party shall maintain with strict confidentiality all confidential information to which the other Party has access to in accordance with the terms of the Parties Mutual Non-Disclosure Agreement attached hereto as Exhibit C which is incorporated herein by reference.
25. Records Retention and Audits. Maslow or its authorized representative, shall be afforded unrestricted access to and permitted to inspect and copy all the Service Provider's records related to this Agreement, which shall include but not be limited to accounting records, correspondence, instructions, drawings, receipts, vouchers, memoranda, and similar data relating to this Agreement. The Service Provider shall preserve all such records for a period of five (5) years, or for such longer period as may be required by law. To the extent that the Service Provider will come into possession of student records and information, and to the extent that Provider will be involved in the survey, analysis, or evaluation of students, incidental to this Agreement, Provider agrees to comply with all applicable requirements of the Family Educational Rights and Privacy Act ("FERPA").



26. Business Ethics. During the course of pursuing this Agreement, and the course of Agreement performance, the Service Provider will maintain business ethics standards aimed at avoiding real or apparent impropriety or conflicts of interest. No substantial gifts, entertainment, payments, loans, or other considerations beyond that which would be collectively categorized as incidental shall be made to any employees or officials of Maslow, its authorized agents and representatives, or to family members of any of them. At any time the Service Provider believes there may have been a violation of this obligation, the Service Provider shall immediately notify Maslow.
27. Prior Agreements. This Agreement supersedes and terminates all prior agreements between the parties relating to the subject matter herein addressed.



Attachment A

See "2022 BCS MSCS Charter Application"



IN WITNESS WHEREOF, Maslow and Binghampton Community School each has caused this Agreement to be signed by its duly authorized representative as of the day and year first above written.

Maslow Development Inc.

By:

\_\_\_\_\_

Name:

Title:

Date: \_\_\_\_\_

Binghampton Community School

By:

\_\_\_\_\_

Name:

Title:

Date: \_\_\_\_\_





## Attachment B Insurance Requirements for Service Provider

Service Provider shall procure and maintain for the duration of the Agreement insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder and the results of that work by the Service Provider, his agents, representatives, employees, or subcontractors.

### Minimum Limits of Insurance

Service Provider shall maintain limits no less than:

1. General Liability: \$1,000,000 per occurrence and \$2,000,000 annual aggregate
2. Umbrella Liability: \$5,000,000 per occurrence and \$5,000,000 annual aggregate
3. Automobile Liability: \$1,000,000 per accident for bodily injury and property damage.
4. Workers Compensation:

Bodily Injury by Accident: \$1,000,000  
Bodily Injury by Disease: \$1,000,000 Each Employee  
Bodily Injury by Disease: \$1,000,000 Policy Limit

If the Service Provider maintains higher limits than the minimums shown above, Maslow shall be entitled to coverage for the higher limits maintained by the Service Provider.

### Other Insurance Provisions

The General Liability and Automobile Liability policies are to contain, or be endorsed to contain, the following provisions:

1. Maslow, its officers, officials, employees, and volunteers are to be covered as insureds with respect to liability arising out of automobiles owned, leased, hired or borrowed by or on behalf of the Service Provider; and with respect to liability arising out of work or operations performed by or on behalf of the Service Provider including materials, parts or equipment furnished in connection with such work or operations. General Liability coverage shall be provided in the form of an Additional Insured endorsement to the Service Provider's insurance policy, or as a separate owner's policy.
2. For any claims related to this project, the Service Provider's insurance coverage shall be primary insurance as respects the Maslow, its officers, officials, employees, and volunteers. Any insurance or self-insurance maintained by the Maslow, its officers, officials, employees, or volunteers shall be excess of the Service Provider's insurance and shall not contribute with it.



3. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be canceled by either party, except after thirty (30) days prior written notice has been provided to the Entity.

#### Waiver of Subrogation

Service Provider hereby agrees to waive subrogation which any insurer of Service Provider may acquire from Service Provider by virtue of the payment of any loss. Service Provider agrees to obtain any endorsement that may be necessary to effect this waiver of subrogation.

The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of the Maslow for all work performed by the Service Provider, its employees, agents, and subcontractors.

#### Verification of Coverage

Service Provider shall furnish the Maslow with endorsements effecting coverage required by this clause. The endorsements are to be signed by a person authorized by that Insurer to bind coverage on its behalf. The endorsements are to be on forms provided by the Maslow, unless the insurance company will not use the Maslow's forms. All endorsements are to be received and approved by the Maslow before work commences. However, failure to do so shall not operate as a waiver of these insurance requirements. As an alternative to the Maslow's forms, the Service Provider's insurer may provide complete copies of all required insurance policies, including endorsements effecting the coverage required by these specifications.

#### Subcontractors

Service Provider shall require and verify that all subcontractors maintain insurance meeting all the requirements stated herein.

# ATTACHMENT E: Letters of Support

Timestamp	Email Address	First and Last Name	Email Address	Phone Number	Zip code in which you reside	I am a ... (Click all that apply)	Do you have school aged children who will enroll in Kindergarten in 2023 in your household?	Would you be interested in learning more about BCS to potentially enroll your students if and when they are age eligible?	Do you know of anyone who would be interested in enrolling their child at Binghampton Community School? If yes, please include their name and phone number below.	How did you hear about our school?	Would you be interested in volunteering with community engagement events throughout the summer of 2022 for BCS?	Would you be interested in volunteering post-authorization of the school to help launch BCS for the fall of 2023?	By submitting this form, I agree to give Binghampton Community School permission to count me as a "supporter" in their charter application. By submitting this form, I also agree to give Binghampton Community School permission to contact me in the future about additional ways to express my support of the school.
5/17/2022 14:50:32	bensmith5120@gmail.com	Benjamin Smith	Bensmith5120@gmail.com	312-859-1300	38117	Parent, Educator	No	Yes		Facebook	Yes	Yes	Agree
5/17/2022 14:52:32	laurenagle@gmail.com	Lauren Ragle	laurenagle@gmail.com	9018006443	38002	Community Member	No	I do not have school age children		Facebook friends connect	No	Yes	Agree
5/17/2022 15:02:11	porcshab@gmail.com	Porcsha Bearden	Porcshab@gmail.com	901-679-0696	38127	Parent	No	Yes	No	Social media	Maybe	No, Maybe	Agree
5/17/2022 15:07:48	clemb6745@gmail.com	Katherine Clemente	Clemb6745@gmail.com	9017018034	38104	Community Member	No	Yes		Nikita	Maybe	Maybe	Agree
5/17/2022 15:30:58	sofosu@gmail.com	Sarah Harvey	sofosu@gmail.com	2404695420	30307	Parent, Educator	No	Yes	Not at the moment	Nikita House	No	No	Agree
5/17/2022 15:34:09	sarah.kerst@memphistr	Sarah Kerst	sarah.kerst@memphistr	4193574491	38117	Educator	No	I do not have school age children		Acquaintance	Maybe	Maybe	Agree
5/17/2022 15:37:25	remingtonhampton@gmail.com	Remi Hampton	remingtonhampton@gmail.com	4157908095	38112	Parent, Educator	No	Yes		linkedin	Maybe	Maybe	Agree
5/17/2022 15:44:47	jenita.brownlee@gmail.com	Jenita Brownlee	jenita.brownlee@gmail.com	9014633804	38118	Supporter of Charter School	No	I do not have school age children	No	Social Media	Yes	Yes	Agree
5/17/2022 15:47:50	criollo.andrea@gmail.com	Andrea Echetebe	Criollo.andrea@gmail.com	901-496-9302	38111	Community Member, Parent	No	Yes		Nikita House- Founder	Yes	Yes	Agree
5/17/2022 16:03:31	niecey079@gmail.com	Melinda Johnson	niecey079@gmail.com	19016121126	38141	Parent	No	Yes		Leader and founder	Yes	Maybe	Agree
5/17/2022 16:06:09	justinardrey@gmail.com	Justin Ardrey	justinardrey@gmail.com	9018323322	38138	Religious Clergy	Yes	No		Friend	Maybe	No	Agree
5/17/2022 16:11:52	lorishores@gmail.com	Lori Shores	lorishores@gmail.com	615-812-8455	38135	Supporter of Binghampton	No	No		Nikita House	Maybe	Maybe	Agree
5/17/2022 16:53:36	billionthracel@gmail.com	Rachel Summerland	Billionthracel@gmail.com	6155009936	38117	Community Member, Educator	No	I do not have school age children		I am friends with Nikita House	Maybe	Maybe	Agree
5/17/2022 16:54:00	kshill4@memphis.edu	Kristen Hill	Kshill4@memphis.edu	4692614554	38120	Educator	No	I do not have school age children		Nikita House	No	Maybe	Agree
5/17/2022 18:07:56	kory.buresh@gmail.com	Kory Buresh	kory.buresh@gmail.com	2193074954	38112	Educator	No	I do not have school age children		The Founding Principal at	Maybe	Maybe	Agree
5/17/2022 19:28:46	sszalanski23@gmail.com	Shannon McGreger	sszalanski23@gmail.com	9016034525	38135	Educator	No	I do not have school age children		Former teammate	Maybe	Yes	Agree
5/17/2022 20:14:53	glynychii@gmail.com	George Lynch II	Glynychii@gmail.com	3174023602	46235	Parent	No	Yes		From the lead founder Nikita	Maybe	Yes	Agree
5/17/2022 20:38:49	terrence.brownlee@gmail.com	Terrence Brownlee	terrence.brownlee@gmail.com	9016345444	38138	Educator	No	Yes		BES Fellow	Yes	Yes	Agree
5/17/2022 20:39:01	tara.swope@gmail.com	Tara Larson	tara.swope@gmail.com	9014844519	38117	Community Member	No	I do not have school age children		Facebook	Maybe	No, Maybe	Agree
5/17/2022 20:40:17	clarson7474@yahoo.com	Craig Larson	clarson7474@yahoo.com	9014844519	38117	Community Member, Educator	No	I do not have school age children		Facebook	No, Maybe	No, Maybe	Agree
5/17/2022 20:41:21	amberstewart88@gmail.com	Amber Stewart	amberstewart88@gmail.com	4045794473	38126	Educator	No	Yes	No not at the moment	Nikita House!	Maybe	Yes	Agree
5/17/2022 20:53:26	mwhite4141@gmail.com	Matt White	Mwhite4141@gmail.com	6172767702	38107	Community Member, Educator	No	I do not have school age children		Nikita	Yes	Yes	Agree
5/17/2022 21:16:04	kourvelas.annie@gmail.com	Annie kourvelas	Kourvelas.annie@gmail.com	9014132108	38107	Community Member	No	Yes		Friend	Maybe	Maybe	Agree
5/17/2022 21:20:13	andrgoldstein@gmail.com	Andrew Goldstein	andrgoldstein@gmail.com	7083051963	38112	Educator, Business Leader	No	I do not have school age children		I spoke with the founder	Maybe	Yes	Agree
5/17/2022 22:24:11	cdruddy@gmail.com	Cheryl Ruddy	cdruddy@gmail.com	9018540932	38117	Educator	No	I do not have school age children		Nikita House	Maybe	Maybe	Agree
5/17/2022 22:24:43	megan@daveystudios.com	Megan Davey	Megan@daveystudios.com	9012128240	38002	Parent	No	I do not have school age children		I know Nikita House	Maybe	Maybe	Agree
5/17/2022 22:35:58	melissarenee43@gmail.com	Melissa Waip	melissarenee43@gmail.com	5012300388	38135	Parent, Business Leader	No	No		Nikita House	Maybe	Maybe	Agree
5/18/2022 0:58:36	emprice83@gmail.com	Erayna Price	emprice83@gmail.com	9013377172	38018	Parent, Educator	No	I do not have school age children		The founder	Maybe	Maybe	Agree
5/18/2022 7:04:49	jilltorres01@gmail.com	Jill Torres	jillfuhrman09@gmail.com	2316130480	38104	Community Member, Parent	No	Yes		The school leader is my friend	Maybe	Yes	Agree
5/18/2022 7:18:30	drcomick@gmail.com	darrin ruddy	drcomick@gmail.com	9014921290	38117	Religious Clergy	No	I do not have school age children		know Nikita	Maybe	Yes	Agree
5/18/2022 7:19:02	Kallajwarren@gmail.com	Kaila Matthews	Kallajwarren@gmail.com	9016033201	38119	Educator, Business Leader	No	No		School leader	Yes	Yes	Agree
5/18/2022 8:12:34	damion.talcott@gmail.com	Damion Talcott	damion.talcott@gmail.com	3072570467	38112	Community Member, Parent	No	I do not have school age children		Facebook/Friends	Yes, Maybe	Yes, Maybe	Agree
5/18/2022 8:51:32	hbcarroll10@gmail.com	Hayley Lutman	hbcarroll10@gmail.com	9018250953	38049	Parent	No	No		Nikita	No	Maybe	Agree
5/18/2022 9:12:45	brittany.d.hynam@gmail.com	Brittany Hynam	brittany.d.hynam@gmail.com	9012405411	38114	Community Member	No	I do not have school age children		Nikita House	Maybe	Maybe	Agree
5/18/2022 20:21:02	bren88jones@gmail.com	Brenda Jones	bren88jones@gmail.com	16154380551	37217	Educator	No	I do not have school age children	Yes	Founder	Maybe	Maybe	Agree
5/18/2022 20:24:26	howardma14@gmail.com	Mamie Howard	howardma14@gmail.com	6197157528	80013	Parent, Educator	No	No		From Nikita	No	No	Agree
5/18/2022 20:26:57	bap1290@gmail.com	Alana Jenkins	Ajenkins@fellow.bes.org	9144333318	29920	Educator	No	Yes		Founder	Maybe	Maybe	Agree
5/18/2022 20:27:50	cstanley@igniteliberator.com	Charles Stanley Jr	Cstanley@igniteliberator.com	6154747409	63110	Educator	No	I do not have school age children		Website	No	No	Agree
5/18/2022 21:20:33	joshua.webster0823@gmail.com	Joshua Webster	joshua.webster0823@gmail.com	9016195922	38118	Educator	No	No		Nikita House	Maybe	Yes	Agree
5/18/2022 21:23:34	mgarry@studentgrowthstudies.com	Megan Garry	mgarry@studentgrowthstudies.com	6626412389	37211	Educator	No	I do not have school age children		BES	No	No	Agree
5/19/2022 6:45:53	rsherin22@gmail.com	Richard Sherin	Rsherin22@gmail.com	410-925-4258	63108	Educational supporter	No	I do not have school age children		Internet	No	Maybe	Agree
5/19/2022 12:39:24	meaghan34@gmail.com	Meaghan Oliver	meaghan34@gmail.com	6624040298	38651	Educator	No	I do not have school age children		LinkedIn	Yes	Yes	Agree
5/19/2022 12:49:51	yari.torres14@gmail.com	Yari Torres	yari.torres14@gmail.com	9314368031	38016	Educator	No	I do not have school age children		Through the BES Fellows	No	Maybe	Agree
5/19/2022 17:10:27	mburger@rossandryerger.com	Marcus Burger	Mburger@rossandryerger.com	6019184869	39211	Business Leader	No	I do not have school age children		Chalkbeat	Yes	Yes	Agree
5/20/2022 6:31:08	drknmartin@yahoo.com	Krystal Martin	drknmartin@yahoo.com	9015034559	38018	Educator	No	I do not have school age children		Online	Yes	Yes	Agree
5/20/2022 12:45:41	jocelyn.vazquez98@gmail.com	Jocelyn vazquez	Jocelyn.vazquez98@gmail.com	9013375689	38133	Community Member, Educator	No	I do not have school age children		Social media	Maybe	Maybe	Agree
5/21/2022 13:14:32	suttonjm@goldmail.etsu.edu	Jasmine Sutton	suttonjm@goldmail.etsu.edu	9018317947	38125	Community Member, Parent	No	Yes		Facebook	Maybe	Maybe	Agree
5/21/2022 14:19:26	dimitricrosby@icloud.com	Dimitri Crosby	Dimitricrosby@icloud.com	443627614	21228	Student	No	Yes		Friend	Yes	Yes	Agree
5/21/2022 14:31:48	iandproductions@gmail.com	Avery DeV Vaughn	iandproductions@gmail.com	2283800676	38104	Community Member, Business Leader	No	I do not have school age children		Maslow	Yes	Yes	Agree
5/21/2022 14:38:50	hines2082@gmail.com	Nicholas Hines	hines2082@gmail.com	9012752919	38127	Community Member, Parent	Yes	Yes		Alexandria	Yes	Yes	Agree
5/21/2022 14:54:06	lamep20@gmail.com	Selene Parris	lamep20@gmail.com	4234354189	37354	Parent of board member	No	I do not have school age children		Board member	No	Maybe	Agree
5/21/2022 14:55:58	chaseparris2112@gmail.com	Steve Parris	chaseparris2112@gmail.com	4234354285	37354	Parent of board member	No	I do not have school age children		Board member	No	No	Agree
5/21/2022 16:26:12	crystalddaugherty@gmail.com	Crystal Daugherty	crystalddaugherty@gmail.com	2702563687	41001	Professor/ out of state student	No	I do not have school age children		Friend :)	Yes	Yes	Agree
5/21/2022 19:03:07	jaleel922@gmail.com	Jaleel wyche	jaleel922@gmail.com	9013803435	38018	Community Member	No	No	No	A relative	Yes	Yes	Agree
5/21/2022 19:03:08	krmonley1002@gmail.com	Krasheshe Conley	Krmonley1002@gmail.com	9015174989	30135	Former community member	Yes	Yes		My very talented friend is	Yes	Yes	Agree
5/21/2022 19:27:03	nickconyers@yahoo.com	Isaiah Conyers	Nickconyers@yahoo.com	9014918059	38119	Parent	Yes	Yes	No	From a friend	No	No	Agree
5/22/2022 6:39:01	patricia.brownlee514@gmail.com	Patricia Brownlee	Patricia.brownlee514@gmail.com	901-634-0788	38138	Parent	No	Yes		Friend	Maybe	Maybe	Agree
5/23/2022 11:10:26	mgp3541@yahoo.com	Monica Swauncy	Mgp3541@yahoo.com	9012126409	38104	Community Member	No	I do not have school age children		Friend	Yes	Yes	Agree

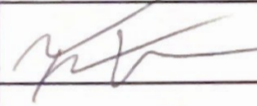
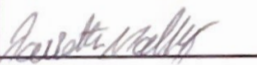
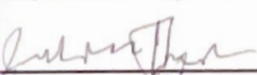
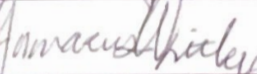
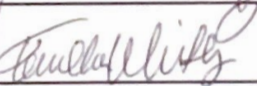
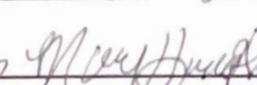
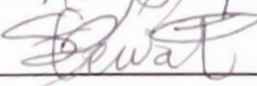
Timestamp	Email Address	First and Last Name	Email Address	Phone Number	Zip code in which you reside	I am a ... (Click all that apply)	Do you have school aged children who will enroll in Kindergarten in 2023 in your household?	Would you be interested in learning more about BCS to potentially enroll your students if and when they are age eligible?	Do you know of anyone who would be interested in enrolling their child at Binghampton Community School? If yes, please include their name and phone number below.	How did you hear about our school?	Would you be interested in volunteering with community engagement events throughout the summer of 2022 for BCS?	Would you be interested in volunteering post-authorization of the school to help launch BCS for the fall of 2023?	By submitting this form, I agree to give Binghampton Community School permission to count me as a "supporter" in their charter application. By submitting this form, I also agree to give Binghampton Community School permission to contact me in the future about additional ways to express my support of the school.
5/23/2022 15:59:52	dfaye94@gmail.com	D'Anna Morgan	Dfaye94@gmail.com	9015725242	38134	Community Member	No	I do not have school age children		Friend	Maybe	Yes	Agree
5/25/2022 8:55:20	cordovawr10@cloud.com	Moore	Cordovawr10@cloud.com	9014094315	38111	Community Member	No	Yes		Kaila Matthews	Maybe	Maybe	Agree
5/25/2022 14:52:14	jhinkle@sycamorereview.com	Jim Hinkle	Jhinkle@sycamorereview.com	9063429033	38112	Community Member, Parent	No	No		Friend	Maybe	Maybe	Agree

ATTACHMENT E: Letters of Support

**PETITION OF SUPPORT TO BRING  
BINGHAMPTON COMMUNITY SCHOOL  
TO BINGHAMPTON IN THE FALL OF 2023**

**Our Mission:** Together with our families, the mission of Binghampton Community School is to ensure our students in grades K through 5 will have a life of opportunity, choice, and joy by providing family support, a global education, and fostering a healthy mental and physical lifestyle.

By signing this form, I give **Binghampton Community School** permission to count me as a "supporter" in their charter application and agree that another K-5 option is needed for families, students, and the community. By signing this form, I also give Binghampton Community School permission to contact me in the future about additional ways to express my support of the school.

NAME	SIGNATURE	ADDRESS	ZIP CODE	PHONE #
Terrance White		510 Tillman	38103	901-304-1415
Jarrette Mallon		510 Tillman	38103	901-846-3779
Jacquelin Thomas		2581 Fontaine Rd	38106	901-513-7102
Tamara Whitley		510 Tillman	38103	901-604-8220
Amelia White		510 Tillman	38103	901-304-9012
May Humphrey		3034 Wayoka	38111	901-570-4232
Glenda Sewat		186 Hayden	38111	901-650-6159
Georlin Me		3648 Wayoka	38111	—


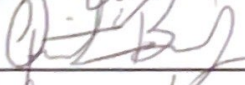
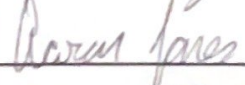
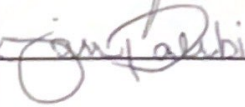
ATTACHMENT E: Letters of Support

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1

NAME	SIGNATURE	ADDRESS	ZIP CODE	PHONE #
Selita Vann		200 will apt 2	38111	(610) 70-6947
Quintavius Brady		3003 Waynoka Cr.	38111	(731) 636-0760
Aaron Jones		3551 waynoka	38111	(901) 600-7402
Jan Palubick		181 Hayden Pl	38111	(901) 692-8904





## ATTACHMENT E: Letters of Support Nikita House &lt;nhouse@fellow.bes.org&gt;

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**NewSchools Venture Fund - Next Steps for Planning Grant**

19 messages

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**NewSchools Invent** <invent@newschools.org>  
To: "nhouse@fellow.bes.org" <nhouse@fellow.bes.org>  
Cc: NewSchools Invent <Invent@newschools.org>

Tue, Apr 26, 2022 at 10:27 AM

Dear Nikita,

On behalf of the Innovative Schools team, we are delighted to inform you that we will be making an investment of \$215,000 in Binghampton Community School (BCS). We are excited about your team and plans to reimagine learning, and we look forward to partnering with you during your planning year. Please read the following information below carefully, as it relates to next steps that will need to be completed prior to the disbursement of funds.

- We recently launched a new venture portal to support a more streamlined experience for executing your investment. At a high level, the grant management process looks like this:
    1. You will submit information about where payments can be disbursed - either to your organization or a fiscal sponsor, if you plan to use one. You will also provide materials for us to use on our website and in communications materials with your consent.
    2. We will draft your grant agreement for you to review and then sign.
    3. Payments will be disbursed once the grant agreement is fully signed
  - As a first step, you will set up your account in our portal and then provide payment information and communications materials:
    1. Visit: <https://newschools.fluxx.io/> and click "Reset or create password"
    2. Enter your email address where this email was sent
    3. Check your inbox\* for an email to create a secure password
    4. Login using your email and newly created password
- \*occasionally, these emails are caught in spam folders; to help avoid this please add this email address to your approved senders list: [do-not-reply.grants07-us-east-1@fluxx.io](mailto:do-not-reply.grants07-us-east-1@fluxx.io)
- Once you are into the portal, navigate to the "Action Needed" tab on the left hand navigation then use the Edit button in the top right corner to submit payment and communications information. If you have any questions or need support, please reach out to us at [invent@newschools.org](mailto:invent@newschools.org).

For the time being, we ask that you hold on publicizing this news to your external community until your grant letter is signed. Our team will follow up in May/June to share the set of supports that we'll provide over the course of the planning year, as well as details on how you can communicate this news. For now, please hold **July 28th and 29th** on your calendars for our first convening together.

We are thrilled to welcome you into our portfolio!

Warmly,

Alex, Antonio, Ariana, Gabi, Mia, Nathan, and Valerie  
The Innovative Schools Team

**Nathan Shiferaw**

229 of 361





## ATTACHMENT E: Letters of Support

January 20, 2022

Re: Commitment of Start-Up Funds to Binghampton Community School

To Whom It May Concern:

We are pleased to inform you that BES will provide \$100,000.00 of start-up funds to Binghampton Community School for its planning year (fiscal year 2022-2023), contingent upon its charter authorization. These funds will be characterized as a \$100,000.00 grant. We may increase this award to \$250,000.00 in June 2022 should additional funding at BES be available.

Sincerely,

Aasimah Navlakhi  
Chief Executive Officer, BES



**CHARTER  
NONPROFIT CORPORATION**

SS-4418



**Tre Hargett**  
Secretary of State

**Division of Business Services  
Department of State  
State of Tennessee**  
312 Rosa L. Parks AVE, 6th FL  
Nashville, TN 37243-1102  
(615) 741-2286

*For Office Use Only*  
**-FILED-**  
Control # 001276301

**The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.**

**1. The name of the corporation is:** Binghampton Community School

**2. Name Consent: (Written Consent for Use of Indistinguishable Name)**

This entity name already exists in Tennessee and has received name consent from the existing entity.

**3. This company has the additional designation of:** School Organization - Exempt

**4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:**

NIKITA ANDREA HOUSE  
APT 303  
8258 N FLETCHER RUN CIR  
CORDOVA, TN 38016-2017  
SHELBY COUNTY

**5. Fiscal Year Close Month:** June **Period of Duration:** Perpetual

**6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:**

(none) (Not to exceed 90 days)

**7. The corporation is not for profit.**

**8. Please complete all of the following sentences by checking one of the two boxes in each sentence:**

This corporation is a  public benefit corporation /  mutual benefit corporation.

This corporation is a  religious corporation /  not a religious corporation.

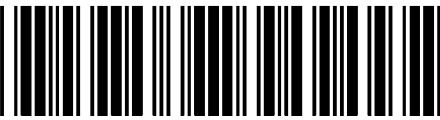
This corporation will  have members /  not have members.

**9. The complete address of its principal office is:**

NIKITA HOUSE  
APT 303  
8258 N FLETCHER RUN CIR  
CORDOVA, TN 38016-2017  
SHELBY COUNTY

**(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)**

B1150-4890 01/25/2022 11:29 AM Received by Tennessee Secretary of State Tre Hargett



**CHARTER  
NONPROFIT CORPORATION**

SS-4418



**Tre Hargett**  
Secretary of State

**Division of Business Services  
Department of State  
State of Tennessee**  
312 Rosa L. Parks AVE, 6th FL  
Nashville, TN 37243-1102  
(615) 741-2286

*For Office Use Only*

**-FILED-**

Control # 001276301

**The name of the corporation is:** Binghampton Community School

**10. The complete mailing address of the entity (if different from the principal office) is:**

NIKITA HOUSE  
APT 303  
8258 N FLETCHER RUN CIR  
CORDOVA, TN 38016-2017

**11. List the name and complete address of each incorporator:**

<u>Title</u>	<u>Name</u>	<u>Business Address</u>	<u>City, State, Zip</u>
Incorporator	Nikita A House	8258 N FLETCHER RUN CIR APT 303	CORDOVA, TN 38016-2017
Incorporator	Shawn Taylor	8258 N FLETCHER RUN CIR APT 303	CORDOVA, TN 38016-2017
Incorporator	Andrew Bobowski	8258 N FLETCHER RUN CIR APT 303	CORDOVA, TN 38016-2017
Incorporator	Haley Mathews	8258 N FLETCHER RUN CIR APT 303	CORDOVA, TN 38016-2017

**12. School Organization:** (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by T.C.A. §48-51-303(a)(1).
- This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
- This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

**13. Insert here the provisions regarding the distribution of assets upon dissolution:**

In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

**14. Other Provisions:**

*(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)*

Electronic

Signature

Nikita A House

Printed Name

Incorporator

Title/Signer's Capacity

Jan 25, 2022 11:29AM

Date

# Attachment F2. Proof of non-profit and tax-exempt status

Form **1023**

OMB No. 1545-0047

(Rev. January 2020)

Department of the Treasury  
Internal Revenue Service

## Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Do not enter social security numbers on this form as it may be made public.  
Go to [www.irs.gov/Form1023](http://www.irs.gov/Form1023) for instructions and the latest information.

*Note: If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

### Part I Identification of Applicant

<b>1a</b> Full Name of Organization (exactly as it appears in your organizing document) BINGHAMPTON COMMUNITY SCHOOL	<b>b</b> Care of Name (if applicable)
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<b>c</b> Mailing Address (Number, street and room/suite) 8258 N FLETCHER RUN CIRCLE APT 303	<b>d</b> City CORDOVA	<b>e</b> Country UNITED STATES
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<b>f</b> State TENNESSEE	<b>g</b> Zip Code + 4 38016	<b>h</b> Foreign Province (or State)	<b>i</b> Foreign Postal Code
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<b>2</b> Employer Identification Number 87-4743798	<b>3</b> Month Tax Year Ends JUNE	<b>4</b> Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative) NIKITA HOUSE
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<b>5</b> Contact Telephone Number 901-406-3603	<b>6</b> Fax Number (optional)	<b>7</b> User Fee Submitted \$600.00
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**8** Organization's Website (if available): [www.bcsmemphis.org](http://www.bcsmemphis.org)

**9** List the names, titles, and mailing addresses of your officers, directors, and/or trustees.

First Name: SHAWN	Last Name: TAYLOR	Title: PROPOSED TREASURER
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Mailing Address: 8258 N FLETCHER RUN CIRCLE APT 303	City: CORDOVA
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State (or Province): TN	Zip Code (or Foreign Postal Code): 38016
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First Name: ANDREW	Last Name: BOBOWSKI	Title: PROPOSED BOARD CHAIR
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Mailing Address: 8258 N FLETCHER RUN CIRCLE APT 303	City: CORDOVA
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State (or Province): TN	Zip Code (or Foreign Postal Code): 38016
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First Name: HALEY	Last Name: MATHEWS	Title: PROPOSED VICE CHAIR
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Mailing Address: 8258 N FLETCHER RUN CIRCLE APT 303	City: CORDOVA
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State (or Province): TN	Zip Code (or Foreign Postal Code): 38016
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First Name: RUSSELL	Last Name: JACKSON	Title: PROPOSED BOARD MEMBER
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Mailing Address: 8258 N FLETCHER RUN CIRCLE APT 303	City: CORDOVA
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State (or Province): TN	Zip Code (or Foreign Postal Code): 38016
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First Name: NIKITA	Last Name: HOUSE	Title: PROPOSED HEAD OF SCHOOL
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Mailing Address: 8258 N FLETCHER RUN CIRCLE APT 303	City: CORDOVA
---	---------------

State (or Province): TN	Zip Code (or Foreign Postal Code): 38016
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Check here to add more officers, directors, and/or trustees.

**Part II Organizational Structure**

**1** You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

**2** Enter the date you formed. (MM/DD/YYYY)

01/25/2022

**3** Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

Tennessee

**4** Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.

Yes  No

**5** Are you a successor to another organization?

Yes  No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

**Part III Required Provisions in Your Organizing Document**

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

- 1** Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

*The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.*

Does your organizing document meet this requirement?

Yes  No

- 1a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Section 12

- 2** Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

*The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.*

Does your organizing document meet this requirement?

Yes  No

- 2a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Section 13

**Part IV** Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document. For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

Binghampton Community School is applying to open and operate a public charter school in Shelby County, TN. The management will be conducted by our Head of School, Nikita House, and her staff. Governance will be conducted collectively by the Board of Directors. All activities will occur in Shelby County, Tennessee. 100% of all time and resources (both tangible and fiscal) are dedicated to the successful operation of the school. The school will be funded primarily by BEP allocations from the state and federal government, and startup funding is provided by other 501(c)(3) organizations, philanthropic foundations, and other donations from businesses and individuals. 100% of all expenses are in support of the school's operation. Operation of the school furthers our exempt purposes, as we are an educational entity.

**Part IV** Your Activities (continued)

2 Enter the 3-character NTEE Code that best describes your activities.

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

 Yes No

4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

 Yes No

5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.

 Yes No

6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.

 Yes No



**Part IV** Your Activities (continued)

- 6a Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.  Yes  No

- 7 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.  Yes  No

- 8 Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain.  Yes  No

- 9 Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10.  Yes  No

**Part IV** Your Activities (continued)

**9a** Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes.  Yes  No

**9b** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10.  Yes  No

**9c** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.  Yes  No

**9d** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.  Yes  No

**9e** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately.  Yes  No

**Part IV** Your Activities (continued)

- 9f** Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships.  Yes  No

- 9g** When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.  Yes  No

- 9h** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?  Yes  No

- 9i** Will you acquire from OFAC the appropriate license and registration where necessary?  Yes  No

- 10** Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11.  Yes  No

- 10a** When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.  Yes  No

- 10b** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?  Yes  No

- 10c** Will you acquire from OFAC the appropriate license and registration where necessary?  Yes  No

**Part IV** Your Activities *(continued)*

**11** Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds.  Yes  No

**12** Do you or will you operate a school?  Yes  No  
If "Yes," complete Schedule B.

**13** Is your principal purpose or function to provide hospital or medical care?  Yes  No  
If "Yes," complete Schedule C.

**14** Do you or will you provide low-income housing?  Yes  No  
If "Yes," complete Schedule F.

**15** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?  Yes  No  
If "Yes," complete Schedule H - Section I.

**16** Check any of the following fundraising activities that you will undertake (check all that apply):

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Website, mail, email, personal, and/or phone solicitations | <input checked="" type="checkbox"/> Foundation grant solicitations |
| <input checked="" type="checkbox"/> Receive donations from another organization's website      | <input checked="" type="checkbox"/> Government grant solicitations |
| <input type="checkbox"/> Bingo   | <input type="checkbox"/> Other (non-bingo) gaming activities       |
| <input type="checkbox"/> Other (describe)  |  |

We will not engage in fundraising activities.

**17** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds.  Yes  No

**Part V Compensation and Other Financial Arrangements**

- 1** Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2.  Yes  No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

- 1a** Do or will the individuals that approve compensation arrangements follow a conflict of interest policy?  Yes  No

- 1b** Do or will you approve compensation arrangements in advance of paying compensation?  Yes  No

- 1c** Do or will you document in writing the date and terms of approved compensation arrangements?  Yes  No

- 1d** Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?  Yes  No

- 1e** Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations?  Yes  No

- 1f** Do or will you record in writing both the information on which you relied to base your decision and its source?  Yes  No

- 1g** Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices.  Yes  No

- 2** Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves.  Yes  No

- 3** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services.  Yes  No

**Part V Compensation and Other Financial Arrangements** *(continued)*

- 4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.  Yes  No

- 5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.  Yes  No

- 6 Do you or will you contract with another organization to develop, build, market, or finance your facilities?  Yes  No  
If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.

**Part V Compensation and Other Financial Arrangements** (continued)

- 7 Does or will someone other than your own employees or volunteers manage your activities or facilities?  Yes  No
- If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

- 8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes.  Yes  No

**Part VI Financial Data**

- 1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
- You completed less than one tax year.  
Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- You completed at least one tax year but fewer than five.  
Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- You completed five or more tax years.  
Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

**Part VI** Financial Data (continued)

**A. Statement of Revenues and Expenses**

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 07/01/2021 To: 06/30/2022	From: 07/01/2022 To: 06/30/2023	From: 07/01/2023 To: 06/30/2024	From: _____ To: _____	From: _____ To: _____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$0	\$0	\$0		
2 Membership fees received	\$0	\$0	\$0		
3 Gross investment income	\$0	\$0	\$0		
4 Net unrelated business income	\$0	\$0	\$0		
5 Taxes levied for your benefit	\$0	\$0	\$0		
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	\$0	\$0	\$0		
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	\$0	\$0	\$0		
8 Total of lines 1 through 7	\$0	\$0	\$0	\$0	\$0
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)		\$0	\$0		
10 Total of lines 8 and 9	\$0	\$0	\$0	\$0	\$0
11 Net gain or loss on sale of capital assets (provide an itemized list below)	\$0	\$0	\$0		
12 Unusual grants (provide an itemized list below)	\$0	\$0	\$0		
13 Total Revenue (add lines 10 through 12)	\$0	\$0	\$0	\$0	\$0
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses	\$0	\$0	\$0		
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	\$100,000	\$0	\$0		
16 Disbursements to or for the benefit of members (provide an itemized list below)	\$0	\$0	\$0		
17 Compensation of officers, directors, and trustees	\$0	\$0	\$0		
18 Other salaries and wages	\$0		\$900,000		
19 Interest expense	\$0	\$0	\$117,000		
20 Occupancy (rent, utilities, etc.)	\$0	\$32,000	\$12,000		
21 Depreciation and depletion	\$0	\$0	\$0		
22 Professional fees	\$0	\$0	\$0		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	\$0	\$0	\$0		
24 Total Expenses (add lines 14 through 23)	\$100,000	\$32,000	\$1,029,000	\$0	\$0

25 Itemized financial data

100000- BES grant 900000- Employee salaries 12000- utilities 32000- Pre-planning year rent



**Part VI** Financial Data (continued)

<b>B. Balance Sheet (for your most recently completed tax year)</b>		Year End: 06/30/2022
<b>Assets</b>		
1	Cash	\$0
2	Accounts receivable, net	\$0
3	Inventories	\$0
4	Bonds and notes receivable (provide an itemized list below)	\$0
5	Corporate stocks (provide an itemized list below)	\$0
6	Loans receivable (provide an itemized list below)	\$0
7	Other investments (provide an itemized list below)	\$0
8	Depreciable assets (provide an itemized list below)	\$0
9	Land	\$0
10	Other assets (provide an itemized list below)	\$0
11	<b>Total Assets (add lines 1 through 10)</b>	<b>\$0</b>
<b>Liabilities</b>		
12	Accounts payable	\$0
13	Contributions, gifts, grants, etc. payable	\$100,000
14	Mortgages and notes payable (provide an itemized list below)	\$0
15	Other liabilities (provide an itemized list below)	\$0
16	<b>Total Liabilities (add lines 12 through 15)</b>	<b>\$100,000</b>
<b>Fund Balances or Net Assets</b>		
17	Total fund balances or net assets	
18	<b>Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)</b>	<b>\$100,000</b>

19 Itemized financial data

**Part VII Foundation Classification**

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

**1** Select the foundation classification you are requesting from the list below.

- You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- You are a publicly supported organization and would like the IRS to decide your correct classification.
- You are a private foundation.

**1a** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law.

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

**1b** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?  Yes  No  
If "Yes," complete Schedule H - Section II.

**1c** Are you a private operating foundation?  Yes  No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

**Part VII Foundation Classification** *(continued)*

- 1d** Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

- 2** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

- i.** Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A?  Yes  No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii.** Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization?  Yes  No

- 2a** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

- i.** Did you receive amounts from any disqualified persons?  Yes  No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii.** Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of \$5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses?  Yes  No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- iii.** Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income?  Yes  No

**Part VIII Effective Date**

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

- 1 Are you submitting this application within 27 months of the end of the month in which you were legally formed?  Yes  No

If "No," complete Schedule E.

**Part IX Annual Filing Requirements**

*If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.*

- 1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N?  Yes  No

If "Yes," are you claiming you are excused from filing because you are:

- A church or association of churches
- An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- A school below college level affiliated with a church or operated by a religious order
- A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- Other (describe)

**Part X Signature**

- I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Nikita House

(Type name of signer)

PROPOSED HEAD OF SCHOOL

(Type title or authority of signer)

02/01/2022

(Date)

**Upload checklist:**

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- Organizing document (and any amendments)
- Bylaws, if adopted
- Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- Form 8821, Tax Information Authorization (if applicable)
- Supplemental responses (if applicable)
- Expedited handling request (if applicable)

Schedule A. Churches

1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs.  Yes  No

[Empty text box for question 1]

2 Do you have a literature of your own? If "Yes," describe your literature.  Yes  No

[Empty text box for question 2]

3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.  Yes  No

[Empty text box for question 3]

4 Describe your religious hierarchy or ecclesiastical government.

[Empty text box for question 4]

5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain.  Yes  No

[Empty text box for question 5]

6 Do you have a form of worship? If "Yes," describe your form of worship.  Yes  No

[Empty text box for question 6]

7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services.  Yes  No

[Empty text box for question 7]

7a What is the average attendance at your regularly scheduled religious services?

8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services.  Yes  No

[Empty text box for question 8]

**Schedule A. Churches** (continued)

**9** Do you have an established congregation or other regular membership group? If "No," continue to Line 10.  Yes  No

**9a** How many members do you have?

**9b** Do you have a process by which an individual becomes a member? If "Yes," describe the process.  Yes  No

**9c** Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.  Yes  No

**9d** May your members be associated with another denomination or church?  Yes  No

**9e** Are all of your members part of the same family?  Yes  No

**10** Do you conduct baptisms, weddings, funerals, or other religious rites?  Yes  No

**11** Do you have a school for the religious instruction of the young?  Yes  No

**12** Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study.  Yes  No

**13** Do you have schools for the preparation of your ordained ministers or religious leaders?  Yes  No

**14** Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.  Yes  No

**15** Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.  Yes  No

**Schedule B. Schools, Colleges, and Universities**

- 1** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on?  Yes  No
- 2** Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3.  Yes  No

**2a** Select the best description(s) of your school:

- Elementary school
- Secondary school
- Charter school
- College or university
- Technical school
- Other school (describe)

- 3** Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.  Yes  No

Binghampton Community School is a proposed charter school that is awaiting authorization from Shelby County Schools.

- 4** Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located?  Yes  No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain.  Yes  No

- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain.  Yes  No

**Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22**

- 7** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body?  Yes  No

State where the policy is located or if adopted by resolution of your governing body.

- 8** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9.  Yes  No

- 8a**  By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.



**Schedule B. Schools, Colleges, and Universities** *(continued)*

**9** Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.  Yes  No

**9a**  By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

**10** Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully.  Yes  No

**11** Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
<b>Total</b>						

**12** In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
<b>Total</b>								

**Schedule B. Schools, Colleges, and Universities** *(continued)*

**13** List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

**14** Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

Yes  No

**15** Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

Yes  No

**Schedule C. Hospitals and Medical Research Organizations**

**1** Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2.  Yes  No

**1a** Name the hospitals with which you have a relationship and describe the relationship.

**1b** List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

**2** Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? If "Yes," explain.  Yes  No

Do not complete the remainder of Schedule C.

**3** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected.  Yes  No

**Schedule C. Hospitals and Medical Research Organizations** *(continued)*

- 4** Do you or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain.  Yes  No

- 5** Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6.  Yes  No

- 5a** Are you a specialty hospital or would emergency services be duplicative based on your region or locality?  Yes  No

- 6** Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community.  Yes  No

- 7** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.  Yes  No

- 8** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.  Yes  No

**Schedule C. Hospitals and Medical Research Organizations** *(continued)*

**9** Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10.  Yes  No

**9a** List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

**10** Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C.  Yes  No

**10a** Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain.  Yes  No

**10b** Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain.  Yes  No

**Schedule C. Hospitals and Medical Research Organizations** *(continued)*

**10c** Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain.  Yes  No

**10d** Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain.  Yes  No

**Schedule D. Section 509(a)(3) Supporting Organizations**

**1** List the names, addresses, and EINs of the organizations you support.

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**2** Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3.

Yes  No

**2a** Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2).

Yes  No

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**3** Which of the following describes your relationship with your supported organization(s)?

A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)

Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)

One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

**4** Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

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**Schedule D. Section 509(a)(3) Supporting Organizations** (continued)

- 5** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons.  Yes  No

- 6** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons.  Yes  No

- 7** Does your organizing document specify your supported organization(s) by name?  Yes  No  
 If "Yes" and you selected Type I above, continue to Line 8.  
 If "Yes," and you selected Type II, do not complete the rest of Schedule D.  
 If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

- 7a** Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification.  Yes  No

If you selected Type II above, do not complete the rest of Schedule D.

- 8** Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain.  Yes  No

If you selected Type I above, do not complete the rest of Schedule D.



Schedule D. Section 509(a)(3) Supporting Organizations (continued)

- 9 Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain.  Yes  No

- 10 In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If 'No,' explain.  Yes  No

- 11 Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain.  Yes  No

- 12 Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D.  Yes  No

**Schedule D. Section 509(a)(3) Supporting Organizations** *(continued)*

**13** Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.  Yes  No

**13a** How much do you contribute annually to each supported organization?

**13b** What is the total annual revenue of each supported organization?

**13c** Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.  Yes  No

## Schedule E. Effective Date

- 1** Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2.  Yes  No

- 1a** Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

- Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

- Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

- Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

- Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

- 2** Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

- Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

- Check this box if you are requesting an earlier effective date than the submission date.

- 2a** Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

**Schedule F. Low-Income Housing**

- 1** Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

- 2** Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

- 3** Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?  Yes  No

- 4** Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.  Yes  No

- 5** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.  Yes  No

**Schedule F. Low-Income Housing** *(continued)*

**6** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined.  Yes  No

**7** Do you provide social services to residents? If "Yes," describe these services.  Yes  No

**8** Do you participate in any government housing programs? If "Yes," describe these programs.  Yes  No

**Schedule G. Successors to Other Organizations**

**1** List the name, last address, and EIN of your predecessor organization and describe its activities.

**2** List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

**3** Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4.  Yes  No

**3a** Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

**Schedule G. Successors to Other Organizations** *(continued)*

- 4** Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship.  Yes  No

- 5** Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets.  Yes  No

- 6** Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.  Yes  No

- 7** Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined.  Yes  No

**Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures**

**Section I Public charities and private foundations complete lines 1 through 8 of this section.**

- 1 Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

- 2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain.  Yes  No

- 3 Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

- 4 Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).



**Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures** *(continued)*

**5** Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

**6** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

**7** How do you determine who is on the selection committee for the awards made under your program?

**8** Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?  Yes  No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

**Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures** *(continued)*

**Section II**

**Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.**

- 1** As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures?  Yes  No

If "No," do not complete the rest of Schedule H.

- 1a** Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

- 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution
- 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring?  Yes  No

- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2?  Yes  No

- 4** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer?  Yes  No

If "No," do not complete the rest of Schedule H.

- 5** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives?  Yes  No

- 6** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7.  Yes  No

- 6a** Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?  Yes  No

- 7** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer?  Yes  No

If "No," do not complete the rest of Schedule H.

- 7a** Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39?  Yes  No

If "Yes," do not complete the rest of Schedule H.

**Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures** *(continued)*

**7b** Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.  Yes  No

**7c** Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.  Yes  No

Date of this notice: 02-01-2022

Employer Identification Number:  
87-4743798

Form: SS-4

Number of this notice: CP 575 E

BINGHAMPTON COMMUNITY SCHOOL  
% NIKITA HOUSE  
8258 N FLETCHER RUN CIR APT 303  
CORDOVA, TN 38016

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 87-4743798. This EIN will identify your entity, accounts, tax returns, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

Taxpayers request an EIN for business and tax purposes. Some taxpayers receive CP575 notices when another person has stolen their identity and are operating using their information. If you did **not** apply for this EIN, please contact us at the phone number or address listed on the top of this notice.

When filing tax documents, making payments, or replying to any related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status, organizations must complete an application on one of the following forms: Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1023-EZ, Streamlined Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code; Form 1024, Application for Recognition Under Section 501(a); or Form 1024-A, Application for Recognition of Exemption Under Section 501(c)(4) of the Internal Revenue Code.

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

If you become tax-exempt, you will lose tax-exempt status if you fail to file a required return or notice for three consecutive years, unless a filing exception applies to you (search [www.irs.gov](http://www.irs.gov) for Annual Exempt Organization Return: Who Must File). We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter. For the most current information on your filing requirements and other important information, visit [www.irs.gov/charities](http://www.irs.gov/charities).





BCS By-Laws

**ARTICLE I- Offices**

Section 1: The of this name of the organization will be **Binghampton Community School** (“**BCS**”)

Section 2: The initial principal location of BCS shall be at:  
Year 1: **8258 N Fletcher Run Cir, Cordova TN, 38016 for**  
Year 2: **Not selected**  
Year 3: **3100 Walnut Grove Memphis, TN 38111**

Section 3: The purposes for which BCS is organized are:  
Together with our families, the mission of Binghampton Community School is to ensure our students in grades K through 5 will have a life of opportunity, choice, and joy by providing family supports, a global education, and fostering a healthy mental and physical lifestyle.

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

**ARTICLE II- Members**

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

**ARTICLE III- Board of Directors**

Section 1. Constitution:  
The Board of Directors (“the Board”) shall consist of at least nine Directors and no more than eleven Directors. All Directors shall have identical rights and responsibilities. The Head of School will be an advisory, non voting member of the Board (ex officio).

#### Section 2. Qualifications:

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

#### Section 3. Nomination:

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

#### Section 4. Term:

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

The initial Board of Directors:

- (a) Shall consist of at least six Directors who will serve a three-year term (ending in Spring 2025).

#### Section 6. Vacancy:

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

#### Section 7. Resignation:

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

#### Section 8. Removal:

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

## Section 9. Duties:

### Members of the Board of Directors

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

## **ARTICLE IV- Officers**

### Section 1. Description:

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

### Section 2. Nomination:

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

### Section 3. Term:

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

### Section 4. Vacancy:

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



## **ARTICLE V- Meetings**

### Section 1. Annual Meeting:

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

### Section 2. Special Meeting:

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

### Section 3. Quorum:

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

### Section 4. Format:

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

### Section 5. Notice:

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

### Section 6. Absence & Proxy Voting:

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

## **ARTICLE VI- Committees and Task Forces:**

### **Section 1. Appointment:**

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

### **Section 2. Governance Committee:**

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

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

## **ARTICLE VII- Fiscal Year**

The fiscal year of BCS shall begin on July 1 of each calendar year and terminate on June 30 of the subsequent calendar year.

## **ARTICLE VIII- Rules of Order**

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

## **ARTICLE IX- Amendments**

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



## BCS Code of Conduct

Binghampton Community School (hereinafter “BCS”) has adopted the following Board Code of Conduct (hereinafter “the Code”) that all BCS Board of Directors (hereinafter “the Board” or “Directors”) agree to adhere to by signing below:

### **I. Compliance with Laws, Rules and Regulations**

All Directors shall comply with all laws, rules and regulations applicable to BCS .

### **II. Compliance with Board Policies**

All Directors shall comply with all policies adopted by the Board.

### **III. Active Participation**

All Directors are expected to exercise the duties and responsibilities of their positions with integrity, collegiality, and care. This includes:

- Making attendance at all meetings of the board a high priority.
- Being prepared to discuss the issues and business on the agenda, and having read all background material relevant to the topics at hand.
- Cooperating with and respecting the opinions of fellow Board members, and leaving personal prejudices out of all board discussions, as well as supporting actions of the Board even when the Board member personally did not support the action taken.
- Putting the interests of the organization above personal interests.
- Representing the organization in a positive and supportive manner at all times and in all places.
- Showing respect and courteous conduct in all board and committee meetings.
- Refraining from intruding on administrative issues that are the responsibility of management, except to monitor the results and ensure that procedures are consistent with board policy.
- Observing established lines of communication and directing requests for information or assistance to the Head of School.

### **IV. Board Interaction with Internet Community and Media**

1. The Board recognizes that members of the Internet community and the public at large have significant interests in BCS’s educational achievement and financial stability, and therefore the

Board seeks to ensure appropriate communication, subject to concerns about confidentiality.

2. The Board notes that the Head of School speaks for BCS , consistent with applicable policy.
3. If comments from the Board to the Internet Community and/or Media on behalf of BCS are appropriate, they should be reviewed and discussed by the Board in advance, and, in most circumstances, come from the Chair of the Board or Head of School.

## **V. Review**

This Code will be reviewed periodically by the Board Governance Committee, which shall make recommendations to the full Board regarding changes to or rescinding of the Code, as deemed appropriate.

I, \_\_\_\_\_, recognizing the important responsibility I am undertaking in serving as a member of the Board of BCS , hereby pledge to carry out in a trustworthy and diligent manner the duties and obligations associated with my role as a Director and abide by the Code. I understand that failure to abide by the Code may result in my removal as a Director, pursuant to the requirements and processes provided in the organization's governing documents.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## BCS CONFLICT OF INTEREST POLICY

### **Article I: Purpose**

The purpose of the conflict of interest policy is to protect the interests of Binghamton Community School. ("BCS"). This conflict of interest policy is designed to support directors, officers and employees of BCS in the event of pondering entrance into a transaction or arrangement that might benefit the private interest of an officer or director of BCS or might result in a possible excess benefit transaction. This conflict of interest policy is to help Board of Directors identify situations that present potential conflicts of interest and to provide BCS with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a director, officer or employee has or may have a conflict of interest with respect to the transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

### **Article II: Definitions.**

Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest, other than de minimis, in any entity with which BCS has a transaction or arrangement,
2. A compensation arrangement with BCS or with any entity or individual with which BCS has a transaction or arrangement, or
3. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which BCS is negotiating a transaction or Arrangement.

## **ARTICLE III: Procedures**

### **Section 3.1**

**Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with the governing board delegated powers considering the proposed transaction or arrangement.

### **Section 3.2**

**Determining Whether a Conflict of Interest Exists.** A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from BCS to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

(a) **Procedures for Addressing a Conflict of Interest:** (a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the governing board or committee shall determine whether BCS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in BCS best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(b) **Violations of the Conflicts of Interest Policy** (a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an

opportunity to explain the alleged failure to disclose. (b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of , it shall take appropriate disciplinary and corrective action.

#### **ARTICLE IV. Records of Proceedings.**

The minutes of the governing board and all committees with board delegated powers shall contain:

- a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **ARTICLE V: Compensation**

- a) A voting member of the governing board who receives compensation, directly or indirectly, from compensation.
- b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from BCS for services is precluded from voting on matters pertaining to that member's compensation.
- c) A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from BCS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **ARTICLE VI: Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a) Has received a copy of the conflicts of interest policy,
- b) Has read and understands the policy,
- c) Has agreed to comply with the policy, and
- d) Understands BCS is charitable, in order to maintain its federal tax exemption, it must engage primarily in activities accomplishing one or more of its tax-exempt purposes.

### **ARTICLE VII: Periodic Reviews.**

To ensure BCS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b) Whether partnerships, joint ventures, and arrangements with management organizations conform to BCS written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

### **ARTICLE VIII. Use of External Experts.**

When conducting the periodic reviews as provided for in Article VII, BCS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted. Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create

Conflicts of Interest:

#### I. Outside Interests.

a. A Contract or Transaction between BCS and a Responsible Person or Family Member.

b. A Contract or Transaction between BCS and an entity in which a Responsible Person or Immediate Family Member has a Material Financial Interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

#### II. Outside Activities.

a. A Responsible Person competing with BCS in the rendering of services or in any other Contract or Transaction with a third party.

b. Responsible Person's having a Material Financial Interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian conservator or other legal representative of, or consultant to; an entity or individual that competes with BCS in the provision of services or in any other Contract or Transaction with a third party.



III. Gifts, Gratuities and Entertainment. A Responsible Person accepting gifts, entertainment or other favors from any individual or entity that:

- a. Does or is seeking to do business with, or is a competitor of BCS; or
- b. Has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from BCS;
- c. BCS is a charitable organization operating in Tennessee;
- d. Under circumstances where it might be inferred that such action was intended to influence or possibly would influence the Responsible Person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any transaction or activity of BCS

Article IX. Review of policy.

- a) Each new Responsible Person shall be required to review a copy of this policy and to acknowledge in writing that he or she has done so.
- b) Each Responsible Person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the Responsible Person is involved that he or she believes could contribute to a Conflict of Interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to BCS. Any such information regarding business interests of a Responsible Person or a Family Member shall be treated as confidential and shall generally be made available only to the Chair, the Head of School, and any committee appointed to address Conflicts of Interest, except to the extent additional disclosure necessary in connection with the implementation of this Policy.
- c) This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all Responsible Persons.

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### EDUCATION

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Bachelor of Arts and Science: Spanish, August 2012  
*The University of Memphis, Memphis, TN*

Master of Education in Secondary Education (Licensure Program), May 2020  
*Grand Canyon University, Online Program*

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### EXPERIENCE

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**BES**, Memphis, TN  
Fellow  
June 2021– Present

- Lead Founder and Head of School of Binghampton Community School
- Build and lead founding board for proposed school
- Write and submit charter application based on school design observed in exemplar schools and the needs of the community
- Mobilize community support for proposed school
- Recruit and hire mission-aligned staff
- Enroll students through robust community outreach
- Develop curriculum and assessments
- Secure funding and grants
- Secure facility for start-up years of school

**The New Teacher Project (TNTP)**, Remote  
Quality Check Specialist  
August 2021 – Present

- Systematically quality checking evaluation reports for content and formatting, providing feedback to coaches if needed, and checking calculation of final scores
- Publishing and distributing evaluations to teachers

Teacher Development Coach  
June 2021-August 2021

- Virtually coach and develop 16 Teach for America Corps Members in Summer Practicum
- Conduct weekly classroom observations
- Lead weekly professional development trainings
- Facilitate weekly debriefs with corps members

**KIPP Memphis Collegiate Schools**, Memphis, TN  
Dean of Instruction and Culture  
July 2019 – June 2021

- Secondary Instructional and Cultural Leader of School
- Spanish Department Chair
- 10<sup>th</sup> Grade Level Chair
- Coach and Manage: Spanish I, Spanish II, Spanish III, Heritage Spanish/AP Spanish Language and Culture, Yoga/Lifetime Wellness, Biology, Environmental Science, Anatomy & Physiology, Behavior Interventionist
- Perform formal and informal classroom observations and evaluations
- Provide feedback, create action steps, and practice instructional pedagogy with teachers
- Responsible for creating and maintaining a positive and safe school culture through a variety of macro and micro structures
- Responsible for the issuance of ISS, OSS, and overnight suspensions
- Facilitate re-entry and restorations meetings with students, parents, and teachers
- Formulate and maintain positive parent and community partner relationships
- Create behavior contracts for students who need support

Middle School Spanish Teacher  
June 2014 – May 2019

- Implemented Comprehensible Input teaching strategies to aid students in acquiring the Spanish language
- Created unit and weekly plans that were aligned with the Spanish curriculum and that meets the individual needs, interests, and abilities of students
- Analyzed student work and assessments weekly to plan re-teaches and future lessons

Instructional Coach  
July 2018 – May 2019

- Coached and managed two elective teachers- Art and Choir
- Observed and provided observation feedback on classroom management and rigor of content in classrooms
- Provided weekly feedback lesson and unit plans
- Facilitated in weekly DDI meetings to analyze student data, observations, and develop action steps for future lessons
- Engaged in weekly instructional coach meetings with other coaches and our school leader to learn and develop best practices

7<sup>th</sup> Grade Level Chair  
July 2016 – May 2019

- Responsible for overseeing student discipline and cultural systems in the 7th grade
- Studied grade-wide data to track progress and lead the team in analyzing results to drive improvement
- Created and implemented cultural and academic priorities each quarter
- Collaborated with the 7th grade team to develop and create positive incentives for outstanding student academics and behavior
- Led weekly team meetings and delegate tasks accordingly
- Served as the liaison between the Administration and 7th grade team members

**Shelby County Schools**, Memphis, TN  
High School Spanish Teacher  
September 2012 - June 2014

- Taught a Spanish I-III curriculum created by Shelby County Schools
- Engaged all types of learners in the classroom through a variety of instructional techniques
- Used data and analytical methods to drive instruction in my classroom

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#### PROFESSIONAL DEVELOPMENT

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**KIPP School Leadership Program: Leadership Team**  
May 2019-May 2020

A year long program designed to develop self-awareness, gain knowledge and skills to lead for equity, manage self and others, and instructionally develop teachers. Additionally, this program focused on leadership identity, learning to navigate complex relationships within their school and region, and build lifelines with passionate and reflective leaders from across the country.

**KIPP School Leadership Program: Teacher Leader**  
July 2017

A three-week intensive training geared at developing high-quality instruction, learning to develop a culture of high expectations and equity, and examining and practicing what exceptional leadership looks like.

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#### SKILLS & CERTIFICATIONS

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**Languages:** Fluent in Spanish

**Certifications:** Tennessee Educator Acceleration Model (TEAM) Evaluator Certification  
Highly Qualified to teach 7-12 Spanish

# CERTIFICATE OF ATTENDANCE

This is to certify that

**Nikita House**

took part in the workshop

**Head of School - PYP - C1**

virtually at NM, from March 23 - March 26, 2022.

The workshops were organized by UWC-USA in cooperation with the IB Global Centre, Washington, and were led by experienced practitioners of the IB.

March 23 - March 26, 2022



Cynthia H. Farrar, Head of Professional Development Delivery



Eyad Shabaneh, IB Teacher Training Director

Attendance at all IB Americas workshops is worth 15 hours of instruction.

La asistencia a todos los talleres de IB Américas equivale a 15 horas de instrucción.

La participation à un atelier organisé dans la région des Amériques de l'IB représente 15 heures d'enseignement.

Attachment F6. Board member resumes

or biographies

**Alexandria N. Parris**

955 Aspen Meadow Cove · Memphis, Tn. · 38018 · (901)319-5858 ·  
anparris5@gmail.com

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**CERTIFICATION**

Christian Brothers University M.A.T/Licensure Program  
Highly qualified to teach all subjects (grades 4-8) and Reading Language Arts (Grades 6-12)  
on a Professional license.

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**EDUCATION**

<b>Christian Brothers University</b>	Memphis, TN	2013-2016
M.Ed.		
M.A.T.		

<b>University of Tennessee Knoxville</b>	Knoxville, TN	2012
BA English		
BA Psychology		

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**PROFESSIONAL EXPERIENCE**

<b>Grizzlies Prep Charter School</b>	Current
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*Instructional Coach*

Chairs the ELA curriculum selection committee  
Plans and facilitates professional development for teachers  
Observes teachers and provides feedback and live coaching  
Co-teaches/ leads small groups in ELA and S.S. classrooms  
Leads module and lesson internalization meetings  
Hosts weekly check-in meetings teachers  
Performs accountability checks and provides feedback on teacher deliverables

<b>KIPP Memphis Collegiate Schools</b>	2014-2021
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*Classroom Instructor*

Teach 6<sup>th</sup> Grade ELA  
Develop long term plans based on Tennessee Curricular Standards  
Implements CCSS in daily lessons  
Uses classroom management system and procedures  
Crafts and executes lesson plans based on long-term curricular goals  
Internalizes KIPP Wheatley Curriculum  
Differentiates instruction using academic data and knowledge of student interests

*Step Team Coach*

Coaches KIPP Diamond Steppers  
Choreographs step routines  
Plans fundraisers for team activities

*6<sup>th</sup> Grade Level Chair*

Planned and facilitated grade-level meetings.  
Planned team policies and procedures.  
Served as a liaison between the administration and the 6th-grade team  
Served as point of contact for parent  
Planned and executed student behavior plans  
Analyzed grade level culture data

Used kickboard to create behavior plans for targeted students

<b>Memphis City/Shelby County</b>	<b>Schools</b>	<b>Memphis, TN</b>
Summer 2012- 2014		
<i>Lester Middle School</i>		
<i>Classroom Instructor</i>		2012-2014
Taught 6 <sup>th</sup> grade RLA and Social Studies (2012-2013)		
Taught 7 <sup>th</sup> Grade RLA and Social Studies (2013- 2014t)		
Developed long-term plans based on Tennessee Curricular Standards		
Implemented Common Core Standards in Daily Lessons		
Developed classroom management system and procedures		
<i>7<sup>th</sup> Grade Chair</i>		
2013- 2014		
Planned and facilitated Team PLCs		
Co-planned 7 <sup>th</sup> grade writing workshop		
Co-planned team policies and procedures		
Served as a liaison between the administration and the 7 <sup>th</sup> grade team		
<i>Student Council Sponsor</i>		2013- 2014
Founded Lester Middle School Student Council		
Recruited students and faculty sponsors		
Facilitated student led council meetings		
Planned fundraisers and community outreach projects/events		
Promoted student leadership		

## **HONORS & DISTINCTIONS**

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KIPP Wheatley Collaborative Participant 2019-2020  
Phi Sigma Theta- National Honor Society  
Sigma Tau Delta- English Honor Society  
TEDx UTK Conference Speaker 2012; “Combating Student Apathy”  
Kappa Delta Pi- International Honor Society in the Field of Education

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# Jamel Dagher

jamel.dagher@yahoo.com

(601) 529-1807

## Experience



### **Commercial Lender, Assistant Vice President**

Paragon Bank & Paragon Financial Solutions

Feb 2021 - Present (1 year 3 months +)

- Increase the Bank's profitability by cultivating new business relationships.
- Maintain and develop customer relationships, new business, and periodic review of existing loan arrangements.
- Negotiate proper loan structures, selling the Bank's credit and non-credit products.



### **Business Banking Relationship Manager, Assistant Vice President**

Comerica Bank

Oct 2019 - Jan 2021 (1 year 4 months)

Same responsibilities as previous role.



### **Business Banking Relationship Manager**

Comerica Bank

Oct 2017 - Oct 2019 (2 years 1 month)

- Increase the Bank's profitability by cultivating new business relationships.
- Maintain and develop customer relationships, new business, and periodic review of existing loan arrangements.
- Negotiate proper loan structures, selling the Bank's credit and non-credit products.



### **Senior Credit Analyst (Third Rotation- Energy & Middle Market)**

Comerica Bank

Jun 2017 - Oct 2017 (5 months)

- Final rotation in training program preparing me in the Energy & Middle Market credit pool.
- Underwrote and documented several full review, new approval, renewal, and reaffirmation commercial credit packages totaling over \$350 million in exposure.



### **Senior Credit Analyst (Second Rotation- Business Banking)**

Comerica Bank

Aug 2016 - Jun 2017 (11 months)

- Second rotation in training program preparing in the North Houston Business Banking group.
- Underwrote and documented over 30 full review, new approval, extension, renewal, and reaffirmation commercial credit packages totaling over \$250 million in exposure.



### **Credit Analyst (First Rotation- Commercial Real Estate)**

Comerica Bank

Sep 2015 - Aug 2016 (1 year)

- First rotation to twenty-four month rotational training program preparing me to become a Relationship Manager (Commercial Lender) in the Commercial Real Estate group.
- Successfully completed Comerica Credit College, an intensive 2-week training program at Comerica's headquarters in which new analysts are taught credit topics by senior Bank officers and executives, including the Bank's president and CEO.
- Underwrote and documented over 10 full review, new approval, and extension credits for class-A multifamily, single family, industrial, and retail project requests totaling over \$200 million in exposure.



### **Financial Representative Intern**

Northwestern Mutual

May 2013 - Jan 2015 (1 year 9 months)



### **Intern**

Lockton Companies

May 2014 - Sep 2014 (5 months)



### **Bank Teller**

BancorpSouth

May 2012 - Aug 2012 (4 months)



### **Bank Teller**

BancorpSouth

Jul 2011 - Aug 2011 (2 months)

## **Education**



### **University of Houston**

Bachelor's Degree, Finance

2012 - 2015

-Graduated Cum Laude with an undergraduate Finance degree from the Bauer College of Business at the University of Houston in Fall 2015.



### **University of Mississippi**

2011 - 2012

-Member of Sally McDonnell Barksdale Honors College.



### **Alcorn State University**

2010 - 2010



-President's Honor Roll for entire tenure. Requirements: 3.75 or higher at the conclusion of each semester.

## **Licenses & Certifications**



**Comerica Credit College Certificate of Completion - Comerica Bank**

## Shawn N. Taylor

327 Angelus Street  
Memphis, Tennessee 38112  
901-355-0754

### Work Experience

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#### Chief Financial Officer

*Memphis Leadership Foundation, Memphis, Tennessee*

*January 2021 to present*

- Drives the financial strategy for a complex and diverse community focused nonprofit.
- Provide leadership, direction and management to the finance and accounting team.
- Provides strategic recommendations to the CEO and members of the executive management team.
- Maintains and develops relations with Executive Directors, external partners and community organizations
- Ensures full transparency over the financial performance of the organization and external partners.
- Manages forecasting and budgets processes
- Oversees the preparation of all financial reporting, including periodic financial updates and comparison to budget for the Finance Committee and Board of Directors.
- Essential resource for the Board of Directors and works closely with the Finance Committee to understand and communicate key financial information.
- Serves as the agency's chief compliance officer ensuring that we are meeting all of our obligations under nonprofit law, federal and nonprofit accounting standards, and contractual commitments to funders and donors.
- Oversees timely and accurate submission of invoices and financial reports for government, foundation and other funders.
- Oversee the agency's banking activities and actively manage cash flow to ensure availability of funds as needed.
- Serves as the agency's primary liaison for all audit activities ensuring the accurate and timely production of accounting information, financial reports and proper filing of tax returns.
- Monitors changes in legal, regulatory and administrative environments and implement changes needed to maintain compliance while maximizing operational and financial results.

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#### Director of Finance

*Memphis Leadership Foundation, Memphis, Tennessee*

*February 2018 to December 2020*

- Responsibilities include maintaining the financial accounting books and records for multiple non-profit organizations.
- Perform monthly reconciliations, record daily cash posting activity, prepare, review and analyze monthly financial statements.
- Assist in the month end, quarter-end and year-end closing processes, ensuring transactions are in accordance with GAAP and internal policies and procedures are followed with exceptions communicated to management on a timely basis.
- Prepares financial records and work papers to support external audit activities by independent auditors and government agencies.
- Hire, manage, and direct accounting staff.
- Create, maintain, and administer financial policies.
- Manage, direct, and prepare annual budgets for MLF and its internal program ministries.

- Prepare and present financials to the MLF Board of Directors and Finance Committee; and manage relationships with the same.

#### **Director of Finance**

*SRVS, Inc., Memphis, Tennessee*

*December 2015 to February 2018*

- Responsibilities included accounting, payroll, funding, and financial case management for the provider of Vocational, Behavioral, and Housing Services to the intellectually disabled.
- Supervised an office staff of fourteen clerical persons and four accountants.
- Prepared reports to summarize and forecast company business activity and financial position.
- Worked with agency departmental directors to develop and monitor the agency budget.
- Project lead on conversion of the company's accounting software package.
- Developed a new chart of accounts to coincide with new software package.

#### **Controller**

*Memphis Bioworks, Memphis, Tennessee*

*August 2004 to December 2015*

- Responsibilities included implementing business office procedures, benefit enrollment/compliance, completed payroll processing, and financial reporting.
- Day to day business operations and accounting functions included payroll/ human resources functions, administrative functions, and business functions.
- Completed back office support for related Bioworks companies.

#### **Senior Accountant**

*Harrah's Entertainment Inc., Memphis, Tennessee*

*October 2001 to August 2004*

- Provided periodic financial reports to Harrah's Consolidated Reporting, casino management, corporate management, partners and/or outside owners; fully supported the accounting reporting needs of property and corporate management at all levels.
- Reviewed subsystem entries input into the general ledger to ensure the integrity of all transactions.
- Performed account analysis.
- Analyzed and tested monthly financial statements to ensure compliance with contracts, regulations, GAAP, and internal accounting policies.
- Prepared audit schedules for support of internal and external auditors.

#### **Treasury Analyst**

*Methodist Healthcare, Memphis, Tennessee*

*July 2000 to October 2001*

- System Administrator for company's bank software application.
- Managed the opening and closing of bank accounts and the designation of authorized personnel.
- Trained company controllers and staff on bank software application.
- Reconciled and analyzed of investment income and investment manager accounts.
- Directed daily company-wide cash reporting.
- Responsible for funding all company bank accounts and redemption/investments as necessary.
- Assisted in the preparation of interest income and expense budget.

#### **Senior Accountant**

*Horseshoe Gaming Inc., Memphis, Tennessee*

*December 1994 to May 2000*

- Maintained the general ledgers of several corporate entities.
- Prepared and produced monthly consolidated financial statements.

- Reconciled general ledger accounts.
- Prepared daily cash analysis and reconcile bank statements.
- Assisted in the preparation and review of the 10-Q, 10-K, and investor press release reports.

## **Education**

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Degree: Bachelor of Science, Christian Brothers University, May 2000

Major: Accounting

Software Experience: Sage, QuickBooks, Microsoft Office (Excel, Access, Word), and Great Plains

## **References**

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Available upon request

## Attachment F6. Board member resumes

or biographies

### Haley Elizabeth Mathews

1898 Oliver Ave  
Memphis, TN 38114

214-674-2588  
haley.mathews.16@tfacorps.org

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#### EDUCATION

Texas A&M University, College Station, Texas  
Bachelor of Arts in Political Science  
Minors: History, Sociology

December 2015  
Major GPA: 4.0/4.0  
Overall GPA: 3.6/4.0

#### EXPERIENCE

##### **ALLMemphis,**

**Memphis, Tennessee**

*External Relations Manager, June 2021- Present*

- Develop strategy for multiple organizational priorities, including fundraising campaigns, partner recruitment, and community engagement
- Initiate, coordinate, and monitor all aspects of donor management
- Develop the organization's legislative priorities and monitor current legislation and government regulations as they relate to education and literacy

*Education Pioneers Impact Fellow, August 2020 – June 2021*

- Selected from thousands of professionals for a 10-month fellowship at the intersection of education leadership and project management
- Created system for managing partner cultivation pipeline in order to systematize outreach and securement of new school partners
- Navigate policy and advocacy processes to secure education funding to work towards organization sustainability
- Forge strong partnerships with community coalitions and organizations to drive towards shared mission
- Shape team policy and advocacy priorities

**Promise Academy Spring Hill, Grade Level Chair, 3rd Grade ELA Educator, July 2018- June 2020**

**Memphis, Tennessee**

- Executed grade level meetings, identified areas for growth, and guided team towards achieving goals
- Led 80% of students to achieve growth targets on the STEP assessment, 63% of these students achieved over a year's worth of growth
- Developed and presented professional development for colleagues based on academic and cultural areas for growth
- Earned teacher of the month for consistently demonstrating the core value of love of learning

**Gestalt Community Schools, 3<sup>rd</sup> Grade ELA/Social Studies Educator, July 2016- May 2018**

**Memphis, Tennessee**

- Led 66% of students to achieve or exceed growth goals on standardized MAP NWEA testing
- Planned and managed after school tutoring for targeted group of students
- Earned teacher of the month for consistently demonstrating the core value of achievement

**Urban Leaders Fellowship, Policy Fellow, Summer 2017**

**Dallas, Texas**

- Conducted research on multiple facets of a collective impact project for non-profit Social Venture Partners Dallas
- Created and researched a policy solution to low enrollment in DISD on behalf of School Board Trustee Miguel Solis

**Teach for America Corps Member, Teacher, June 2016- May 2018**

**Memphis, Tennessee**

- Completed a comprehensive program of professional development including seminars, discussion groups, workshops, and content/professional learning communities specific to license areas.
- Selected from approximately 40,000 applicants nationwide to join national teacher corps comprised of leaders who commit a minimum of two years to teach in public schools.

**House Committee on the Judiciary**

**Washington, D.C.**

*Congressional Intern, January- May 2016*

- Researched and prepared memoranda used by counsel and staff on areas of law under the Committee's jurisdiction
- Attended hearings and briefings on various topics to keep committee counsel informed while providing on-hand assistance during mark-ups and hearings hosted by the committee, independently managed and prioritized projects

**VOLUNTEER EXPERIENCE**

**Project Transformation Memphis**

*Advisory Council Member, January 2021- current*

**Memphis, Tennessee**

- Bring education perspective to planning and developing programming
- Inform others about the organization in the community

**The Works, Inc**

*South Memphis Cooking Class and Farmers Market Volunteer, January 2020- July 2020*

**Memphis, Tennessee**

- Assisted free community cooking class participants with recipes and kitchen techniques
- Aided with operations on farmers market days

**Church Health**

*Nutrition Hub Volunteer, January 2019- June 2019*

**Memphis, Tennessee**

- Assisted kitchen team with prep and clean up for free community cooking class, clarified recipes and provided whatever needed

**LITE Memphis**

*Dream Team Mentor, January 2019- May 2019*

**Memphis, Tennessee**

- Provided written feedback on high school students' emails, scholarship essays, executive summaries, and marketing plans

## ANDREW J BOBOWSKI, Ed.S.

451 Riverview Drive | Asheville, NC 28806 | 901.292.9618 | andy.bobowski@gmail.com

### WORK & LEADERSHIP EXPERIENCE

#### Director, Community Engagement – Backrs

July 2021-Present

- Co-founding crowd-backing tech platform that empowers young people to build and engage with a team of supporters who back them financially, emotionally, and personally.
- Create model for institution partnerships and secure partners in cities across the US.
- Create and lead the young person and adult onboarding process and experience.
- Create and refine brand architecture based in human centered design.
- Create and curate all creative artifacts.
- Conduct market research, get feedback from stakeholders, and use insights to improve offerings.

#### Principal, KIPP Memphis Collegiate High School (KMCH)

2019-June 2021

- Served as instructional and cultural leader of Title I charter high school serving 500 students.
- Led recruitment, hiring, onboarding, and retention of staff. Maintained 85% staff retention rate.
- Managed, supported, and developed Leadership Team, including Deans and Instructional Coaches.
- Led KIPP Through College (KTC) and managed a team of five school and alumni counselors.
- Led school to Tennessee Level 5 ACT growth score, 4<sup>th</sup> highest of 40 in Shelby County.
- Improved *Ready Graduate* rate from 14% in 2018 to 73% in 2020, outpacing the district and state.
- Doubled percentage of students' passing AP English assessments and English TN Ready scores.
- Improved year-over-year student retention from 72% to 92% over two years.
- Increased TNTP's Instructional Index Score from 5.7 to 8.1, moving from 24<sup>th</sup> to 66<sup>th</sup> percentile nationally.

#### Head of Schools – KIPP Memphis Collegiate Schools (KMCS)

2018-2019

- Coached, managed, and developed principals of three schools serving a total of 1200 students.
- Oversaw three school budgets exceeding \$13M.
- Managed Director of KIPP Through College, serving 500 students and 250 KIPP alumni.
- Created, launched, and executed KMCS talent vision and leader selection processes.
- Established and led partnership with Relay Graduate School of Education, increasing the pipeline of new, certified teachers across KMCS. Coached Relay students weekly.

#### Founding Principal – KIPP Memphis Academy Middle (KMAM)

2012-2018

- Founded school from 5<sup>th</sup> grade class of 75 students to 5<sup>th</sup>-8<sup>th</sup> grades with 400 students and 30 staff.
- Created instructional, cultural, and operational vision for long-term success.
- Led KMAM to 2015 designation as Reward School for top 5% of schools state-wide for student growth.
- Created welcoming, safe, inclusive environment for students and staff, resulting in lowest student attrition rate across all Memphis charters in 2015-16 and maintained 85% staff retention average over 6 years.

#### Fisher Fellow – KIPP School Leadership Program

2011-2012

- Participated in highly selective one-year, national leadership program to found, lead, and grow new high-performing KIPP schools. Created KMAM's 5-year School Design Plan while recruiting staff and students.

#### Miles Family Fellow & Teacher - KIPP Memphis Collegiate Middle (KMCM)

2010-2011

- Selected to one-year leader fellowship for aspiring founding principals.
- Led 88% of KMCM 5<sup>th</sup> graders to social studies state assessment proficiency.

#### Teach For America – Spanish Teacher, East High School, Memphis, TN

2008-2010

### EDUCATION, SKILLS, AWARDS

Harvard Graduate School of Education, School Management & Leadership Certification, 2020

National Louis University - Education Specialist in Administration & Supervision (Ed.S.)

Christian Brothers University, Memphis, TN - Master of Arts in Teaching (M.A.T.)

University of Richmond, Richmond, VA - Bachelor of Arts in History, Minor in Spanish

Recipient of **National KIPP Six Award** for demonstrated long-term leadership as principal

Recipient of **Teach For America-Memphis Sue Lehmann Excellence in Teaching Award**

## **EXPERIENCE**

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**FordHarrison, LLP**, Memphis, TN  
*Managing Partner*, 2021 – Present  
*Partner*, 2019-2021  
*Counsel*, 2016-2019

- Closely work with employers to ensure compliance with complex laws governing the employment relationship to advance business goals and prevent litigation.
- Represent management in employment-related matters on federal, state, and local levels.
- Represent clients regarding claims relating to discrimination, harassment, retaliation, wrongful discharge, restrictive covenants, wage and hour violations, unemployment compensation, and other aspects of the employee-employer relationship under federal and state employment laws.
- Obtained countless dismissals, including summary judgment, in lawsuits, agency charges and appeals alleging claims under virtually every federal employment statute and Tennessee and Mississippi state employment law claim.
- Conduct training for managers, supervisors, employees on employment law matters.
- Create handbooks and policies to foster compliance with applicable employment laws and to promote effective employee relations.

**Ogletree, Deakins, Nash, Smoak & Stewart, P.C.**, Memphis, TN  
*Associate*, 2008-2016

- Second chair for clients in numerous employment-related litigation in federal and state courts and before administrative agencies throughout the country.
- Successfully represented employers in jury and bench trials and arbitrations against employment claims.
- Draft pleadings, discovery requests and responses, motions, appellate briefs and memoranda in employment and labor litigation actions.
- Revise handbooks and various policies and procedures to ensure compliance with employment laws in Tennessee and Mississippi.
- Conducted legal research and drafted memoranda to assist with counseling businesses regarding the employment relationship

## **EDUCATION**

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**Case Western Reserve University School of Law**, Cleveland, OH

- Juris Doctor, May 2008
- Student Bar Association Representative; Commencement Committee Chairman; Admissions Committee; Student Hurricane Relief: organization students created to dedicate their Spring Breaks to Katrina relief in New Orleans.

**Emory University**, Atlanta, GA

- Bachelor of Arts, Economics Major, Political Science Minor, May 2004

## **BAR ADMISSIONS; MEMBERSHIPS; COMMUNITY INVOLVEMENT**

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**Bar Admissions:** Tennessee; Mississippi

**Memberships:** American Bar Association, Tennessee Bar Association, Federal Bar Association, Memphis Bar Association (Labor and Employment Law Section), Society for Human Resource Management (SHRM) — Memphis chapter.

**Community Involvement:** Served as President of the South Main Association.





## BCS Board Policies

### **Attendance Policy**

#### **Purpose**

This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in which the Board can discuss and vote on major School policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

#### **Definitions**

“Notified” Absence: For an absence to be a “notified” absence, a Board member must notify the person running the meeting (usually the Chair or Vice-Chair) by 12:00pm the day of the meeting that he/she will be absent.

“Unnotified” Absence: For an absence to be an “unnotified” absence, a Board member failed to notify the person running the meeting (usually the Chair or Vice-Chair) by 12:00pm the day of the meeting that he/she will be absent.

#### **Board Attendance Problem:**

If any of the following conditions exist, it is considered a Board attendance problem:

1. The member has two “un-notified” absences in a row.
2. The member has three “notified” absences in a row.
3. The member misses one third of the total number of Board meetings during one of their term years.

#### **Process for Responding to a Board Attendance Problem:**

The Board Secretary will keep track of Board member attendance through the Board meeting minutes and will provide this information to the Chair. The Chair will directly contact a Board member who is at risk of potentially violating the policy to issue both a verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the Chair will bring this to the attention of the Board for discussion, after which point a majority vote will be held to determine possible termination from the Board.

### **Indemnification Policy:**

The corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation) by reason of the fact that he or she is or was a trustee, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprises.

This indemnification includes expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit, or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the corporation.

With respect to any criminal action or proceeding, he or she must also have had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea or nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner in which he or she reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was unlawful.

### **Head of School Policy:**

The Board shall rely on its Chair and the Head of School to provide professional and administrative leadership. The Head of School shall be hired by and report directly to the Board of Directors.

The Head of School will be responsible for the day-to-day administration of the school's affairs and will manage and direct all activities of the organization as prescribed by the Board. The chief executive will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school. The chief executive is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the Head of School. The Head of School will, directly or indirectly, supervise all other staff members employed by the school and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels.

Accordingly:

1. The Board will never give instructions to persons who report directly or indirectly to the chief executive.
2. The Board will refrain from evaluating any staff other than the Head of School.

3. The Board will view chief executive performance as identical to organizational performance, so that organizational accomplishment of ends, policies, and organizational operations (within the boundaries established in board policies on executive limitations) will be viewed as successful Head of School performance.

**Compensation Policy:**

Board members shall serve without compensation. Board members shall be allowed reasonable reimbursement of expenses incurred in the performance of their duties, including attendance at board-authorized meetings and conferences.

**Gift Acceptance Policy:**

BCS reserves the right to decline any financial commitment, gift, or bequest, as well as the right to determine how a gift will be credited and/or recognized. Unrestricted gifts shall be encouraged, unless (1) the donor indicates that he or she is willing to make a restricted gift only, or (2) the option of a restricted gift will otherwise significantly increase the chances of obtaining a gift from the donor.

In drafting instruments giving restricted gifts to BCS, or to any of the affiliated organizations, donors and their advisors shall be encouraged to use language that would permit application of the gift to a more general purpose if, in the opinion of the board of directors, the designated purpose is no longer feasible. All receipts from unrestricted bequests, annuities, charitable remainder trusts, or charitable lead trusts shall become a part of the general endowment, unless the executive committee determines that a particular unrestricted gift of the type enumerated in this paragraph should be deposited in a different account. BCS will pay no commissions or finder's fees as consideration for directing a gift to BCS or to any of BCS affiliates.

Donors are responsible for obtaining their own appraisals for tax purposes of real property or tangible or intangible personal property being given to BCS, and for any fees or other expenses related to such appraisals.

**Whistleblower Policy:**

The School requires employees to observe high standards of professional and personal ethics in the conduct of their duties and responsibilities. Employees of the School are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations. All employees of the School are required to report to Believe any suspected violation of any law or regulation that applies to the School. No employee who in good faith reports a violation shall suffer harassment, retaliation or any adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This policy is intended to encourage and enable employees to raise serious concerns within the School prior to seeking resolution outside the school.

Anyone who reports a suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. It is a serious disciplinary offense to knowingly or maliciously make a report that is false and such conduct may result in disciplinary action up to and including termination. Reports may be made to the Board of Directors who will, when applicable, notify the sender and acknowledge receipt of the suspected violation. All reports will be promptly investigated, and appropriate corrective action will be taken if warranted by the investigation. Suspected violations may be submitted anonymously. Reports of suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

### **Records Retention Policy:**

It is the policy of BCS to retain and destroy records according to the current retention schedule approved by the Tennessee State Board of Education. For purposes of this policy, unless otherwise specified, no distinction shall be made as to the physical form of records, be they original paper documents, photocopies, electronic documents, or any other format. Retention periods established in this policy shall be the minimum period for which records shall be retained. Nothing in this policy shall preclude records from being retained longer than the retention period specified. During the first quarter of each year, the Head of School or designee will identify paper records for which the retention periods specified in the retention schedule have passed. Prior to clearing such paper records for destruction, the Head of School or designee will thoroughly review all such records to ensure that they are, in fact, eligible for Destruction.

## **Financial Controls<sup>1</sup>**

### **Annual Financial Audit**

1. The Governing Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to year end (June 30th).
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
  - a. An audit of the accuracy of the financial statements
  - b. An audit of the attendance accounting and revenue accuracy practices
  - c. An audit of the internal control practices

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[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/finance\\_fiscalpoliciesandprocedureshandbookexed.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/finance_fiscalpoliciesandprocedureshandbookexed.pdf)

## Purchasing

1. The HOS may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$5,000.
2. The Executive Director must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$500 (format to be provided by DOO), must be signed by the Executive Director and submitted to DOO with the related invoice.
3. When approving purchases, the HOS must:
  - a. Determine if the expenditure is budgeted
  - b. Determine if funds are currently available for expenditures (i.e. cash flow)
  - c. Determine if the expenditure is allowable under the appropriate revenue source
  - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
  - e. Determine if the price is competitive and prudent. All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Any individual making an authorized purchase on behalf of the school must provide the DOO with appropriate documentation of the purchase.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The HOS may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the HOS and/or Governing Board.
  - a. The school card will be kept under locked supervision in the HOS office, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the HOS
  - b. If receipts are not available or are “missing”, the individual making the charge will be held responsible for payment.
  - c. Credit cards will bear the names of both CHARTER SCHOOL and the Executive Director.
  - d. Debit cards are not allowed.

## **Bank Authorization**

1. All original invoices will immediately be forwarded to the HOS for approval.
2. The HOS will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to DOO with the invoice. DOO will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the HOS, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to DOO on at least a weekly basis (HOS should be aware of invoice due dates to avoid late payments). DOO will then process the invoices with sufficient supporting documentation.
4. The HOS may authorize DOO to pay recurring expenses (e.g. utilities) without the HOS formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to DOO in writing and updated on an annual basis.

## **Volunteer Expenses**

1. All volunteers will submit a purchase requisition form to the Executive Director for all potential expenses.
  - a. Only items with prior written authorization from the Executive Director will be paid/reimbursed.

## **Payroll Taxes and Filings**

1. Back Office Provider will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. Back Office Provider will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the HOS, and submit the forms to the respective agencies.

## **Record Keeping**

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
  - a. The designated school employee will immediately notify the Executive Director if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.

b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records

### **Expense Reports**

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to DOO.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the DOO must sign expense reports.
5. HOS expense reports should be approved by a member of the board and always be submitted to Back Office Provider for processing and payment
6. Expenses greater than two months old will not be reimbursed.

### **Loans**

1. The HOS and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the HOS before funds are borrowed.
3. Employee loans are not allowed.

### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

### **Funds Balance Reserve**

1. A funds balance reserve of at least 5% of the total unrestricted General Funds revenues will be maintained.
2. Back Office Provider will provide the HOS with balance sheets on a monthly basis. It is the responsibility of the HOS and the Governance Board to understand the school's cash situation. It is the responsibility of the HOS to prioritize payments as needed. The HOS has responsibility for all operations and activities related to financial management.

### **Insurance**

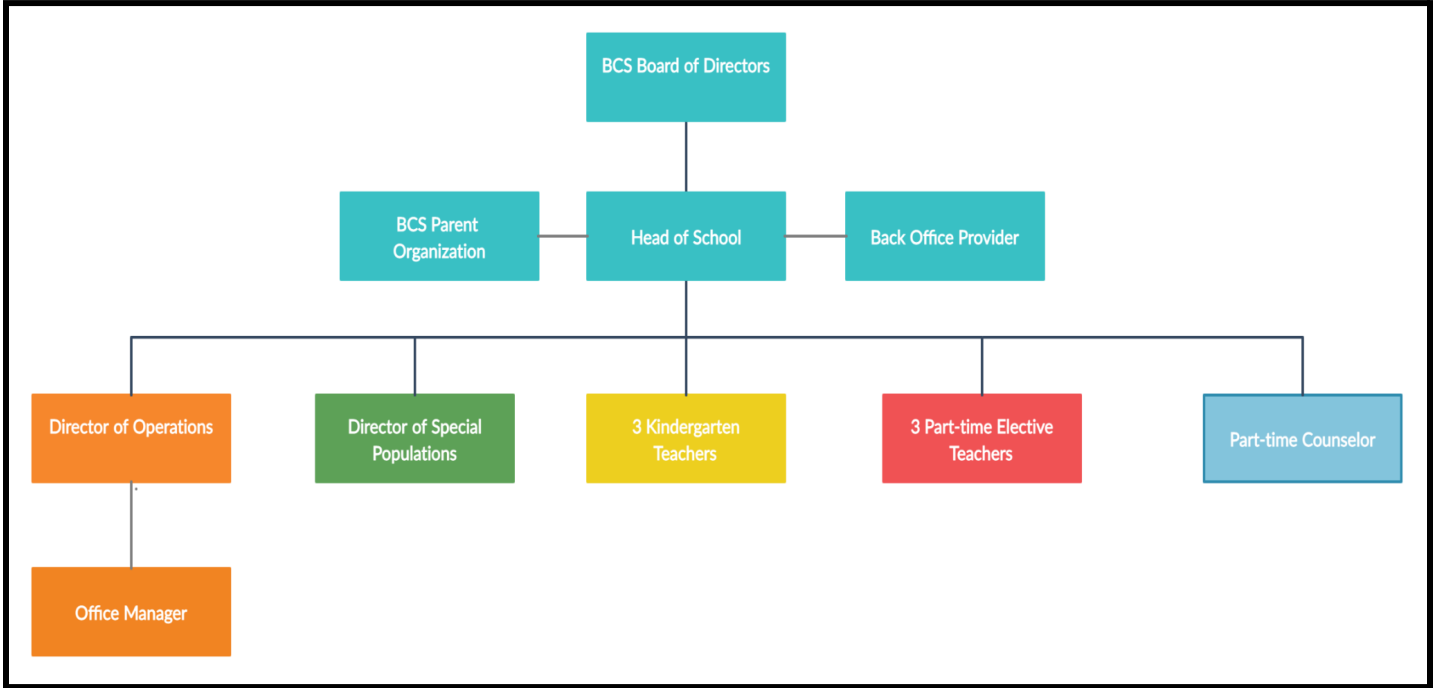
1. The Board will work with the HOS to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.

2. The HOS and DOO will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. HOS and Back office Provider will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

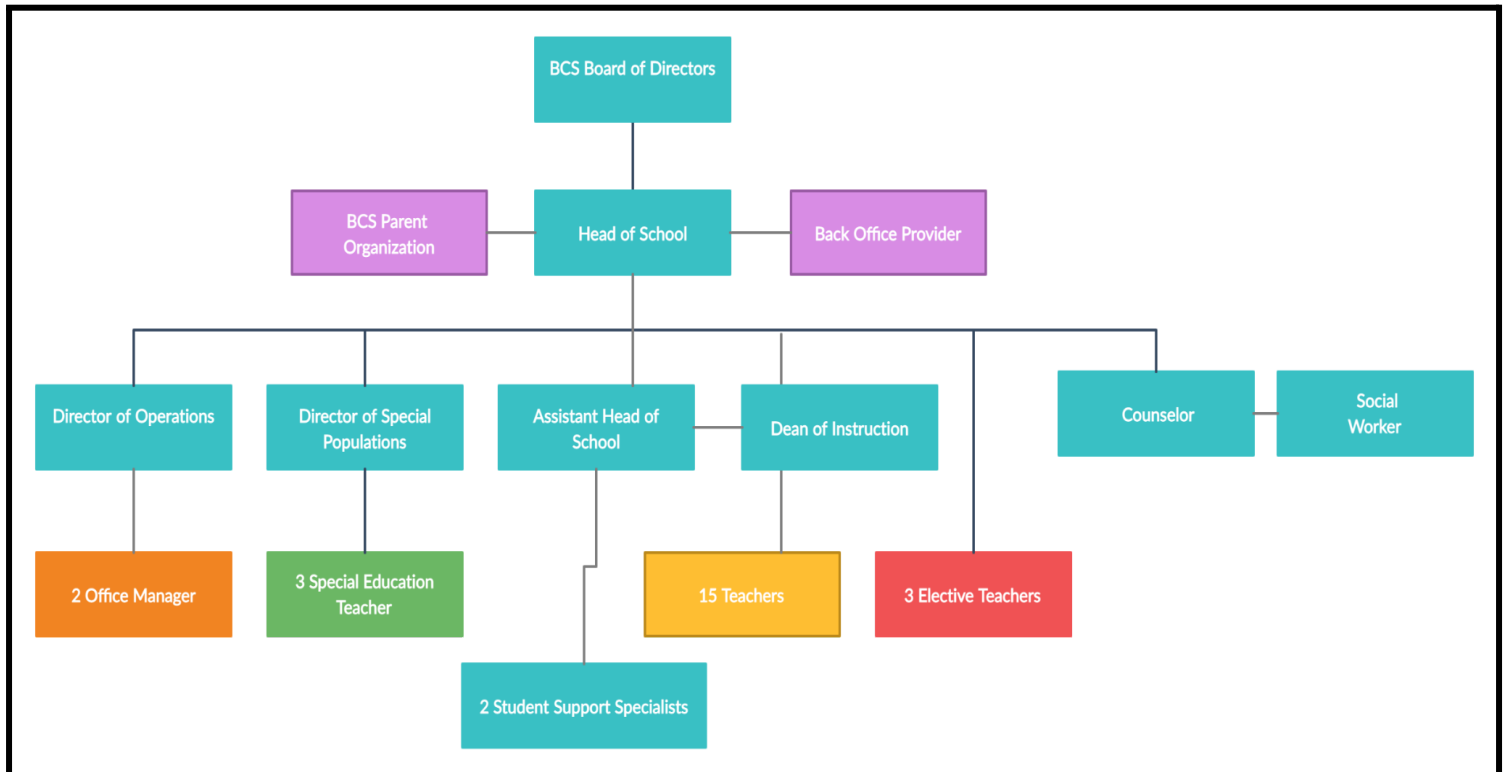


## Attachment G: BCS Organizational Chart

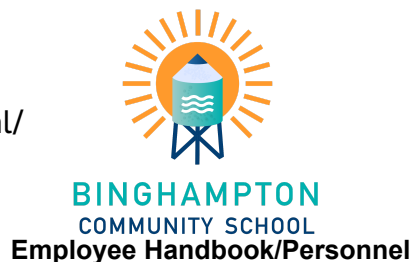
Year 1 of Operations, 2023-2024



Year 6 of Operations, 2028-2029



ATTACHMENT I: Employee Manual/  
Personnel Policies



For the benefit of all staff, both new and experienced, we would like to acquaint you with the policies governing employment with Binghampton Community School (“BCS”). This manual sets out and explains the Organization’s basic employment policies and supersedes all previous manuals and written or implied policies.

Occasionally, it may become necessary to modify, change, update, revoke, replace or even terminate the policies outlined in this manual, and the Organization reserves the right to make changes at any time at its discretion. Generally, you will be informed about any changes, but changes can also be made without notice. The language contained in this manual is provided for informational purposes only. It does not, nor is it intended to, create any contractual rights or obligations; it is not a contractual agreement. Although we hope that your employment here will be mutually rewarding, both you and the Organization retain the right to end the employment relationship at any time and for any reason with or without cause or notice. Please understand that no one except the Head of School has the authority to enter into any agreement with you for employment for any specified period or to make any promises or commitments contrary to the foregoing.

This manual applies to all staff of the Organization, unless otherwise stated. Managerial and supervisory staff, however, will at all times be held to the highest duty of loyalty to the Organization and the highest standards of behavior. At all times, the Organization remains solely responsible for the interpretation of this manual’s provisions and their applications. In applying its policies, procedures and benefits, the Organization retains the right to make decisions based on the Leadership Team’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 Head of School.

We wish you the greatest success in your position and hope your employment with the Organization is a rewarding and enjoyable experience. We are thrilled to welcome you to the team, and look forward to working with you.

## EMPLOYMENT POLICIES

Tennessee is an “at-will” state and thus all staff of the Organization, regardless of their classification or position, are employed “at-will” and not guaranteed to be hired for a specific period of time. Staff may resign their employment and/or may be terminated at any time, with or without cause and with or without notice at the option of The Organization or employee. No employee of the Organization has any authority to enter into any other agreement for employment or to make or rely on any agreement contrary to the foregoing. Furthermore, nothing contained in the policies, procedures, handbooks, manuals, job descriptions, application for employment, or any other document of The Organization shall limit the right to terminate employment-at-will.

### A. Equal Employment Opportunity

The Organization is an equal opportunity employer and does not discriminate against staff or qualified job applicants on the basis of race, religion, color, sex (including pregnancy), age, national origin, disability, veteran status, marital status, sexual orientation, gender identity, genetics or any other status or condition protected by applicable law.

The Organization complies with all applicable state and local laws governing non-discrimination in employment in every location in which the Organization has facilities. This policy applies to all terms and conditions of employment, including, but not limited to, recruitment, hiring, placement, compensation, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

### B. Accommodations to Disabilities

The Organization is committed to complying fully with the Americans with Disabilities Act (ADA) and all federal and state laws concerning the employment of persons with disabilities and act in accordance with regulations and guidance issued by the Equal Employment Opportunity Commission (EEOC). This policy applies to all terms and conditions of employment, including, but not limited to, recruitment, hiring, placement, compensation, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

The Organization will make reasonable accommodations to enable an individual with a disability to perform the essential functions of his or her job. If you are unable, or find it difficult, to do all the functions of your job due to a disability, please contact your Head of School and inform him/her about your disability, and discuss the type and nature of any assistance or adjustment in your duties which would enable you to perform the essential functions of your job.

We may ask for medical documentation of your disability and of possible accommodations. We may also ask to speak to your physician or health care provider to help us assess the proposed accommodations and to ensure that you can safely perform the essential functions of your job with the accommodations. We may also ask you to submit to an independent medical or other appropriate examination, at our expense, to help us assess your needs.

### C. Immigration Law Compliance

The Organization is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former staff who are rehired must also complete the form.

### D. Harassment

### Introduction

It is the goal of the Organization to promote a workplace that is free of harassment by staff, independent contractors, vendors, or other agents. Harassment of staff or students occurring at school or in other settings in which staff may find themselves in connection with their employment is unlawful and will not be tolerated by this Organization. Further, any retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace free from harassment, the conduct that is described in this policy will not be tolerated, and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by staff.

The Organization takes allegations of harassment very seriously. We will respond promptly to complaints of harassment, and where it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a harassment-free workplace, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct that we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment.

### Definition of Harassment

The Organization strongly supports the rights of all its staff to work in an environment free from all forms of harassment, including harassment on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability or any other protected category.

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, or any other protected category, or that of the individual's relatives, friends or associates and that:

- creates an intimidating, hostile or offensive working environment;
- unreasonably interferes with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to:

- Epithets;
- Slurs;
- Negative stereotyping;
- Threatening, intimidating or hostile acts that relate to the above characteristics; and
- Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of the above characteristics, and that is placed on walls, bulletin boards, or elsewhere on the employer's premises, or circulated in the workplace on paper or electronically.

### Definition of Sexual Harassment

Sexual harassment is defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- submission to or rejection of such advances, requests or conduct is made either explicitly or

implicitly a term or condition of employment or as a basis for employment decisions such as favorable reviews, salary increases, promotions, increased benefits or continued employment regardless of whether the harasser actually carries through with the threats to alter the subordinate's terms or conditions of employment; or

- such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all the circumstances that may constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, slurs, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- Commenting on an individual's body or about an individual's sexual activity, deficiencies or prowess;
- Displaying sexually suggestive objects, pictures or cartoons;
- Leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Sending or circulating, whether in print or electronic form, literature or communications (articles, magazines or e-mails) of a sexual nature;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

### Complaints of Harassment

If any of our staff believes that he or she has been subjected to harassment, the employee should file a complaint with the Head of School. This may be done in writing or orally.

Any employee who suspects that harassment is occurring must notify the Head of School.

If you would like to file a complaint, you may do so by contacting the Head of School. These people are also available to discuss any concerns you may have and to provide information to you about our policy on harassment and our complaint process. In cases involving the Head of School, you may also contact the Director of Operations.

All staff should take special note that, as stated above, retaliating against an individual who has complained about harassment, and retaliating against individuals for cooperating with an investigation of a harassment complaint is unlawful and will not be tolerated by this Organization.

### Harassment Investigation

When we receive a complaint we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will typically include a private interview with the person filing the complaint and with any witnesses. We will also usually interview the person alleged to have committed harassment. When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of our action.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action up to and including termination of employment.

#### Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our staff, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment, and may include such other forms of disciplinary action, as we deem appropriate under the circumstances.

#### E. Employee Personnel Files

Employee personnel files are maintained by the Director of Operations and are considered confidential. As required by law, some records pertaining to staff are maintained in separate files relating to medical issues and internal investigations. Staff may request access to their basic personnel file.

All requests for access to your personnel file must be provided in writing to the Director of Operations. Upon receipt of your written request, the Director of Operations will schedule an appointment for you to view your file during normal office hours within 3 days of receipt of the written request. For purposes of this policy, your personnel file includes records related to performance and training as well as other records used for hiring, promotion and disciplinary decisions. It will not include any reference checks, medical records or investigation files. Staff are not permitted to remove any documents from the personnel file but may provide a written response to any document in the personnel file. Written responses will be attached to the original document in the personnel file.

Staff may request copies of documents in their personnel file. Requests for copies must also be made in writing to the Director Operations. Managers other than the Director of Operations may only have access to personnel file information on a need-to-know basis.

#### F. Social Security Number Safeguarding

Officers and staff are permitted to access and use certain personal information, such as Social Security Numbers, only as necessary and appropriate for such persons to carry out their assigned tasks for the Organization and in accordance with Organization policy.

The unauthorized access, viewing, use, disclosure, or the intentional public display of such information and the unauthorized removal of documents from the Organization's premises that contain social security number information is prohibited and can result in discipline up to and including termination of employment.

If you come into contact with Social Security Numbers or other sensitive personal information without authorization from the Organization or under circumstances outside of your assigned tasks, you may not use or disclose the information.

When necessary, documents containing social security information will be properly destroyed through shredding or other means prior to disposal to ensure confidential social security information is not disclosed.

For more information about whether and under what circumstances you may have access to this information, review your job description or contact the Director of Operations.

#### G. Changes in Personal Information

The Organization is required to keep accurate records related to its staff. Each employee is responsible

for notifying the Organization of any personal changes that may affect their personnel records.

Examples of such information include, but are not limited to:

- Change of name, address or telephone number
- Persons to be notified in the event of an emergency
- Any allergic or medical conditions or the use of any medications that may affect the health and safety of the employee or those working around them
- Changes in marital status, the number of dependents, or insurance beneficiaries

## **COMPENSATION**

### **A. Classifications of Employment**

It is the intent of the Organization to clarify the definitions of employment classifications so that staff understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. The right to terminate the employment relationship at will at any time is retained by both the employee and the Organization.

All staff are designated as either Non-Exempt or Exempt under state and federal wage and hour laws.

**Exempt** - Staff whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and state law and who are exempt from overtime pay requirements. Executives, professional staff (i.e. teachers), outside sales representatives, and administrative positions are typically exempt.

**Non-Exempt** - Staff whose positions do not meet FLSA exemptions tests and are subject to the overtime provision of the FLSA. These staff will receive time and one-half (i.e., one and one-half times) their basic hourly rate for all hours worked in excess of 40 hours actually worked in a workweek. All overtime hours must be pre-authorized by the Head of School.

The Organization has established the following categories for both non-exempt and exempt staff:

**Regular, full-time** – Staff who are not in a temporary status and who are regularly scheduled to work the Organization's full-time schedule 40 hours or more per week. Generally, they are eligible for the full benefit package, subject to the terms, conditions and limitations of each benefit program.

**Regular, part-time** – Staff who are not in a temporary status and who are regularly scheduled to work less than the full-time schedule. Regular, part-time staff are eligible for some of the benefits offered by the Organization subject to the terms, conditions, and limitations of each benefit program.

**Temporary, full-time** – Staff who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project and who are temporarily scheduled to work the Organization's full-time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

**Temporary, part-time** -- Staff who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project and who are temporarily scheduled to work less than the Organization's full-time schedule for a limited duration. Employment beyond any initially stated period does not in any way imply a change in employment status.

### **B. Work Day Schedules**

All School staff members are expected to arrive by 7:20 am and remain at school until 4:10pm or through

dismissal (whichever is earlier), unless a different schedule has been agreed upon and approved by the employee's supervisor. Network Team staff members' arrival and departure times will be designated by the Head of School and based on each employee's role and responsibilities. In certain cases, "flex time" may be approved by the employee's manager in advance to compensate for weekend or after-hours time that is required by the employee's job responsibilities. Typically, this flex time arrangement will have been detailed in the employee's job description.

If you plan to be out of the office for meetings or some other event, you are required to advise your direct supervisor as well as your School's Leader and your School's operations staff member responsible for assigning coverage (School-Based Staff) or the Head of School of your whereabouts so that the Organization may contact you if it becomes necessary.

The organization's flexible work schedule and telecommuting policies are detailed in the appendix. C. Paycheck Policies

Salaried staff are paid semi-monthly, with pay distributed on the 15<sup>th</sup> and last day of each month, or if these dates fall on a holiday or weekend, on the weekday immediately preceding the 15<sup>th</sup> and the last day of each month. A paycheck will include earnings for all work performed through the end of that payroll period.

In the event that a regularly scheduled payday falls on a weekend or holiday, staff will receive pay on the last business day before the regularly scheduled payday.

Hourly employees are paid bi-weekly, with pay distributed every other Friday, or if these dates fall on a holiday or weekend, on the weekday immediately preceding the relevant Friday. Pay will include earnings for all work performed through the end of that payroll period.

The Organization has a system of direct deposit for employee paychecks that is used by all or virtually all employees for convenience and security. To enroll in the direct deposit system, please complete a direct deposit application and return it to the Managing Director of Finance and Operations.

#### D. Business Travel/Field Trips

All staff are expected to exercise good business judgment when incurring travel and business expenses. Staff are entitled to reimbursement for ordinary expenses incurred while engaged in Organization business. All requests for advance payment or reimbursement of business expenses must be submitted in strict compliance with the procedures and forms adopted by the Organization, including necessary documentation of business expenses. Extraordinary expenses must be approved in advance.

#### E. Pay Corrections

We make every effort to ensure our staff are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to our attention, we will promptly take action to make the necessary corrections. Please review your pay when you receive it to make sure it is correct. In the unlikely event that there is an error has occurred, the employee should promptly bring the discrepancy to the attention of Director of Operations so that corrections can be made as quickly as possible.

#### F. Pay Deductions

It is the policy of the Organization to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA). Therefore, we prohibit any improper deductions from the salaries of exempt staff. We want staff to be aware of this policy and that The Organization does not allow deductions that violate the FLSA. If you believe that an improper deduction has been made to your salary, you should immediately report this information to the Director of Operations. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred you will be promptly



reimbursed for any improper deduction made.

Deductions from an employee's gross pay period earnings fall under two categories: mandatory and voluntary. Mandatory deductions are those required by law or court order such as, but not limited to, applicable federal, state, and local income taxes, social security and Medicare taxes.

The Organization offers programs and benefits beyond those required by law; these are considered voluntary deductions. Eligible staff may voluntarily authorize to have the costs of participation in these programs deducted from their paychecks.

#### G. Timekeeping

Accurately recording time worked is the responsibility of all exempt and non-exempt staff at the Organization. Federal and state laws require the Organization to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Timesheets are to be submitted to the Controller according to the schedule provided in advance. Timesheets are retained by the Organization as a permanent record of service and must be carefully prepared each day, without exception, to record time to the nearest half-hour, on the related project.

Once a timesheet is electronically submitted it is considered signed and verified by the employee to be accurate and correct.

Hourly staff should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift and/or early departure from work. Overtime work must always be approved before it is performed.

Altering, falsifying, tampering with time records, recording on another employee's timesheet or having another employee alter your timesheet will result in disciplinary action, up to and including termination of employment.

#### H. Attendance and Punctuality

To maintain a productive work environment, The Organization expects that all staff will report to work every business day in time for their scheduled hours, except for approved time off. Good attendance is a critical element of every employee's performance and is essential for the continued success and growth of our Organization.

There may be occasions when staff members need to arrive late or leave early (no more than 2 hours). In such situations, staff should notify their manager and the School's Leader and the operations staff member responsible for managing coverage (School-Based Staff) or the Head of School at least one week in advance so that coverage can be arranged. Staff should inform the appropriate person of the reason for the late arrival or early departure (e.g. religious holiday, personal day, sick day, family emergency, etc.). The approval of an absence, early departure or tardiness does not insulate you from a review of the total number and timing of absences or lateness in any given period of time.

Regular attendance is an essential requirement of your employment with the Organization. Excessive or unexplained absences are grounds for termination of employment. The Organization expects all staff to arrive to work each day on a timely basis. More than three (3) unexplained late arrivals in one (1) month may result in postponing or negating of a salary increase and or disciplinary action including termination. Three (3) consecutive days of absence without notification will constitute voluntary resignation from employment as of the last day worked.

## I. Overtime for Non-Exempt Staff

Overtime compensation is paid to all non-exempt staff in accordance with federal and state wage and hour laws. Overtime pay is based on actual hours worked per week above and beyond forty (40) hours. Any approved paid time off, including vacation, holiday or any other type of paid leave, will not be considered hours worked for purposes of calculating overtime. A 40-hour week is 40 hours of actual time worked which does not include any type of leave time. For example if the employee works 32 hours in a particular week and has 16 hours of sick time taken during that particular week the employee will only be paid straight time (not overtime) for that entire week.

Overtime is paid at the rate of time plus one half the employee's base rate of pay.

All non-exempt staff must have pre-approval from their manager prior to working any overtime. Failure to work scheduled overtime or working overtime without prior authorization from a manager may result in disciplinary action.

It is the policy of the Organization to comply with all state and federal laws regarding meals and breaks.

Salaried employees, as they are paid a weekly salary regardless of the hours they work, may choose to take breaks as needed. However the Organization requires that all breaks be scheduled according to the operational needs of the Organization. See your supervisor if you have questions about the break schedule that applies to you.

### Non-Exempt Mandatory Meal Period

Employee meal periods are important to Organization productivity and employee health. Non-exempt employees who work at least six consecutive hours will be provided a meal break of 30-minutes. Non-exempt employees are strictly forbidden from performing any work while on meal breaks and must clock out for meal periods. Employees are to be completely relieved from duty during their meal break. If an employee is required to perform any work duties while on his or her meal break period, the employee must be compensated for the time spent performing work duties. The time spent working during the meal break will be counted toward the total hours worked.

## **EMPLOYEE CONDUCT**

### A. Organization Rules of Conduct

As an integral member of the Organization, you are expected to accept certain responsibilities, adhere to acceptable Organization practices, and exhibit a high degree of personal integrity at all times. This involves respecting the rights and feelings of others and refraining from any behavior that might be harmful to you, your co-workers, and/or the Organization. You are expected to observe the highest standards of professionalism at all times.

These guidelines are fundamental in nature and are matters of judgment and common sense. Since it is impossible to list guidelines to cover every situation, the absence of an illustration from this list will not prohibit the Organization from taking disciplinary action, up to and including immediate dismissal, when the Organization believes, in its sole discretion, such action is warranted. These guidelines do not in any way alter your at-will employment relationship with the Organization. The Organization may terminate your employment at any time and for any reason with or without cause or notice.

The Organization expects you to follow rules of conduct that will protect the interests and safety of all staff and the Organization. Types of behavior and conduct the Organization considers inappropriate include, but are not limited to:

- Misconduct involving students;
- Falsifying employment or other Organization records;
- Violating the Organization's nondiscrimination and/or employee harassment policies, sexual or otherwise.
- Breach of confidential information;
- Excessive or patterned absenteeism or tardiness;
- Excessive, unnecessary, or unauthorized use of the Organization's supplies or telephones, particularly for personal purposes;
- Reporting to work intoxicated or under the influence of non-prescribed drugs, or possession, use, distribution, manufacture, sale, or dispensation of any controlled substance or illegal drug;
- Fighting or using obscene, abusive, or threatening language or gestures;
- Stealing from the Organization, or fellow staff, misappropriation of Organization assets or failure to report knowledge of such acts;
- Possession of firearms or weapons on the Organization's premises or during the course of your employment related activities;
- Disregarding safety or security regulations;
- Insubordination (i.e., failure to comply with a request from management);
- Failure to notify your manager that you will be absent from work in accordance with Organization policy;
- Defacing or damaging Organization property;
- Interfering with the normal workflow, productivity or morale of any co-worker; · Any action, whatsoever, that has the potential to negatively affect good relations between the Organization and its staff or between the Organization and any of its students; and
- Any violation of Organization policy.

The Organization may impose disciplinary action, up to and including termination, in the event that your performance, work habits, conduct or demeanor become unsatisfactory. The Organization reserves the right to exercise its discretion to judge unsatisfactory conduct or behavior based on violations of the above, any other Organization policies, rules or regulations, or for any other reason.

#### Duration of Warnings for Organization Rules Violations

The purpose of disciplinary action is not to punish a person, but rather to make them aware of the violation of the Work Rules, to discourage violations in the future and to allow the person the opportunity to improve their performance.

Warnings, whether verbal or written, remain in effect for one year following the date of issue. Multiple warnings, even if they are for violations of different work rules, are cumulative and may result in suspension or termination of employment. A person's employment may be terminated if they receive any combination of three (3) suspensions or written warnings in any 12-month period.

Nothing in this section, however, alters in any way the "employment at will" policy. The Organization reserves the right, at its sole discretion, to take whatever disciplinary action it deems necessary notwithstanding this section.

#### B. Termination of Employment

The end of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common

circumstances under which employment is terminated:

- Resignation: Voluntary employment termination initiated by an employee
- Abandonment: Voluntary termination when an employee fails to appear for work or to call the Organization to inform the Organization of their absence for three consecutive workdays.
- Discharge: Involuntary employment termination initiated by the Organization, with or without cause.
- Layoff: Involuntary employment termination initiated by the Organization for non-disciplinary reasons, primarily due to lack of work to be performed.
- Retirement: Voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the Organization.

Since employment with the Organization is “at will” and based on mutual consent, both the employee and the Organization have the right to terminate employment at will, with or without cause, at any time, for any reason. Staff will receive their final pay in accordance with applicable state law.

At the time of termination, staff are required to return any keys, equipment and/or any and all other items of any kind in their possession that are the property of the Organization. Where permitted by law, the Organization may withhold from the employee’s final paycheck the cost of any items that are not returned when required.

When a person’s employment ends for any reason, some benefits may be continued at the employee's expense for a period of time if the employee so chooses. The employee will be notified of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

#### C. Return of Property

Upon separation from the Organization, all files, documents, records, laptops, credit cards, door and file keys, computer access codes or discs and instructional manuals and other physical or personal property which the employee has received, prepared or helped prepare in connection with his/her employment with the Organization, and any copies, duplicates, reproductions or excerpts thereof must be returned by the employee on or before the last day of work.

#### D. Physical Contact Between Staff and Students

##### Introduction

The purpose of this policy statement is to provide all staff with guidance and direction with respect to physical contact between staff and students at school and during organization-sponsored functions. It is an area of educational policy, judgment, and law which is fraught with uncertainties and changing standards. What constitutes appropriate physical contact in one circumstance may be totally inappropriate in another. At the outset, the decision of whether or not to touch or make physical contact with a student must be made by the employee involved. When or if it occurs, its appropriateness will depend on a variety of factors, not the least of which will be the student’s reaction and responses of other adults. The Organization believes that its staff individually and collectively possess the wisdom and expertise necessary to conduct themselves in a manner which is educationally sound and acceptable both within the professional community and the community at large.

##### General Principles

All physical contact between staff and students shall have a valid educational purpose and objective, meeting the student’s needs.

The use of physical contact (including touching) or force in order to impose the staff member’s will or personal feelings upon a student, except in an emergency situation, is strictly prohibited.

Staff who observe physical contact between students and staff which they deem to be inappropriate are expected to report such observations to the Head of School as soon as possible. If the observer believes the contact is or may be immediately harmful, prompt intervention to prevent further harm is expected.

### Staff Conduct With Students

Questions of the appropriateness of physical contact are to be determined by the context of the contact on a case-by-case basis. Issues such as intent, context, location, circumstances, age and sex are all considerations which may be relevant. Examples: Holding or comforting a student who has fallen and is crying may be appropriate, whereas, placing a hand on a child's head to redirect his attention to the front of the room is not.

Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by staff, in even a single instance, may result in disciplinary action up to and including dismissal and/or legal action.

### Summary

The Organization recognizes that this is a complex issue, and that some staff may deal with it by implementing a practice of never physically contacting or touching students. That is not the Organization's intent or objective. It is expected that any physical contact between an employee and a student will have a legitimate purpose consistent with the Organization's role as educator and caretaker of minor children.

E. Smoking Policy  
It is recognized that smoking is dangerous to the health of the smoker and that second-hand smoke is a cause of disease, including lung cancer, in healthy nonsmokers. The simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure of nonsmokers to environmental tobacco smoke. This applies to all smoking tobacco products, i.e., cigarettes, cigars, and pipes. This policy has been developed to protect all persons from the exposure to environmental tobacco smoke and to ensure a safe working environment.

Smoking is prohibited in all facilities and areas of the entire workplace with no exceptions. Smoking is not permitted anywhere in the Organization's facilities, including all common work areas, elevators, hallways, vehicles, restrooms, conference and meeting rooms, and all other enclosed or outdoor areas in the workplace. The policy applies to all staff, consultants, contractors, and visitors.

Any disputes involving smoking will be referred to your immediate supervisor.

No person or employer shall discharge, refuse to hire, refuse to serve, or in any manner retaliate against any employee, applicant or student because such employee, applicant or student takes any action in furtherance of the enforcement of this regulation or exercises any right conferred by this regulation.

Any questions regarding the smoke-free workplace policy should be directed to the Director of Operations.

### F. Drug-Free Workplace Policy

It is the specific and stated policy of the Organization to provide a drug and alcohol free workplace to enhance the health and safety of its employees. To ensure that the workplace is drug and alcohol free, the following is the policy of the Organization.

- The possession of, use of, sale and/or distribution of, reporting to work under the influence of or being under the influence while at work of intoxicating alcoholic beverages, liquor, narcotics, marijuana or any and all other mind altering drugs or controlled substances on Organization premises, when operating Organization vehicles or when on Organization business while not on

Organization premises at any time is specifically prohibited and will not be tolerated. (In this policy the term “drugs” will be used to include all substances noted in this section).

- Legal drugs prescribed by a licensed physician to that employee are allowed, as long as the drugs do not affect the person in such a way as to make them a danger to themselves or others. Employees who are taking such prescribed medications must report such use to their supervisor to determine job related consequences and reassignment where appropriate.

Any employee found to be in violation of items noted above may be subject to immediate termination.

Any employee with a drug addiction or alcohol dependency should report such to the Organization for assistance in receiving appropriate care. Requesting assistance does NOT, however, allow the person to use drugs and/or alcohol, as noted in items 1. and/or 2., above on Organization premises at any time. Being under the influence of drugs and/or alcohol at any time on Organization property is strictly prohibited.

For purposes of this policy the term “under the influence of drugs or alcohol” means the any presence of drugs or alcohol in the employee’s system, regardless of the percentage amount, as determined by a breath-a lizer test, urinalysis or other appropriate means of testing for the presence of drugs or alcohol in a person’s system.

#### Testing for the Presence of Drugs or Alcohol

The Organization will require an employee to undergo a test to detect the presence of drugs or alcohol, at the Organization’s expense, under the following circumstances:

- When the Organization has a reasonable reason to suspect that a person is under the influence of drugs or alcohol, due to the observation of the employee’s behavior, odor of alcohol on the person, eyewitness report of drug or alcohol use by an individual and/or any other indication of impaired behavior obvious to a reasonable person.
- When the employee is involved in an accident which results in bodily injury to themselves or others requiring outside medical care for anyone involved. Any employee involved in the accident is subject to drug and alcohol testing even if they themselves were not injured in the accident.
- When an employee is involved in a vehicular accident (no matter how minor and regardless of the fact that no one may have been injured) involving an Organization vehicle or in a non-Organization vehicle while on Organization business.
- As a condition of continued employment for an employee who has been found to be in violation of this policy and has agreed to submit to periodic testing as a condition of continued employment under the Organization’s disciplinary system.

Submitting to a drug screening as noted above is a condition of employment. An employee who refuses to submit to drug and alcohol testing when required to do so as noted above will be considered to have voluntarily resigned from the Organization.

#### G. The Organization’s Right to Search

The Organization retains the right to search, when it has reason to do so, any vehicle on its premises, locker, desk, file cabinet, or any and all other property on its premises whether owned, rented, leased or borrowed by the Organization, otherwise made available by the Organization for use by an employee or owned and/or utilized by an employee. Submitting to such a search is a condition of employment, therefore, any employee who refuses to allow such a search will be considered to have voluntarily

resigned from the Organization.

#### H. Electronic Mail, Communications and Information Systems Policy

The Organization provides our staff with computer equipment and on-line access to internal and external networks, including the Internet, so that staff may communicate more efficiently and accomplish the Organization's goals.

Use of computer equipment or on-line access provided by the Organization is subject to the following general conditions:

- Your use of computer equipment and on-line access should be for the Organization's purposes and not for more than incidental personal use.
- Use of equipment or on-line access provided by the Organization for any illegal purpose is prohibited. Such use includes, but is not limited to:
  - o Gaining unauthorized access to or intentionally damaging other computer systems or networks or the information contained within them.
  - o Committing theft, fraud or other criminal acts of any kind.
  - o Distributing or obtaining illegally copied software, graphics, sounds, text or other material. o Sending or posting harassing or threatening messages or pornographic or indecent content. · The Organization will cooperate with law enforcement authorities to prosecute offenders. You must report any suspected, accidental, or intentional illegal action.
- The Organization has the right to monitor all on-line communications to ensure that appropriate and lawful purposes are being pursued and to limit connections solely to Organization-related resources.

All information stored on Organization computers including all e-mail communication belongs to the Organization. The Organization may inspect all such computers and information at any time as necessary for the conduct of its business.
- No direct third party physical or electronic access to Organization facilities, information or computers of any type or for any reason may be established without the express permission of the Managing Director of Finance & Operations.
- On-line communications may be subject to interception by persons outside the Organization and such interception may not be detectable. Therefore, no confidential information should be sent on line by any means without utilizing appropriate security methods such as the use of code names or (in certain cases) encryption (using software to scramble any messages before they are sent, and descramble them upon receipt). Any encryption software should be provided or approved by the Organization, and the Organization should be given a copy of all encryption and decryption "keys" utilized by you for the above purpose.
- To protect the Organization from infringement actions, you may not download or save any material from any on-line source, however retrieved, unless (a) you have taken measures to verify source reliability, and (b) the material is legally permitted to be downloaded without violation of copyright or trademark.
- Downloading data, information, images, and the like from an outside source increases the risks to our computers of viruses and other damaging agents. You should not retrieve material from outside sources, particularly from sources not known to you, unless you have good reason to do so. Any material downloaded from an outside source should be checked immediately for viruses and other damaging elements.

In addition, the following policies apply to the specific services and capabilities described in the next several pages:

#### Electronic Mail

The Organization provides electronic mail (e-mail) for purposes of Organization communications.

- Your use of e-mail should be for the Organization's purposes and not for more than incidental personal use.
- You are prohibited from initiating or forwarding harassing, pornographic or indecent messages, either to Organization staff or to anyone else.
- Electronic mail must be addressed to proper recipients. Carefully check to reduce the possibility of communications being misdirected.
- If your job includes responding to work-related e-mail requests on an informal and unofficial basis (e.g. a personal reference for a colleague or student), make sure that your message clearly states that your views are not necessarily the views of the Organization. Even so, you must be aware that the address you are sending from may well indicate the Organization's name and you should keep in mind that the message may be seen to be representing the Organization, regardless of any disclaimers. Therefore, do not send any e-mail directly critical of the Organization's staff, students, or services. In all cases, do not reveal any confidential information of the Organization or its vendors, students and staff.
- You are prohibited from misrepresenting your name, identity or position or posing as another person in an electronic mail message.

#### Chat Rooms, Blogs, Social Networking Sites, Photo Sharing Sites, and All Other Public Forums

Access to chat rooms, weblogs (or "blogs"), social networking sites (e.g. Facebook) and photo sharing sites (e.g. Flickr, Instagram) is subject to similar restrictions as Internet access. In addition, the following refer to an employee's responsibilities when engaging in any and all public forums, including those that are web based, in print or in person

- Staff should refrain from accessing chat rooms, weblogs, social networking sites or photo sharing sites that contain any content that may be considered inappropriate or unprofessional when using Organization computers. You must be aware that your profile and/or the address you are sending from may well indicate the Organization's name and you should keep in mind that the message may be seen to be representing the Organization, regardless of any disclaimers. Therefore, do not post any message directly critical of the Organization, its staff, or Trustees.
- If you do post a message in a public forum, print or web-based, or engage in any other public forum that is not related to official Organization business, you may not directly identify yourself as an employee of the Organization and may not use your BCS e-mail address as a means of posting a comment. Staff should refrain from making and/or posting comments that may be deemed inappropriate or unprofessional if they are using an Organization computer or accessing the Internet via an Organization network via a personal computer.
- Even while you are using a computer outside of the workplace to post messages in a chat room, on a blog or on a social networking site or engaging in a print-based or public forum, you should not identify or criticize (either by name or implication) the Organization, its staff, or Trustees. Moreover, you should not include anything in your public statements which gives the impression that the views expressed are in any way associated with the Organization.
- Staff may not accept current students as "friends" or connections on social networking sites unless doing so is directly related to Organization business and the employee has received permission to do so. If you choose to accept former students or alumni as "friends" or connections, it is strongly recommended that you use a restricted profile to limit the alums' access to your personal information. Please remember that even after a student leaves the Organization, they will continue to see you as a representative of the Organization. It is often also the case that alumni have siblings who are current students at the Organization. Please ensure that any information that alums can access is appropriate for a professional relationship.
- Staff may not post photographs of or make any reference to current or former students in chat rooms, blogs, social networking sites or photo sharing sites unless doing so is directly related to Organization business and the employee has received permission to do so. Social networking sites and photo sharing sites are not included in the media release that our students'



parents/guardians sign; thus, posting photographs of students and/or alumni without parental consent could have legal implications for the individual employee and/or the Organization.

- Discussion groups have their rules of online etiquette, and extreme violations can generate uninvited responses against the Organization's computers, telephone lines and business. In all Organization business, you are expected to learn and observe the rules of online etiquette and to post only opinions and statements appropriate to the particular topic.
- While the Organization provides Internet access to its staff as part of its work resources, it does not monitor the content of every website which it makes available. Provision of a particular website or posting board does not imply the Organization's endorsement or approval of the content of such site or posting. The Organization reserves the right but is not obligated to place appropriate limits on the sites it makes available.

### Public Records Law

As the Organization is a public entity, staff should be reminded that all of the Organization's written communication in print or electronic form is a matter of public record. Staff should use discretion in all written communication and behave as if any message they write could become publicly available.

### Disciplinary Action

Abuse of the Organization's computer equipment or online connection or other violation of this policy will result in disciplinary action, up to and including termination.

### Computer Software

The following is the Organization's policy concerning its computers and software. All staff shall use software only in accordance with its license agreement. Unless otherwise provided in the license, any duplication of copyrighted software, except for backup and archival purposes, is a violation of the law. The following points are to be followed to comply with the Organization's software licensing agreement(s):

- We will use all software in accordance with applicable license agreement(s).
- Legitimate licensed copies of software will promptly be provided to all staff who, in the discretion of the Organization, need it for the performance of their duties to the Organization. No employee will make any unauthorized copies of any software under any circumstances. Anyone found copying software other than for backup purposes is subject to termination.
- We will not tolerate the use of any unauthorized copies of software in our Organization. Any person illegally reproducing software can be subject to civil and criminal penalties including fines and imprisonment. We do not condone illegal copying of software under any circumstances and anyone who makes, uses, or otherwise acquires unauthorized software shall be appropriately disciplined. · No employee shall give Organizational software to any outsiders including students. No employee shall install any software on Organizational computers except the software provided by the Organization for installation. No employee shall establish a password or encryption protection on an Organization computer without authorization from the Organization or without providing such password or the key to such encryption to the Organization.
- Any employee who determines that there may be a purposeful or accidental violation of the above software policy within the Organization shall notify the Head of School. All software installed and/or used on Organization computers shall be properly licensed through appropriate procedures.

### Right to Monitor and Consequences

All Organization-supplied technology, including computer systems and Organization-related work records,

belong to the Organization and not the employee. The Organization routinely monitors usage patterns for its e-mail and Internet communications. Although encouraged to explore the vast resources available on the Internet staff should use discretion in the sites that are accessed.

Since all the computer systems and software, as well as the e-mail and Internet connection, are the Organization's, all Organization policies are in effect at all times. Any employee who abuses the privilege of access to e-mail or the Internet may be denied access to the Internet and, if appropriate, be subject to disciplinary action up to and including termination.

#### I. Confidentiality of Organization Information

The protection of the Organization's confidential information is vital to the interests and the success of the Organization.

It is the policy of the Organization to ensure that the operations, activities and business affairs of the Organization are kept confidential to the greatest possible extent. If during the course of employment, you acquire confidential information or proprietary information about the Organization and its students, such information is to be handled in strict confidence and not to be discussed with persons outside the Organization. Such confidential information includes, but is not limited to, the following examples: student records, compensation, certain policies and procedures, and building and security-related information.

Staff are also responsible for the internal security of such information.

Please remember that keeping all of the Organization's proprietary information confidential is part of your employment arrangement with the Organization. This obligation shall remain in effect during your employment at the Organization and at all times thereafter. Violation of this policy is a serious breach of confidence and may lead to disciplinary action, up to and including immediate termination.

#### J. Conflicts of Interest

Staff have an obligation to conduct Organization business within guidelines that prohibit actual or potential conflicts of interest. The purpose of these guidelines is to provide general direction so that staff can seek further clarification on issues related to the subject of acceptable standards of operation.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the Organization's dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside organizations. However, if an employee has any influence on transactions involving purchases, contracts, or leases, it is imperative that the employee disclose to the Head of School as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which the School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the Organization.

The data, designs, plans, ideas, and materials of the Organization are the property of the Organization and should never be given to an outside firm or individual. Any improper transfer of material or disclosure of information, even though it is not apparent that an employee has personally gained by such action, constitutes unacceptable conduct.

#### K. Dress Code

In this Organization, we always aim to set high expectations for students and to model those expectations with our own behavior. Because of this, staff must demonstrate the professional attitude and appearance we expect of our students. While staff are not expected to follow the student dress code to the letter, we should remain mindful that we serve as models for our students of successful and serious professionals and should always demonstrate that through our appearance.

When making decisions about clothing, please consider the spirit of this policy. The goal of the description below is not to create a climate of scrutiny around wardrobe choices, but rather to contribute to a professional work environment and model high expectations for students.

#### L. Business Ethics and Code of Conduct

The successful business operation and reputation of The Organization is built upon the principles of fair dealing and ethical conduct of our staff. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The Organization will comply with all applicable laws and regulations and expects all staff to conduct business in accordance with all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed with your Head of School. Compliance with this policy of business ethics and conduct is the responsibility of every BCS employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

Employees are expected to maintain documentation of their used sick & personal days. Managers are expected to maintain documentation of their direct reports' sick & personal days. Requests for professional development leave should be made to the employee's manager and will be considered on a case-by-case basis.

#### H. Bereavement Leave

In the event of a death in the immediate family member such as a spouse, child, parent, sibling or comparable step-relation up to five (5) days without loss of pay shall be provided. Two (2) days without loss of pay shall be provided for the death of an extended family member. Any requests for additional time off must be presented to and approved by the supervising administrator.

#### I. Religious Leave

The Organization will work to accommodate the reasonable religious needs of staff as long as these do not present an undue hardship to the business. Staff may request this time as either paid vacation or time off without pay. Reasonable accommodations to bona fide religious observances and practices should be made in accordance with work scheduling.

#### J. Maternity/Paternity Leave

In addition, BCS provides two (2) weeks paid maternity and paternity leave at the time of the birth or adoption of a child.

When requesting maternity, paternity or adoption leave, it is the employee's responsibility to notify

their Manager in writing with the dates as soon as possible. With not less than two weeks' notice, the employee must notify their Manager and the Managing Director of Finance & Operations:

- The anticipated beginning and ending date of the leave.
- The date the employee will return to work full time.
- Whether or not the employee prefers to use paid time off to receive payment during the leave.
- The address and telephone number where the employee can be reached during their leave.
- Any changes to the employee's health insurance coverage; that is if the employee wishes to change from single to family medical coverage or if the employee wishes to include the child on the employee's existing family coverage.

If the employee returns from leave, they will be entitled to return to the same or a substantially similar position at the end of the approved leave. This will not apply if the employee's position and substantially similar positions have been eliminated due to changes in operating or economic conditions during the employee's leave period.

The Organization's group insurance benefits will continue for up to three months of approved leave time. If the employee decides to continue medical and dental insurance benefits while on leave the employee contribution portion of the insurance premium will be deducted from their paychecks. If the employee is not eligible for paid time they will be responsible for submitting the contribution for their insurance premium before the first of each month while on leave. The employee must notify their Manager of the birth or adoption date of the child as soon as it is known to enable the Organization to process any requested changes in medical coverage.

### Family and Medical Leave Act

**Policy:** In accordance with the Family and Medical Leave Act of 1993 ("FMLA"), the Organization will provide eligible staff with a family or medical leave for up to twelve (12) work weeks in any "rolling" 12-month period, measured backward from the date an employee uses any FMLA leave. The leave may be paid, unpaid, or a combination of paid and unpaid, depending on the circumstances as specified in this policy. If an employee is not eligible for a 12 week FMLA leave, an eight (8) week maternity or adoption leave may be granted in accordance with Tennessee state law, or a medical leave may be granted in appropriate circumstances to an employee as a reasonable accommodation for a disability.

**Compensation:** Beyond the two (2) weeks of paid maternity and paternity leave, the Organization does not provide compensation for staff while they are on FMLA leave. However, staff who take part in the short term and long-term disability insurance program offered through the Organization may be eligible to receive an insurance benefit during their approved leave. Currently, this insurance benefit pays participating staff 60% of their salary, tax-free, for the duration of the eligible leave. Eligibility requirements and benefit details for this insurance benefit are detailed separately in the insurance policy, and are subject to change if/when the insurance policy changes.

**Eligibility:** To be eligible for FMLA leave, an employee must be employed by the Organization for at least 12 months (not necessarily consecutive) and have worked at least 1,250 hours during the previous 12-month period. For staff who are not eligible for FMLA, the Organization will provide maternity and adoption leaves in accordance with Tennessee law, and medical leaves as a reasonable accommodation.

**Types of Leave Covered:** FMLA leave may be taken for one or more of the following reasons:

- for the birth or placement of a child for adoption or foster care;
- to care for a spouse, child, or parent with a serious health condition; or

- to take a medical leave when the employee is unable to perform the functions of his/her position because of a serious health condition.

A "serious health condition" is an illness, injury, impairment, or physical or mental condition affecting the employee's or family member's health to the extent that inpatient care is required in a hospital, hospice, or residential medical care facility, or a condition that requires continuing treatment by a health care provider. It includes a serious and long-term illness which results in recurrent or lengthy absences for treatment or recovery.

A serious health condition involving "continuing treatment" by a health care provider includes: (1) a period of incapacity of more than three (3) consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition; (2) any period of incapacity due to pregnancy or prenatal care; (3) any period of incapacity or treatment due to a chronic serious health condition (e.g, diabetes, asthma, epilepsy); and (4) a period of incapacity which is permanent or long-term and for which treatment may not be effective (e.g., Alzheimer's disease).

A serious health condition also includes, although is not limited to, most cancers, strokes, appendicitis, pneumonia, heart attacks, heart conditions requiring bypass or valve operations, back conditions requiring extensive therapy or surgical procedures, severe arthritis, pneumonia, severe nervous disorders, miscarriages, complications or illnesses related to pregnancy, childbirth and recovery from childbirth. Substance abuse may qualify as a serious health condition if certain conditions are met. However, FMLA leave may only be taken for treatment for substance abuse by a health care provider, not for the use of the substance itself or for an employee's self-referral to any treatment program.

The following usually would not be considered serious health conditions: common cold, flu, earaches, upset stomach, minor ulcers, non-migraine headaches, routine dental and orthodontic problems, and periodontal disease. FMLA does not cover voluntary or cosmetic treatments (such as most treatments for orthodontia or acne) which are not medically necessary, unless inpatient hospital care is required.

For any condition which does not require inpatient care, the employee or family member must be receiving continuing treatment by or supervision from a health care provider. Generally, a health condition which, if left untreated, would result in a period of incapacity requiring absence of more than three (3) calendar days from work, school, or other regular daily activities would be considered a serious health condition. However, a regimen of treatment does not include the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider.

Staff with questions about whether a particular situation qualifies as a serious health condition should consult with the Head of School.

Leaves Requested Because of Serious Health Condition: To receive FMLA leave because of an employee's own serious health condition or to care for a spouse, child or parent with a serious health condition, staff should give the following notices and/or certifications:

- A 30-day advance notice of the need to take FMLA leave is required when the need is foreseeable. If the need for a leave is not foreseeable because of a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, then the employee must give as much notice as is possible under the particular circumstances involved.
- Notice is given when the employee submits a written request for a leave to their School's Leader or the Head of School. If written notice is not possible because the need for the leave was not foreseeable, oral notification should be given immediately to the appropriate Head of School or the Head of School and followed up in writing as soon as possible thereafter.
- Satisfactory medical certification must be submitted with the leave request or at least within 15 days of the request for the leave. The certification must support the need for leave due to a serious health condition affecting the employee or the employee's spouse, child or parent, and include

the date the serious health condition began, its anticipated duration, diagnosis, and a brief statement of treatment, along with a statement of the employee's intent to return to work.

- The Organization may communicate with the employee's health care provider for clarification of the contents of the medical certification document.
- If the request for leave is for a medical leave because of the employee's own serious health condition, the required medical certification must also include a statement that the employee is unable to perform the essential functions of the employee's position and should note any type of activities the employee can perform.
- If the request for leave is to care for a seriously ill family member, the certification must include a statement that the patient requires assistance and that the employee's presence would be beneficial or desirable.
- Periodic reports may be required during FMLA leave regarding the employee's status, anticipated duration of leave, and intent to return to work. Medical certification is required to cover all periods of absence while on leave.



May 16, 2022

Memphis-Shelby County Schools  
160 S. Hollywood St.  
Memphis, TN 38112

**RE: Binghampton Community School**

To Whom it May Concern,

Please be advised that the insurance coverages below will be provided if the Charter Application for Binghampton Community School is approved by Memphis-Shelby County Schools for the 2023-2024 school term.

- General Liability - \$2,000,000 aggregate limit / \$1,000,000 occurrence limit
- Umbrella Coverage - \$5,000,000 (This umbrella provides an additional \$5,000,000 coverage limit above the underlying Auto Liability, Professional Liability, General Liability, Sexual Abuse/Molestation Liability and Employers Liability.)
- Professional Liability (which includes Directors & Officers Liability, Employment Practices Liability) - \$1,000,000 limit
- School contents (property) coverage – Replacement Cost Coverage
- Employers Liability/Workers Compensation coverage - \$1,000,000 limit
- Sexual Abuse/Molestation coverage - \$1,000,000 limit
- Automobile Liability - \$1,000,000 limit for any hired and/or non-owned autos.
- Charter School Surety bonds pursuant to TN Code Annotated §49-13-111(n)
- \$500,000 Cyber Liability/ Data Compromise Coverage

The insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Please contact me at 901-767-3083 with any questions you may have.

Sincerely,

Andy Stogner  
Douglas & Greer, Inc.  
Insurance & Bonds since 1948

# Attachment N







Department of  
**Education**

## New Charter School Application Budget Template Instructions

### Template Tabs

<a href="#">1) Proposed School Information</a>	Enter proposed school name, contact information, and proposed year of opening
<a href="#">2) Student Assumptions</a>	Enter enrollment and key student demographic information assumptions
<a href="#">3) Pre-Opening Budget</a>	Enter budget details and assumptions for 12 month period prior to Year 1
<a href="#">4) Pre-Opening Cash Flow</a>	Enter cash flow details and assumptions for 12 month period prior to Year 1
<a href="#">5) Years 1-10 Staff Assumptions</a>	Enter staffing assumptions; assumptions will drive over tabs
<a href="#">6) Year 1 Budget</a>	Enter budget details and assumptions for Year 1
<a href="#">7) Year 1 Cash Flow</a>	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
<a href="#">8) Years 2 through 10 Budget</a>	Enter budget details and assumptions for Years 2 through 5
<a href="#">9) Summary</a>	Informational; enter a starting fund balance if applicable

### Template Guidance

-  Input financial information into light yellow cells
-  Input assumption information or notes into light green cells
-  Provides additional information or instruction for specific tab or section of tab
-  Cells with red comment tag include additional guidance and instruction

**note:** This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Template Version 02222017



**Binghampton Community School  
New Charter School Application Budget Template  
Proposed School Information**



Proposed School Name	Binghampton Community School
Lead Sponsor Name	Nikita House
Lead Sponsor E-mail Address	nhouse@fellow.bes.org
Lead Sponsor Phone Number	901-406-3603
CMO/EMO Affiliation	

Proposed Authorizer	Shelby County Schools
Proposed Opening Grade Level(s)	Kindergarten
Proposed Final Grade Level(s)	Kindergarten through Fifth Grade
Proposed First Year of Operations	2023-24

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Anticipated Enrollment	60	130	210	300	375

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

**Binghamton Community School  
New Charter School Application Budget Template  
Student Assumptions**

**Enrollment Assumptions**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

60	65	70	75	75
----	----	----	----	----

1st Grade

0	65	70	75	75
---	----	----	----	----

2nd Grade

0	0	70	75	75
---	---	----	----	----

3rd Grade

0	0	0	75	75
---	---	---	----	----

4th Grade

0	0	0	0	75
---	---	---	---	----

5th Grade

0	0	0	0	0
---	---	---	---	---

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

**Total Enrollment (excluding Pre-Kindergarten)**

<b>60</b>	<b>130</b>	<b>210</b>	<b>300</b>	<b>375</b>
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**Change in Net Enrollment**

<b>60</b>	<b>70</b>	<b>80</b>	<b>90</b>	<b>75</b>
-----------	-----------	-----------	-----------	-----------

**# of Classes By Grade**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
---------------	---------------	---------------	---------------	---------------

Pre-Kindergarten (Informational)

0	0	0	0	0
---	---	---	---	---

Kindergarten

3	3	3	3	3
---	---	---	---	---

1st Grade

0	3	3	3	3
---	---	---	---	---

2nd Grade

0	0	3	3	3
---	---	---	---	---

3rd Grade

0	0	0	3	3
---	---	---	---	---

4th Grade

0	0	0	0	3
---	---	---	---	---

5th Grade

0	0	0	0	0
---	---	---	---	---

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
<b>Total # of Classes</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>15</b>
<b>Change in Net # of Classes</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

Other Key Assumptions Enter Estimated Percentages					
SPED %	15%	15%	15%	15%	15%
<b>SPED Count</b>	<b>9</b>	<b>20</b>	<b>32</b>	<b>45</b>	<b>56</b>
ELL %	6%	6%	6%	6%	6%
<b>ELL Count</b>	<b>4</b>	<b>8</b>	<b>13</b>	<b>18</b>	<b>23</b>
Anticipated Paid %	0%	0%	0%	0%	0%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	100%	100%	100%	100%	100%
<b>Anticipated Paid Count</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Anticipated Reduced Count</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Anticipated Free Count</b>	<b>60</b>	<b>130</b>	<b>210</b>	<b>300</b>	<b>375</b>
<b>Total Free and Reduced Count</b>	<b>60</b>	<b>130</b>	<b>210</b>	<b>300</b>	<b>375</b>
School Days	181	181	181	181	181
Attendance Rate	96%	96%	96%	96%	96%

**Binghamton Community School  
New Charter School Application Budget Template  
Pre-Opening Budget**

**Revenue Assumptions**

		Year 0 2022-23	
Federal Revenues	Rate/Assumption	Amount	Assumption Notes
<b>State Revenues</b>			
Basic Education Program	\$0	-	
BEP Transportation Component	\$0	-	
BEP Capital Outlay	\$0	-	
Other	\$0	-	
Other	\$0	-	
Title I	\$0	-	
Title II	\$0	-	
Title III	\$0	-	
NSLP	\$0	-	
E-Rate	\$0	-	
CSP Startup Grant	\$0	-	
<b>Fundraising &amp; Philanthropy</b>			<b>Detail any private funding sources</b>
Board Committed Fundraising	\$10,000	\$10,000	Board commitment to donate and/or raise \$10,000 in Year 0
BES Grant	\$250,000	\$250,000	BCS has received \$100,000 from Building Excellent Schools, contingent upon MSCS authorization, with a pending application for an additional \$150,000. Please the Attachment labeled "BES Funding Letter".
Local Philanthropy Support	\$0	\$0	BCS is conservatively not including any additional local foundation funding, but will be soliciting additional support.
New Schools Ventures Fund	\$215,000	\$215,000	New Schools Venture Fund awarded BCS \$215,000 for the planning year pending authorization see Attachment E: Letter of Support
<b>Total Revenues</b>		<b>475,000</b>	

**Additional Space to Provide Fundraising Details**

**Compensation Assumptions**

		Year 0 2022-23	
	FTE Count		Assumption Notes
<b>Administrative Staff</b>			
Principal/School Leader	0.92	\$91,667	Assumes no salary needed July of 2022 due to BES Stipend; 11 month salary from Aug of 2022-Jun of 2023 prorated at an annual salary of \$100,000
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Administrative Compensation</b>	<b>0.92</b>	<b>91,667</b>	
<b>Instructional Staff</b>			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Instructional Compensation</b>	<b>0.00</b>	<b>-</b>	
<b>Non-Instructional Staff</b>			
Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	0.13	\$7,750	Director of Operations working part-time April-June to support with school opening logistics
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
<b>Total Non-Instructional Compensation</b>	<b>0.13</b>	<b>7,750</b>	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
<b>Total FTE Count</b>	<b>1.05</b>		
<b>Total Compensation</b>		<b>99,417</b>	

**Employer Benefits & Tax Assumptions**

		Year 0 2022-23	
	Base Assumption		Assumption Notes
Social Security	6.20%	\$6,164	Assumes a rate of 6.2% of all wages during the pre-opening year
Medicare	1.45%	\$1,442	Assumes a rate of 1.45% of all wages during the pre-opening year
State Unemployment	2.70%	\$1,189	Assumes 2.7% on \$7,000 wage base per employee; HoS from Aug 2022-Jun 2023
Disability/Life Insurance	0.00%	\$0	N/A during pre-opening year of 2022-2023
Workers Compensation Insurance	1%	\$994	Estimated at 1% of salaries
Other Fringe Benefits	0.00%	\$0	N/A during pre-opening year of 2022-2023
Medical Insurance	\$300	\$3,300	Assumes \$300 per month for all employees, including the HoS for 11 months
Dental Insurance	\$75	\$825	Assumes \$75 per month for all employees, including the HoS for 11 months
Vision Insurance	\$25	\$275	Assumes \$25 per month for all employees, including the HoS for 11 months
Other Retirement	9.00%	\$8,948	Assumes employer contribution of amount equal to 4% of your employee compensation to the defined benefit plan and 5% of employee compensation to the defined contribution 401(k) plan- TCRS Hybrid Plan
<b>Total Employer Benefits &amp; Taxes</b>		<b>22,136</b>	

**Operating Expenses**

		Year 0 2022-23	
			Assumption Notes
<b>Contracted Services</b>			
Professional Development	\$5,000	\$5,000	Assumes \$5,000 for the IB application candidacy fee that must be submitted to begin candidacy process
Financial Services	\$750	\$10,250	Assumes \$750 monthly fee from Aug 2022 through March 2023 and \$1,750 a month May to June 2023 for financial management and accounting services, escalating as school financial activity ramps up.
Audit Services	\$0	\$0	N/A during pre-opening year of 2022-2023
Legal Fees	\$0	\$0	N/A during pre-opening year of 2022-2023
Copier Lease and Usage	\$0	\$0	N/A during pre-opening year of 2022-2023
Internet and Phone Service	\$0	\$0	HoS will utilize personal internet working remotely during planning year, and school inquiries will be directed to personal cell until physical space established
Cell Phone Service	\$0	\$0	N/A during pre-opening year of 2022-2023
Payroll Services	\$90	\$1,188	\$90/month for 11 months + W2 fees
Health Services	\$0	\$0	N/A during pre-opening year of 2022-2023
Transportation	\$0	\$0	N/A during pre-opening year of 2022-2023
IT Services	\$0	\$0	N/A during pre-opening year of 2022-2023
Contracted SPED Services	\$0	\$0	N/A during pre-opening year of 2022-2023
Insurance	\$0	\$0	N/A during pre-opening year of 2022-2023

Postal Charges	\$800	\$3,200	Assumes \$800 for postal charges using Every Door Direct Mail from USPS to mail marketing materials in the fall, winter spring, and summer of 2022-2023
Bank Charges	\$20	\$240	Assumes \$20 a month for account fees
<b>Supplies &amp; Materials</b>			
Textbooks and Instructional Supplies	\$0	\$0	N/A during pre-opening year of 2022-2023; Purchased in July 2023
Education Software	\$0	\$0	N/A during pre-opening year of 2022-2023
Student Supplies	\$25	\$1,500	Assumes \$25 per student (60) for supplies bought in June of 2023 to be prepared for Year 1 opening
Faculty Supplies	\$0	\$0	N/A during pre-opening year of 2022-2023
Library Books	\$0	\$0	N/A during pre-opening year of 2022-2023
Testing & Evaluation	\$0	\$0	N/A during pre-opening year of 2022-2023
Student Laptops	\$0	\$0	N/A during pre-opening year of 2022-2023
Faculty Laptops	\$900	\$9,000	Assumes laptop for all new employees in Year 1 to be prepared for Summer PD in July 2023, (10, as HOS will retain personal laptop)
Office Supplies	\$0	\$0	N/A during pre-opening year of 2022-2023
Printing Paper	\$0	\$0	N/A during pre-opening year of 2022-2023
Marketing Materials	\$3,000	\$3,000	Marketing materials for post-card ads, flyers, website and social media marketing, newspaper ads, branded table cloth, signage, and BCS swag
Student Uniforms	\$25	\$1,500	Assumes \$25 per student (60) for 2 BCS uniform shirts bought in June of 2023 to students and families to be prepared in Year 1 of opening
Gifts & Awards - Students	\$0	\$0	N/A during pre-opening year of 2022-2023
Gifts & Awards - Teachers and Staff	\$0	\$0	N/A during pre-opening year of 2022-2023
Health Supplies	\$0	\$0	N/A during pre-opening year of 2022-2023
<b>Facility Related Expenses</b>			
Rent	\$9	\$9,375	Assumes a prorated rent of \$9,375 for June 2023 for the temporary facility BCS will lease in Year 1 of opening
Utilities	\$2	\$1,750	Assumes \$1,750 a month for utilities for June 2023, based on projected square footage of 12,500 square feet.
Custodial	\$500	\$500	Assumes \$500 for cleaning services for June 2023
Waste	\$0	\$0	N/A during pre-opening year of 2022-2023
Faculty Furniture	\$300	\$3,300	Assumes \$300 per faculty member (11) for a desk, chair, and filing cabinet to be prepared for Year 1 opening to be prepared for Summer PD
Student Furniture	\$200	\$12,000	Assumes \$200 per student (60) for desks and chairs
Internet/Network Equipment	\$200	\$200	Assumes internet for the month of Jun 2023
Other Equipment	\$0	\$0	N/A during pre-opening year of 2022-2023
Building Decorum	\$0	\$0	N/A during pre-opening year of 2022-2023
Tenant Improvements	\$0	\$0	N/A during pre-opening year of 2022-2023
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Other Charges</b>			
Staff Recruitment	\$500	\$500	Staff recruitment for inaugural school year
Student Recruitment & Community Engagement	\$1,000	\$5,000	Assumes \$1,000 per community engagement event for a total of 5 events during pre-opening year
Parent & Staff Meetings	\$0	\$0	N/A during pre-opening year of 2022-2023
Authorizer Fee	\$0	\$0	N/A during pre-opening year of 2022-2023
BES Follow On Support	\$15,000	\$15,000	BES follow on support annual fee for Year 0
<b>Debt Service</b>			
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Total Operating Expenses</b>		<b>82,503</b>	
<b>Total Expenses</b>		<b>204,056</b>	

**Binghamton Community School  
New Charter School Application Budget Template  
Pre-Opening Cash Flow**

**Cash Flow Summary**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Beginning Cash</b>															
			213,631	200,375	432,620	418,364	405,608	391,353	378,597	364,241	351,386	333,447	289,208		
<b>Revenues</b>															
State Revenues															
Federal Revenues															
School Activity Revenues															
Fundraising & Philanthropy	475,000	215,000		250,000									10,000	475,000	
<b>Total Revenues</b>	475,000	215,000		250,000									10,000	475,000	
<b>Expenses</b>															
Staffing	99,417		8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	10,917	10,917	10,917	99,417	0
Employer Benefits & Taxes	22,136		2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	22,136	(0)
Contracted Services	19,878	119	1,160	6,160	1,160	1,160	1,160	1,160	1,160	1,160	2,160	2,160	2,160	20,878	(1,000)
Supplies & Materials	16,000		500		500		500		500		500	12,500	1,000	16,000	
Facility-Related Expenses	27,125											15,300	11,825	27,125	
Other Charges	20,500	1,250	1,250	1,250	2,250	1,250	2,250	1,250	2,350	1,350	2,350	1,350	2,350	20,500	
Debt Service															
<b>Total Expenses</b>	205,056	1,369	13,256	17,756	14,256	12,756	14,256	12,756	14,356	12,856	17,939	44,239	30,264	206,056	(1,000)
<b>Operating Income (Loss)</b>	269,944	213,631	(13,256)	232,244	(14,256)	(12,756)	(14,256)	(12,756)	(14,356)	(12,856)	(17,939)	(44,239)	(20,264)	268,944	1,000
Changes in Accounts Receivable															
Changes in Accounts Payable															
Line of Credit Proceeds															
Line of Credit Repayments															
Other Balance Sheet Activity															
<b>Ending Cash</b>			213,631	200,375	432,620	418,364	405,608	391,353	378,597	364,241	351,386	333,447	289,208	268,944	

**Details of Cash Flow**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Revenues</b>															
<b>State Revenues</b>															
Basic Education Program															
BEP Transportation Component															
BEP Capital Outlay															
Other															
<b>Federal Revenues</b>															
CSP Startup Grant															
<b>Fundraising &amp; Philanthropy</b>															
Board Committed Fundraising	10,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	10,000	-
BES Grant	250,000	\$0	\$0	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	250,000	-
Local Philanthropy Support		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
New Schools Ventures Fund	215,000	\$215,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	215,000	-
<b>Total Revenues</b>	475,000	215,000		250,000									10,000	475,000	

Assumption Notes

**Compensation**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
<b>Compensation</b>															
Principal/School Leader	91,667	\$0	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	91,667	0
Assistant Principal		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Special Education Coordinator		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Deans, Directors		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Other (Specify in Assumptions)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
<b>Total Administrative Compensation</b>	91,667		8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	91,667	0
<b>Instructional Staff</b>															
Teachers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Special Education Teachers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Educational Assistants/Aides	7,750	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,583	\$2,583	\$2,583	7,750	-
Elective Teachers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Other (Specify in Assumptions)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
<b>Total Instructional Compensation</b>	7,750										2,583	2,583	2,583	7,750	-
<b>Non-Instructional Staff</b>															
Clerical Staff		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Custodial Staff		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Operations	7,750	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,583	\$2,583	\$2,583	7,750	-
Social Workers/Counseling		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Other (Specify in Assumptions)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
<b>Total Non-Instructional Compensation</b>	7,750										2,583	2,583	2,583	7,750	-
<b>Bonus</b>															
Other Non FTE Compensation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Other Non FTE Compensation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Other Non FTE Compensation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
<b>Total Compensation</b>	99,417		8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	10,917	10,917	10,917	99,417	0

Assumption Notes

**Employer Benefits & Taxes**

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Social Security	6,164	\$0	\$560	\$560	\$560	\$560	\$560	\$560	\$560	\$560	\$560	\$560	\$560	6,164	(0)
Medicare	1,442	\$0	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	1,442	-
State Unemployment	189	\$0	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	\$17	189	(0)
Disability/Life Insurance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Workers Compensation Insurance	994	\$0	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	994	-
Other Fringe Benefits		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-
Medical Insurance	3,300	\$0	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,300	-
Dental Insurance	825	\$0	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	\$75	825	-
Vision Insurance	275	\$0	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	275	-
Other Retirement	8,948	\$0	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	\$813	8,948	0

Assumption Notes

**Total Employer Benefits & Taxes**

22,136	-	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	2,012	22,136	(0)
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**Operating Expenses**

Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23	2022-23
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	

**Contracted Services**

	5,000	50	50	\$5,000	50	50	50	50	50	50	50	50	50	5,000	
Professional Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Financial Services	10,250	50	50	750	750	750	750	750	750	750	750	750	750	11,250	(1,000)
Audit Services	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Legal Fees	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Copier Lease and Usage	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Internet and Phone Service	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Cell Phone Service	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Payroll Services	1,188	599	599	599	599	599	599	599	599	599	599	599	599	1,188	(0)
Health Services	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Transportation	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
IT Services	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Contracted SPED Services	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Insurance	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Postal Charges	3,200	50	50	5291	5291	5291	5291	5291	5291	5291	5291	5291	5291	3,200	(0)
Bank Charges	240	520	520	520	520	520	520	520	520	520	520	520	520	240	-

**Assumption Notes**

**Supplies & Materials**

	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Textbooks and Instructional Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education Software	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Student Supplies	1,500	50	50	50	50	50	50	50	50	50	50	50	50	1,500	-
Faculty Supplies	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Library Books	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Testing & Evaluation	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Student Laptops	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Faculty Laptops	9,000	50	50	50	50	50	50	50	50	50	50	50	50	9,000	-
Office Supplies	1,000	50	50	50	50	50	50	50	50	50	50	50	50	1,000	-
Printing Paper	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Marketing Materials	3,000	50	50	500	50	500	50	500	50	500	50	500	500	3,000	-
Student Uniforms	1,500	50	50	50	50	50	50	50	50	50	50	50	50	1,500	-
Gifts & Awards - Students	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Gifts & Awards - Teachers and Staff	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Health Supplies	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-

**Facility Related Expenses**

	9,375	50	50	50	50	50	50	50	50	50	50	50	50	9,375	-
Rent	9,375	50	50	50	50	50	50	50	50	50	50	50	50	9,375	-
Utilities	1,750	50	50	50	50	50	50	50	50	50	50	50	50	1,750	-
Custodial	500	50	50	50	50	50	50	50	50	50	50	50	50	500	-
Waste	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Faculty Furniture	3,300	50	50	50	50	50	50	50	50	50	50	50	50	3,300	-
Student Furniture	12,000	50	50	50	50	50	50	50	50	50	50	50	50	12,000	-
Internet/Network Equipment	200	50	50	50	50	50	50	50	50	50	50	50	50	200	-
Other Equipment	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Building Decorum	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Tenant Improvements	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Other	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Other	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Other	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Other	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Other	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-

**Other Charges**

	500	50	50	50	50	50	50	50	50	50	50	50	50	500	-
Staff Recruitment	500	50	50	50	50	50	50	50	50	50	50	50	50	500	-
Student Recruitment & Community Engagement	5,000	50	50	50	50	50	50	50	50	50	50	50	50	5,000	-
Parent & Staff Meetings	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
Authorizer Fee	-	50	50	50	50	50	50	50	50	50	50	50	50	-	-
BES Follow On Support	15,000	50	50	50	50	50	50	50	50	50	50	50	50	15,000	-

**Debt Service**

Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Total Operating Expenses**

83,503	1,369	2,910	7,410	3,910	2,410	3,910	2,410	4,010	2,510	5,010	31,310	17,335	84,503	(1,000)
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**Total Expenses**

205,056	1,369	13,256	17,756	14,256	12,756	14,256	12,756	14,356	12,856	17,939	44,239	30,264	206,056	(1,000)
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**Binghamton Community School  
New Charter School Application Budget Template  
Year 1-5 Staff Assumptions**

**FTE Assumptions**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Fiscal Year					
Enrollment	60	130	210	300	375
# of Classes	3	6	9	12	15
<b>Administrative Staff</b>					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	1.00	1.00	1.00
Special Education Coordinator	1.00	1.00	1.00	1.00	1.00
Deans, Directors	0.00	0.00	0.00	1.00	1.00
Other (Specify in Assumptions)	0.00	0.00	1.00	1.00	1.00
<b>Total Administrative FTE</b>	<b>2.00</b>	<b>2.00</b>	<b>4.00</b>	<b>5.00</b>	<b>5.00</b>
<b>Instructional Staff</b>					
Teachers	3.00	6.00	9.00	12.00	15.00
Special Education Teachers	0.00	0.50	1.00	2.00	3.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
Elective Teachers	0.75	1.50	2.25	3.00	3.75
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
<b>Total Instructional FTE</b>	<b>3.75</b>	<b>8.00</b>	<b>12.25</b>	<b>17.00</b>	<b>21.75</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	1.00	1.00	1.00	2.00	2.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	0.50	1.00	2.00	2.00	2.00
Other (Specify in Assumptions)	0.00	0.50	1.00	2.00	2.00
<b>Total Non-Instructional FTE</b>	<b>2.50</b>	<b>3.50</b>	<b>5.00</b>	<b>7.00</b>	<b>7.00</b>
<b>Total FTE</b>	<b>8.25</b>	<b>13.50</b>	<b>21.25</b>	<b>29.00</b>	<b>33.75</b>

**Compensation Assumptions**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
<b>Annual Increase</b>	0.00%	2.00%	2.00%	2.00%	2.00%
<b>Cumulative Increase</b>	100.00%	102.00%	104.04%	106.12%	108.24%
<b>Administrative Staff</b>					
Principal/School Leader	\$100,000	102,000	104,040	106,121	108,243
Assistant Principal	\$75,000	-	78,030	79,591	81,182
Special Education Coordinator	\$60,000	60,000	62,424	63,672	64,946
Deans, Directors	\$60,000	-	-	63,672	64,946
Other (Specify in Assumptions)	\$60,000	-	62,424	63,672	64,946
<b>Total Administrative</b>	<b>160,000</b>	<b>163,200</b>	<b>306,918</b>	<b>376,729</b>	<b>384,263</b>
<b>Instructional Staff</b>					
Teachers	\$51,217	153,651	313,448	479,576	652,223
Special Education Teachers	\$51,217	-	26,121	53,286	108,704
Educational Assistants/Aides	\$0	-	-	-	-
Elective Teachers	\$51,217	38,413	78,362	119,894	163,056
Other (Specify in Assumptions)	\$0	-	-	-	-
<b>Total Instructional Compensation</b>	<b>192,064</b>	<b>417,931</b>	<b>652,756</b>	<b>923,982</b>	<b>1,205,797</b>
<b>Non-Instructional Staff</b>					
Clerical Staff	\$45,000	45,000	45,900	46,818	47,749
Custodial Staff	\$0	-	-	-	-
Operations	\$62,000	62,000	63,240	64,505	65,795
Social Workers/Counseling	\$55,000	27,500	56,100	114,444	116,733
Other (Specify in Assumptions)	\$42,000	-	21,420	43,697	89,141
<b>Total Non-Instructional Compensation</b>	<b>134,500</b>	<b>186,660</b>	<b>269,464</b>	<b>367,178</b>	<b>374,522</b>
<b>Other Compensation</b>	-	-	-	-	-
<b>Other Compensation</b>	-	-	-	-	-
<b>Other Compensation</b>	-	-	-	-	-
<b>Other Compensation</b>	-	-	-	-	-
<b>Total Compensation</b>	<b>486,564</b>	<b>767,791</b>	<b>1,229,137</b>	<b>1,667,889</b>	<b>1,964,582</b>

**Assumption Notes**

Assumes 1 HOS starting in Year 0
Assumes 1 Asst. HOS starting in Year 3
Assumes 1 Special Ed Coordinator/Teacher in Y1
Dean of Instruction added in Y4 and Dean Culture
Assumes 1 IB Coordinator added in Y3
Assumes 3 IB teachers added each year. Base salary is based on BCS salary scale, built in line with MSCS. Assumes average teacher step of 3.
Assumes 1 part-time Sped teacher in Yr 2, 1 fulltime in Year 3, 2 fulltime added in Y4, and 3 fulltime in Y5
Assumes 3 part-time Elective Teachers for Years 1-3 at \$34/hr. Art Teacher will teach 2 days a week, Spanish and PE teacher will teacher 4 days a week, with hours increasing based on number of classes. Each will be full-time in outer years.
Assumes 1 Office Manager starting in Year 1 with a salary of \$45,000. Also following a step scale salary and added another in Year 5
Assumes 1 Dir of Ops
Assumes 1 contracted part-time counselor in Yr 1, and additional 1 part-time contracted social worker in Years 2, then both positions being full time in Year 3
Assumes 1 Student Support Specialist starting in Year 2 with another starting Full time in Year 4.



**Employer Benefits & Tax Assumptions**

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2023-24	2024-25	2025-26	2026-27	2027-28	
Social Security	<b>Base Assumption</b>						
	6.20%	\$30,167	\$47,603	\$76,207	\$103,409	\$121,804	
	Medicare	1.45%	\$7,055	\$11,133	\$17,822	\$24,184	\$28,486
	State Unemployment	2.70%	\$1,559	\$2,552	\$4,016	\$5,481	\$6,379
	Disability/Life Insurance	0.00%					
	Workers Compensation Insurance	1.00%	\$4,866	\$7,678	\$12,291	\$16,679	\$19,646
Other Fringe Benefits	0.00%						
<b>Health Insurance</b>							
<b>Annual Increase</b>		3.00%	3.00%	4.00%	4.00%	4.00%	
<b>Cumulative Increase</b>		103.00%	106.09%	110.33%	114.75%	119.34%	
Medical Insurance	\$3,600	\$27,532	\$45,052	\$71,604	\$97,718	\$113,724	
Dental Insurance	\$600	\$4,589	\$7,509	\$11,934	\$16,286	\$18,954	
Vision Insurance	\$300	\$2,294	\$3,754	\$5,967	\$8,143	\$9,477	
TCRS Certified Legacy	8.69%	\$3,298	\$5,538	\$9,334	\$12,318	\$14,852	
TCRS Certified Hybrid	9.00%	\$30,745	\$51,616	\$87,004	\$114,813	\$138,439	
TCRS Support	6%	\$6,420	\$7,834	\$9,301	\$15,027	\$15,327	
Other Classified Retirement	0.00%						
Other Retirement	0.00%						

Assumption Notes
Assumes a rate of 6.2% of all wages each year of
Assumes a rate of 1.45% of all wages each year of
Assumes 2.7% on \$7,000 wage base per pupil
Assumes a rate of 1.00% of all wages each year of

Assumes an employer contribution of \$300 per month, per FTE each year; 3% increase each year beginning in Y2, and 90% staff participation
Assumes an employer contribution of \$50 per month, per FTE each year; 3% increase each year beginning in Y2, and 90% utilization
Assumes an employer contribution of \$25 per month, per FTE each year; 4% increase each year beginning in Y2, and 90% utilization

Assumes 10% of instructional staff are Legacy, based off of 22-23 Rates at 8.69%
Assumes Hybrid plan for 90% of Instructional Staff at 9%
Assumes Support staff at traditional rate of 6%

**Binghamton Community School  
New Charter School Application Budget Template  
Year 1 Budget**

**Revenue Assumptions**

	<b>Year 1</b>
	<b>2023-24</b>
<b>Annual Revenue Increase</b>	0.00%
<b>Cumulative Increase</b>	100.00%

<b>State Revenues</b>	<b>Rate/Assumption</b>		<b>Assumption Notes</b>
Basic Education Program	\$9,247	\$554,820	Assumes \$9247 per student for a total of 60 students in Year 1
BEP Transportation Component	\$336	\$20,158	Assumes \$336 per student for a total of 60 students in Year 1
BEP Capital Outlay	\$402	\$24,102	Assumes \$402 per student for a total of 60 students in Year 1
TN Per Pupil Facilities Funding	\$100	\$6,000	Assumes \$100 per student for a total of 60 students in Year 1
Other	\$0	\$0	
<b>Federal Revenues</b>			
Title I	\$300	\$18,000	Assumes \$300 per student for a total of 60 students in Year 1
Title II	\$0	\$0	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>School Activity Revenues</b>			
Uniform Sales	\$25	\$1,500	Matches expenses below, and assumes \$25 per student
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Fundraising &amp; Philanthropy</b>			
BES Grant Support			
Board Committed Fundraising	\$10,000	\$10,000	Assumes board will raise \$10,000 in the pre-planning year
Local Philanthropy Support			Conservatively not including any additional local fundraising, but BCS will be soliciting local foundation grants as well
New Schools Ventures Fund	\$215,000	\$215,000	Continued investment from New Schools Venture Fund in Operating Y1-3 as is typical with their funding model
<b>Total Revenues</b>		<b>849,580</b>	

**Compensation**

<b>Year 1</b>
<b>2023-24</b>

	<b>FTE Count</b>		<b>Assumption Notes</b>
<b>Administrative Staff</b>			
Principal/School Leader	1.00	100,000	1 Head of School
Assistant Principal	0.00	-	
Special Education Coordinator	1.00	60,000	1 Special Pops Coordinator/Teacher
Deans, Directors	0.00	-	
Other (Specify in Assumptions)	0.00	-	
<b>Total Administrative Compensation</b>	<b>2.00</b>	<b>160,000</b>	
<b>Instructional Staff</b>			
Teachers	3.00	153,651	3 IB Teachers at an average of \$51,217 per teacher
Special Education Teachers	0.00	-	
Educational Assistants/Aides	0.00	-	
Elective Teachers	0.75	38,413	Assumes 3 part-time Elective teachers in Year 1 (Art teacher at 2 days a week, 3 hours; Others at 4 days a week 3 hours)
Other (Specify in Assumptions)	0.00	-	
<b>Total Instructional Compensation</b>	<b>3.75</b>	<b>192,064</b>	
<b>Non-Instructional Staff</b>			
Clerical Staff	1.00	45,000	1 Office Manager
Custodial Staff	0.00	-	
Operations	1.00	62,000	1 Director of Operations
Social Workers/Counseling	0.50	27,500	1 Licensed Counselor part-time in Y1
Other (Specify in Assumptions)	0.00	-	
<b>Total Non-Instructional Compensation</b>	<b>2.50</b>	<b>134,500</b>	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
Other Compensation		-	
<b>Total Compensation</b>		<b>486,564</b>	

**Employer Benefits & Taxes**

**Year 1**

2023-24

**Assumption Notes**

Social Security	30,167	6.2% of wages
Medicare	7,055	1.45% of wages
State Unemployment	1,559	\$400 per FTE
Disability/Life Insurance		
Workers Compensation Insurance	4,866	1% of wages
Other Fringe Benefits		
Medical Insurance	27,532	Average employer contribution of \$3,600 per employee
Dental Insurance	4,589	Average employer contribution of \$600 per employee
Vision Insurance	2,294	Average employer contribution of \$300 per employee
TCRS Certified Legacy	3,298	Assumes 10% of instructional staff are Legacy, based off of 22-23 Rates at 8.69%
TCRS Certified Hybrid	30,745	Assumes Hybrid plan for 90% of Instructional Staff at 9%
TCRS Support	6,420	Assumes Support staff at traditional rate of 6%
Other Classified Retirement		
Other Retirement		
<b>Total Employer Benefits &amp; Taxes</b>	<b>118,525</b>	

**Operating Expenses**

Year 1

2023-24

**Assumption Notes**

<b>Contracted Services</b>			
Professional Development	\$12,250	\$34,450	Candidacy and consultation services Y1 fee-\$9500: Includes remote consultation, 2-day on-site visit, consultant visit report, end of consultancy report, access to the IB's Programme Resource Center, direct support from the authorization department via programme relationship manager. IB Training Workshop for all teachers and HOS and Director of Exceptional Learners: \$550 fee per teacher for 8 IB teachers in Year 1.
Financial Services	\$5,000	\$60,000	Back Office Provider includes AP, payroll, accounting, financial reporting, compliance, budgeting, advising - \$5,000/month in first year
Audit Services	\$0	\$0	No audit required in first fiscal year
Legal Fees	\$4,000	\$4,000	\$4,000/year for ad hoc needs
Copier Lease and Usage	\$550	\$6,600	Assumes \$550 a month for one copier
Internet and Phone Service	\$200	\$2,400	Assumes \$200 a month for building wide phone service
Cell Phone Service	\$0	\$0	Will not need a cell phone service
Payroll Services	\$174	\$2,589	Payroll costs based on per EE estimated rates by local provider
Health Services	\$40	\$2,400	Assumes limited part-time/hourly nursing services through Well Child, well child exams are charged to parents insurance; estimated need of \$40 per student, based on other schools' contracts
Transportation	\$35,000	\$35,000	Assumes 1 bus route
IT Services	\$450	\$5,400	Assumes \$450 per month for IT services
Contracted SPED Services	\$500	\$4,500	Assumes \$500 per Sped student; anticipated 15% Sped population
Insurance	\$20,000	\$20,000	Assumes 20,000 reserve for property and liability insurance, D&O
Postal Charges	\$7	\$420	Assumes \$7 per student for general mailing for 60 students in Year 1
Bank Charges	\$20	\$240	Assumes \$20 per month for bank account fees

**Supplies & Materials**

Textbooks and Instructional Supplies	\$8,020	\$8,020	Costs for Eureka, Wit and Wisdom, and other Science and Social Studies Curriculum, based on quotes for each.
Education Software	\$7,400	\$7,400	Zearn, PowerSchool, and Lexia
Student Supplies	\$0	\$0	Bought in Pre-planning year
Faculty Supplies	\$200	\$1,300	Assumes \$200 per teacher for the 3 lead teachers and 1 elective teacher, 1 SPED Teacher/Coordinator and \$100 per teacher for the PT teachers
Library Books	\$40	\$2,400	Bought in Pre-planning year; assumes \$40 per student
Testing & Evaluation	\$8,295	\$8,295	Costs for STEP, FastBridge, MasteryView (CASE)
Student Laptops	\$400	\$8,000	Assumes 20 laptops- 5 per class with their being 4 classes in Year 1, including SPED
Faculty Laptops	\$800	\$4,000	\$800 Per device for staff
Office Supplies	\$1,000	\$1,000	Assumes pens, hole puncher, stapler, staples, pencils, post-its, sharpies, tape, scissors
Printing Paper	\$65	\$4,680	Assumes 1 box has 10 reams of paper and 6 boxes a month are used in a school year (10 months)
Marketing Materials	\$25	\$1,500	Assumes \$25 per student
Student Uniforms	\$25	\$1,500	Assumes 2 shirts per child at \$25 a student
Gifts & Awards - Students	\$10	\$600	Assumes \$10 for student
Gifts & Awards - Teachers and Staff	\$50	\$600	Assumes BCS swag twice a year for all employee's year 1
Health Supplies	\$2,500	\$2,500	Assumes 1 OSHA first aid cabinet, 4 First aid kits, 1 defibrillator, masks, hand sanitizer, temperature readers

**Facility Related Expenses**

Rent	\$9	\$117,000	Assumes cost per square foot for facility considering 100 sqft per student (Students up to 130 students through Year 2) for temporary facility space
Utilities	\$1,823	\$21,875	Assumes approximate utilities at \$1.75 per square foot
Custodial	\$25,000	\$25,000	Costs for annual cleaning services
Waste	\$240	\$2,880	Projected for 2-8 yard containers for 1 day/week service
Faculty Furniture	\$300	\$3,300	Per staff member to include a desk, chair, and filing cabinet. Assumes 11 staff members
Student Furniture	\$200	\$0	\$200 per student, purchased in planning year
Internet/Network Equipment	\$4,000	\$4,000	Assumes \$3000 for internet infrastructure, firewall, network upgrades
Other Equipment	\$1,000	\$4,000	1 projector per classroom, 1 projector in conference room. Assumes 3 Kinder classrooms +1 sped classroom
Building Decorum	\$750	\$750	Building decor
Tenant Improvements	\$0	\$0	None anticipated in Year 1 of temporary facility - would negotiate within lease
Other	\$15,000	\$15,000	BES fellow on support annual fee for Year 1
Whiteboards	\$400	\$6,400	Assumes 2 whiteboards for each classroom and 1 for the conference room, HOS, Director of Ops, Director of Exceptional Learner offices, Counselor and Social worker
Perishable and Nonperishable Pantry	\$4,000	\$4,000	BCS nonperishable and household items pantry including cart, and paper grocery bags
Other	\$0	\$0	
Other	\$0	\$0	

**Other Charges**

Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$10	\$600	Assumes \$100 per student recruitment and retention
Parent & Staff Meetings	\$10	\$600	Assumes refreshments for parent and staff meetings per year, \$20 per student
Authorizer Fee	\$35,000	\$35,000	Authorizer annual fee, capped by statute
BES Follow On Support	\$0	\$0	

**Debt Service**

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
<b>Total Operating Expenses</b>		<b>470,199</b>	
<b>Total Expenses</b>		<b>1,075,287</b>	

**Binghamton Community School  
New Charter School Application Budget Template  
Year 2 Through 5 Budget**

**Revenue Assumptions**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Annual Revenue Increase	0.00%	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	100.00%	103.00%	106.09%	109.27%	112.55%

\$4,917,581.53

**State Revenues**

Assumption	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Basic Education Program	\$9,247	\$554,820	\$1,262,216	\$2,100,132	\$3,090,195	\$3,978,626	Assumes the addition of new students each school year and regular increase of revenue, with a higher increase projected to the base BEP rate in 2024-2025 with the new TSA funding formula.
BEP Transportation Component	\$336	\$20,158	\$44,986	\$74,849	\$110,135	\$141,799	Assumes the addition of new students each school year
BEP Capital Outlay	\$402	\$24,102	\$53,788	\$89,494	\$131,685	\$169,544	Assumes the addition of new students each school year
TN Per Pupil Facilities Funding	\$100	\$6,000	\$13,390	\$22,279	\$32,782	\$42,207	Assumes the addition of new students each school year
Other	\$0	\$0	\$0	\$0	\$0	\$0	

**Federal Revenues**

Title I	\$300	\$18,000	\$40,170	\$66,837	\$98,345	\$126,620
Title II	\$0	\$0	\$0	\$0	\$0	\$0
Title III	\$0	\$0	\$0	\$0	\$0	\$0
NSLP	\$0	\$0	\$0	\$0	\$0	\$0
E-Rate	\$0	\$0	\$0	\$0	\$0	\$0
CSP Startup Grant	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0

**School Activity Revenues**

Uniform Sales	\$25	\$1,500	\$3,348	\$5,570	\$8,195	\$10,552
Other	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0

**Fundraising & Philanthropy**

BES Grant Support	\$0	\$0	\$0	\$0	\$0	\$0	
Board Committed Fundraising	\$10,000	\$10,000	\$10,300	\$10,927	\$11,941	\$13,439	Assumes ongoing board commitment
Local Philanthropy Support	\$0	\$0	\$0	\$0	\$0	\$0	Conservatively not including any additional local fundraising, but BCS will be soliciting local foundation grants as well
New Schools Ventures Fund	\$215,000	\$215,000	\$215,000	\$0	\$0	\$0	Continued investment from New Schools Venture Fund in Operating Y1-3 as is typical with their funding model

**Total Revenues**

<b>Total Revenues</b>	<b>\$849,580</b>	<b>1,643,196</b>	<b>2,585,089</b>	<b>3,483,278</b>	<b>4,482,786</b>
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**Compensation**

Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
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**Administrative Staff**

	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
Principal/School Leader	\$100,000	102,000	104,040	106,121	108,243	Assumes salary increase based on a STEP schedule starting at Step 0 = no experience
Assistant Principal	\$0	-	78,030	79,591	81,182	Assumes an Assistant Head of School added in Year 3
Special Education Coordinator	\$60,000	61,200	62,424	63,672	64,946	Assumes salary increase based on a STEP schedule starting at Step 0 = no experience
Deans, Directors	\$0	-	-	63,672	64,946	Assumes salary increase based on a STEP schedule starting at Step 0 = no experience
Other (Specify in Assumptions)	\$0	-	62,424	63,672	64,946	Assumes salary increase based on a STEP schedule starting at Step 0 = no experience
<b>Total Administrative Compensation</b>	<b>\$160,000</b>	<b>163,200</b>	<b>306,918</b>	<b>376,729</b>	<b>384,263</b>	

**Instructional Staff**

Teachers	\$153,651	313,448	479,576	652,223	831,584	Assumes an average annual salary of \$51,916 (SCS step 10) + 5%
Special Education Teachers	\$0	26,121	53,286	108,704	166,317	Assumes 1 part-time Sped teacher in Yr 2, 1 fulltime in Year 3, 2 fulltime added in Y4, and 3 fulltime in Y5
Educational Assistants/Aides	\$0	-	-	-	-	
Elective Teachers	\$38,413	78,362	119,894	163,056	207,896	Assumes 3 part-time hourly elective teachers starting in Years 1-3, for 4 hours a day at \$40/hr/then making th
Other (Specify in Assumptions)	\$0	-	-	-	-	
<b>Total Instructional Compensation</b>	<b>\$192,064</b>	<b>417,931</b>	<b>652,756</b>	<b>923,982</b>	<b>1,205,797</b>	

**Non-instructional Staff**

Clerical Staff	\$45,000	45,900	46,818	95,509	97,419	Assumes 1 Office Manager starting in Year 1 with a salary of \$45,000. Also following a step scale salary and added another in Year 5
Custodial Staff	\$0	-	-	-	-	
Operations	\$62,000	63,240	64,505	65,795	67,111	Assumes 1 Dir of Ops
Social Workers/Counseling	\$27,500	56,100	114,444	116,733	119,068	Assumes 1 contracted part-time counselor in Yr 1, and additional 1 part-time contracted social worker in Year 2, then both positions being full time in Year 3
Other (Specify in Assumptions)	\$0	21,420	43,697	89,141	90,924	Assumes 1 Student Support Specialist starting in Year 2 with another starting Full time in Year 4.
<b>Total Non-instructional Compensation</b>	<b>\$134,500</b>	<b>186,660</b>	<b>269,464</b>	<b>367,178</b>	<b>374,522</b>	

**Other Compensation**

Other Compensation	\$0	-	-	-	-
Other Compensation	\$0	-	-	-	-
Other Compensation	\$0	-	-	-	-
Other Compensation	\$0	-	-	-	-

**Total Compensation**

<b>Total Compensation</b>	<b>\$486,564</b>	<b>767,791</b>	<b>1,229,137</b>	<b>1,667,889</b>	<b>1,964,582</b>
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**Employer Benefits & Taxes**

Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
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	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes
Social Security	30,167	47,603	76,207	103,409	121,804	
Medicare	7,055	11,133	17,822	24,184	28,486	
State Unemployment	1,559	2,552	4,016	5,481	6,379	
Disability/Life Insurance						
Workers Compensation Insurance	54,866	7,678	12,291	16,679	19,646	
Other Fringe Benefits						
Medical Insurance	27,532	45,052	71,604	97,718	113,724	
Dental Insurance	4,589	7,509	11,934	16,286	18,954	
Vision Insurance	2,294	3,754	5,967	8,143	9,477	
TCRS Certified Legacy	3,298	5,538	9,334	12,318	14,852	
TCRS Certified Hybrid	30,745	51,616	87,004	114,813	138,439	
TCRS Support	6,420	7,834	9,301	15,027	15,327	
Other Classified Retirement						
Other Retirement						
<b>Total Employer Benefits &amp; Taxes</b>	<b>\$118,525</b>	<b>190,267</b>	<b>305,480</b>	<b>414,059</b>	<b>487,089</b>	

**Operating Expenses**

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Annual Expense Increase	\$0	3.00%	3.00%	3.00%	3.00%
Cumulative Increase	\$1	103.00%	106.09%	109.27%	112.55%

**Contracted Services**

Assumption	Year 1	Year 2	Year 3	Year 4	Year 5	Assumption Notes	
Professional Development	\$14,450	\$34,450	\$12,051	\$11,042	\$8,606	\$8,095	Assumes a \$9,500 IB fee for Years 1 and 2 and \$8,520 for Year 3. Assumes \$50 for IB training for each new teacher. Adding teachers to be trained, +4 in Y2, +4 in Y3, +6 Y4, and +5 Y5. Accounts for \$20,000 for ALLMemphis Literacy PD
Financial Services	\$5,500	\$60,000	\$66,000	\$72,000	\$72,000	\$72,000	Assumes a \$5,500-\$6,000 per month for back office provider fees through GT3

Audit Services	\$20,000	\$0	\$20,000	\$20,600	\$21,218	\$21,855	Financial statement audit
Legal Fees	\$4,000	\$4,000	\$5,000	\$7,500	\$8,500	\$10,000	Ad Hoc Legal Fees as needed, increasing with size of school
Copier Lease and Usage	\$500	\$6,600	\$13,996	\$13,367	\$13,768	\$20,259	1 copier in Year 1 and additional copier in Year 2-4, with 3 by year 5
Internet and Phone Service	\$200	\$2,400	\$2,472	\$2,546	\$2,623	\$2,701	Monthly phone service, and discounted internet via E-Rate program
Substitutes	\$200	\$0	\$3,790	\$4,880	\$6,702	\$10,355	Substitutes, estimated at \$200 per day needed with increased usage as staff increases
Payroll Services	\$174	\$2,589	\$3,000	\$3,493	\$3,739	\$4,068	Escalating payroll costs as employee count increases
Health Services	\$40	\$2,400	\$5,356	\$8,912	\$13,113	\$16,883	Assumes limited part-time/hourly nursing services through Well Child, well child exams are charged to parents insurance; estimated need of \$40 per student, based on other schools' contracts
Transportation	\$35,000	\$35,000	\$36,050	\$37,132	\$76,491	\$78,786	1 bus, targeting 2-3 miles surrounding school, increasing to 2 for year 4 and 5.
IT Services	\$450	\$5,400	\$11,124	\$17,702	\$25,792	\$36,286	Assumes \$450 per month for IT services, escalating as school grows
Contracted SPED Services	\$750	\$6,750	\$15,450	\$25,462	\$36,880	\$47,271	Assumes \$750 per sped student with a 3% increase with an assumed 15% of sped students in each grade level
Insurance	\$15,000	\$20,000	\$25,000	\$35,000	\$45,000	\$46,350	Assumes Property and D&O insurance, higher with larger facilities in outer years
Postal Charges	\$7	\$420	\$937	\$1,514	\$2,163	\$2,704	Assumes \$7 per student with a 3% increase
Bank Charges	\$20	\$240	\$287	\$255	\$282	\$270	Assumes \$20 a month with a 3% increase
<b>Supplies &amp; Materials</b>							
Textbooks and Instructional Supplies	\$10,000	\$8,020	\$14,722	\$22,381	\$30,998	\$38,178	Costs for Eureka, Wit and Wisdom, and other Science and Social Studies Curriculum, based on quotes for each. Workbooks priced per student per year
Education Software	\$15,000	\$7,400	\$10,506	\$14,216	\$18,576	\$22,510	Zoom, PowerSchool, and Lexia
Student Supplies	\$25	\$0	\$3,348	\$5,570	\$8,195	\$10,552	\$25 per student
Faculty Supplies	\$200	\$1,300	\$1,648	\$2,524	\$3,502	\$4,481	Assumes \$200 for each teacher each year
Library Books	\$400	\$2,400	\$2,472	\$2,546	\$2,623	\$2,701	Assumes \$40 per new student added each year
Testing & Evaluation	\$10,000	\$8,295	\$10,348	\$12,791	\$15,655	\$18,246	Costs for STEP, FastBridge, MasteryView (CASE)
Student Laptops	\$400	\$8,000	\$8,240	\$8,487	\$24,720	\$24,720	Assumes 20 iPads per K-2 classroom in Years 1-3, and 1:1 google chromebooks starting in Year 4 at \$250 for the 3rd and 4th grade class
Faculty Laptops	\$900	\$4,000	\$5,562	\$3,819	\$16,719	\$5,065	Assumes \$900 per faculty member added each year, 5 in Y2, 6 in Y3, 4 in Year 4, and 4 in Y5
Office Supplies	\$1,000	\$1,000	\$2,000	\$3,000	\$4,000	\$5,000	Escalating as student population increases
Printing Paper	\$4,800	\$4,800	\$9,641	\$14,461	\$19,282	\$24,102	\$4,800 for school of 60 students, increasing proportionally
Marketing Materials	\$25	\$1,500	\$3,348	\$5,570	\$8,195	\$10,552	Assumes \$25 per student each year
Student Uniforms	\$25	\$1,500	\$3,348	\$5,570	\$8,195	\$10,552	Assumes 2 shirts per child at \$25 a student
Gifts & Awards - Students	\$25	\$600	\$3,348	\$5,570	\$8,195	\$10,552	Assumes \$25 per student each year
Gifts & Awards - Teachers and Staff	\$50	\$600	\$695	\$1,094	\$1,494	\$1,738	Assumes \$50 per faculty member each year for 2 pieces of BCS swag
Health Supplies	\$10	\$2,500	\$1,439	\$2,228	\$3,278	\$4,221	Masks, hand sanitizer, temperature readers, estimated at \$10 per student per year
<b>Facility Related Expenses</b>							
Rent	\$9	\$117,000	\$117,000	\$270,000	\$540,000	\$540,000	Assumes Y1-2 in 13,000 sq ft facility, y3 in phase one of more permanent facility at 16,750 sq ft facility, and full capacity in y4-5 of 45,000 sq ft permanent home.
Utilities	\$2	\$21,875	\$22,531	\$32,026	\$65,973	\$67,953	Assumes approximate utilities at \$1.75 per square foot
Custodial	\$25,000	\$25,000	\$25,000	\$57,692	\$115,385	\$115,385	Costs for annual cleaning services, increasing with facility size
Waste	\$1,200	\$2,880	\$2,966	\$3,819	\$5,245	\$5,402	Waste service, increasing with facility size and student population
Faculty Furniture	\$300	\$3,300	\$2,169	\$2,927	\$3,927	\$4,927	Per staff member to include a desk, chair, and filing cabinet, purchased incrementally as staff size increases
Student Furniture	\$200	\$0	\$14,420	\$16,974	\$19,669	\$16,883	\$200 per new student per year
Internet/Network Equipment	\$3,000	\$4,000	\$4,000	\$4,120	\$4,244	\$4,371	Assumes \$4,000 for internet cabling, firewall, network, etc. with amount retained for growth each year
Other Equipment	\$1,000	\$4,000	\$4,120	\$6,120	\$7,150	\$7,150	Projectors for each classroom, with allocation for additional needs as school grows
Building Decorum	\$750	\$750	\$1,500	\$2,000	\$3,500	\$5,000	Building decor
Whiteboards	\$500	\$6,400	\$7,500	\$10,000	\$11,000	\$12,000	Assumes 2 whiteboards for each classroom and 1 for the conference room- increasing year over year with extra allocation for any needed replacements
Perishable and Nonperishable Pantry	\$100	\$4,000	\$6,180	\$13,792	\$22,947	\$33,765	BCS nonperishable/nonperishable household items to support families with food insecurity. After Y1, budgeted at 100 per family per year
Other	\$0	\$0	\$0	\$0	\$0	\$0	
Other	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Other Charges</b>							
Staff Recruitment	\$500	\$0	\$500	\$750	\$1,000	\$1,250	Staff recruitment (E.g. job postings)
Student Recruitment & Community Engagement	\$10	\$600	\$1,339	\$3,000	\$5,000	\$7,500	Primarily for community engagement
Parent & Staff Meetings	\$20	\$600	\$2,678	\$4,336	\$6,180	\$7,725	Refreshments for parent and staff meetings
Authorizer fee	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	Assumes maximum authorizer fee each year
BES Follow On Support	\$15,000	\$15,000	\$15,000				\$15,000 BES authorizer fee for Year 0-2
<b>Debt Service</b>							
Other	\$0	\$0	-	-	-	-	
Other	\$0	\$0	-	-	-	-	
Other	\$0	\$0	-	-	-	-	
Other	\$0	\$0	-	-	-	-	
Other	\$0	\$0	-	-	-	-	
Other	\$0	\$0	-	-	-	-	
<b>Total Operating Expenses</b>		<b>\$472,449</b>	<b>\$62,534</b>	<b>\$27,777</b>	<b>1,356,704</b>	<b>1,435,360</b>	
<b>Total Expenses</b>		<b>\$1,077,537</b>	<b>1,520,592</b>	<b>2,362,394</b>	<b>3,438,651</b>	<b>3,887,031</b>	

Binghamton Community School  
New Charter School Application Budget Template  
Year 1 Cash Flow

**Cash Flow Summary**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Beginning Cash</b>	<b>268,944</b>	<b>268,944</b>	<b>166,543</b>	<b>162,417</b>	<b>160,090</b>	<b>157,764</b>	<b>135,938</b>	<b>133,612</b>	<b>130,085</b>	<b>126,759</b>	<b>106,933</b>	<b>104,607</b>	<b>42,372</b>		
<b>Revenues</b>															
State Revenues	605,080	500	60,408	60,408	60,408	60,408	60,408	60,408	60,408	60,408	60,408	500	60,408	605,080	(0)
Federal Revenues	18,000	-	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	18,000	-
School Activity Revenues	1,500	125	125	125	125	125	125	125	125	125	125	125	125	1,500	-
Fundraising & Philanthropy	225,000	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	225,000	0
<b>Total Revenues</b>	<b>849,580</b>	<b>19,375</b>	<b>79,283</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>21,175</b>	<b>81,083</b>	<b>849,580</b>	<b>0</b>
<b>Expenses</b>															
Staffing	486,564	40,547	40,547	40,547	40,547	40,547	40,547	40,547	40,547	40,547	40,547	40,547	40,547	486,564	(0)
Employer Benefits & Taxes	118,525	9,877	9,877	9,877	9,877	9,877	9,877	9,877	9,877	9,877	9,877	9,877	9,877	118,525	0
Contracted Services	177,999	14,342	14,895	14,895	14,895	16,895	14,895	14,895	15,895	14,895	14,895	14,895	11,705	177,999	0
Supplies & Materials	51,795	23,668	2,448	2,448	2,448	2,448	2,448	3,648	2,448	2,448	2,448	2,448	2,448	51,795	(0)
Facility-Related Expenses	204,205	33,242	15,542	15,542	15,542	15,542	15,542	15,542	15,542	15,542	15,542	15,542	15,542	204,205	(0)
Other Charges	36,200	100	100	100	100	17,600	100	100	100	100	17,600	100	100	36,200	(0)
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>1,075,287</b>	<b>121,776</b>	<b>83,409</b>	<b>83,409</b>	<b>83,409</b>	<b>102,909</b>	<b>83,409</b>	<b>84,609</b>	<b>84,409</b>	<b>100,909</b>	<b>83,409</b>	<b>83,409</b>	<b>80,219</b>	<b>1,075,287</b>	<b>0</b>
<b>Operating Income (Loss)</b>	<b>(225,707)</b>	<b>(102,401)</b>	<b>(4,126)</b>	<b>(2,326)</b>	<b>(2,326)</b>	<b>(21,826)</b>	<b>(2,326)</b>	<b>(3,526)</b>	<b>(3,326)</b>	<b>(19,826)</b>	<b>(2,326)</b>	<b>(62,234)</b>	<b>864</b>	<b>(225,707)</b>	<b>0</b>
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>166,543</b>	<b>162,417</b>	<b>160,090</b>	<b>157,764</b>	<b>135,938</b>	<b>133,612</b>	<b>130,085</b>	<b>126,759</b>	<b>106,933</b>	<b>104,607</b>	<b>42,372</b>	<b>43,236</b>			

**Details of Cash Flow**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Revenues</b>															
<b>State Revenues</b>															
Basic Education Program	554,820	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	\$55,482	554,820	-
BEP Transportation Component	20,158	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	\$2,016	20,158	-
BEP Capital Outlay	24,102	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	\$2,410	24,102	(0)
TN Per Pupil Facilities Funding	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Federal Revenues</b>															
Title I	18,000	\$0	\$0	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	18,000	-
Title II	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
CSP Startup Grant	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>School Activity Revenues</b>															
Uniform Sales	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Fundraising &amp; Philanthropy</b>															
BES Grant Support	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Board Committed Fundraising	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-
Local Philanthropy Support	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
New Schools Ventures Fund	215,000	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	\$17,917	215,000	0
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Revenues</b>	<b>849,580</b>	<b>19,375</b>	<b>79,283</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>81,083</b>	<b>21,175</b>	<b>81,083</b>	<b>849,580</b>	<b>0</b>	

**Compensation**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Compensation</b>															
Principal/School Leader	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	0
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	-
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Administrative</b>	<b>160,000</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>13,333</b>	<b>160,000</b>	<b>0</b>
<b>Instructional Staff</b>															
Teachers	153,651	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	\$12,804	153,651	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	38,413	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	\$3,201	38,413	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Instructional Compensation</b>	<b>192,064</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>16,005</b>	<b>192,064</b>	<b>-</b>
<b>Non-Instructional Staff</b>															
Clerical Staff	45,000	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	45,000	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	62,000	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	\$5,167	62,000	-
Social Workers/Counseling	27,500	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	\$2,292	27,500	(0)
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Non-Instructional</b>	<b>134,500</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>11,208</b>	<b>134,500</b>	<b>0</b>
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
<b>Total Compensation</b>	<b>486,564</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>40,547</b>	<b>486,564</b>	<b>0</b>

**Employer Benefits & Taxes**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Social Security	30,167	\$2,514	\$2,514	\$2,514	\$2,514	\$2,514	\$2,514	\$2,514	\$2,514	\$2,514	\$2,514	\$2,514	30,167	-	
Medicare	7,055	\$588	\$588	\$588	\$588	\$588	\$588	\$588	\$588	\$588	\$588	\$588	7,055	(0)	
State Unemployment	1,559	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	1,559	-	
Disability/Life Insurance		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-	
Workers Compensation Insurance	4,866	\$405	\$405	\$405	\$405	\$405	\$405	\$405	\$405	\$405	\$405	\$405	4,866	0	
Other Fringe Benefits		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-	
Medical Insurance	27,532	\$2,294	\$2,294	\$2,294	\$2,294	\$2,294	\$2,294	\$2,294	\$2,294	\$2,294	\$2,294	\$2,294	27,532	(0)	
Dental Insurance	4,589	\$382	\$382	\$382	\$382	\$382	\$382	\$382	\$382	\$382	\$382	\$382	4,589	0	
Vision Insurance	2,294	\$191	\$191	\$191	\$191	\$191	\$191	\$191	\$191	\$191	\$191	\$191	2,294	0	
TCRS Certified Legacy	3,298	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	3,298	0	
TCRS Certified Hybrid	30,745	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	\$2,562	30,745	(0)	
TCRS Support	6,420	\$535	\$535	\$535	\$535	\$535	\$535	\$535	\$535	\$535	\$535	\$535	6,420	0	
Other Classified Retirement		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-	
Other Retirement		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		-	
<b>Total Employer Benefits &amp; Taxes</b>	<b>118,525</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>9,877</b>	<b>118,525</b>	<b>(0)</b>	

Assumption Notes

**Operating Expenses**

Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
<b>Contracted Services</b>															
Professional Development	34,450	\$2,871	\$2,871	\$2,871	\$2,871	\$2,871	\$2,871	\$2,871	\$2,871	\$2,871	\$2,871	\$2,871	34,450	0	Professional Development
Financial Services	60,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	60,000	0	Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Audit Services
Legal Fees	4,000				\$2,000			\$1,000				\$1,000	4,000	-	Legal Fees
Copier Lease and Usage	6,600	\$550	\$550	\$550	\$550	\$550	\$550	\$550	\$550	\$550	\$550	\$550	6,600	-	Copier Lease and Usage
Internet and Phone Service	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	Internet and Phone Service
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Cell Phone Service
Payroll Services	2,589	\$216	\$216	\$216	\$216	\$216	\$216	\$216	\$216	\$216	\$216	\$216	2,589	0	Payroll Services
Health Services	2,400	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	2,400	-	Health Services
Transportation	35,000	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	35,000	-	Transportation
IT Services	5,400	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	5,400	-	IT Services
Contracted SPED Services	4,500	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	4,500	-	Contracted SPED Services
Insurance	20,000	\$5,000	\$1,364	\$1,364	\$1,364	\$1,364	\$1,364	\$1,364	\$1,364	\$1,364	\$1,364	\$1,364	20,000	-	Insurance
Postal Charges	420	\$35	\$35	\$35	\$35	\$35	\$35	\$35	\$35	\$35	\$35	\$35	420	-	Postal Charges
Bank Charges	240	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	240	-	Bank Charges
<b>Supplies &amp; Materials</b>															
Textbooks and Instructional Supplies	8,020	\$8,020											8,020	-	Textbooks and Instructional Supplies
Education Software	7,400	\$617	\$617	\$617	\$617	\$617	\$617	\$617	\$617	\$617	\$617	\$617	7,400	(0)	Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Supplies
Faculty Supplies	1,300	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	\$108	1,300	-	Faculty Supplies
Library Books	2,400	\$1,200	\$0	\$0	\$0	\$0	\$1,200	\$0	\$0	\$0	\$0	\$0	2,400	-	Library Books
Testing & Evaluation	8,295	\$691	\$691	\$691	\$691	\$691	\$691	\$691	\$691	\$691	\$691	\$691	8,295	-	Testing & Evaluation
Student Laptops	8,000	\$8,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	8,000	-	Student Laptops
Faculty Laptops	4,000	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	4,000	-	Faculty Laptops
Office Supplies	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	(0)	Office Supplies
Printing Paper	4,680	\$390	\$390	\$390	\$390	\$390	\$390	\$390	\$390	\$390	\$390	\$390	4,680	-	Printing Paper
Marketing Materials	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Marketing Materials
Student Uniforms	1,500	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	1,500	-	Student Uniforms
Gifts & Awards - Students	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	Gifts & Awards - Teachers and Staff
Health Supplies	2,500	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	2,500	-	Health Supplies
<b>Facility Related Expenses</b>															
Rent	117,000	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	\$9,750	117,000	-	Rent
Utilities	21,875	\$1,823	\$1,823	\$1,823	\$1,823	\$1,823	\$1,823	\$1,823	\$1,823	\$1,823	\$1,823	\$1,823	21,875	(0)	Utilities
Custodial	25,000	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	25,000	0	Custodial
Waste	2,880	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	2,880	-	Waste
Faculty Furniture	3,300	\$3,300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	3,300	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	4,000	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	4,000	-	Internet/Network Equipment
Other Equipment	4,000	\$4,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	4,000	-	Other Equipment
Building Decorum	750	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	750	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Other	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	-	Other
Whiteboards	6,400	\$6,400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	6,400	-	Other
Perishable and Nonperishable Pantry	4,000	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	4,000	(0)	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
<b>Other Charges</b>															
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community Engagement	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	Student Recruitment & Community Engagement
Parent & Staff Meetings	600	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	600	-	Parent Meetings
Authorizer Fee	35,000				\$17,500			\$17,500				\$17,500	35,000	-	Staff Meetings
BES Follow On Support	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
<b>Debt Service</b>															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
<b>Total Operating Expenses</b>	<b>470,199</b>	<b>71,351</b>	<b>32,985</b>	<b>32,985</b>	<b>32,985</b>	<b>32,985</b>	<b>32,985</b>	<b>34,185</b>	<b>33,985</b>	<b>34,185</b>	<b>33,985</b>	<b>32,985</b>	<b>29,795</b>	<b>470,199</b>	<b>0</b>
<b>Total Expenses</b>	<b>1,075,287</b>	<b>121,776</b>	<b>83,409</b>	<b>83,409</b>	<b>83,409</b>	<b>102,909</b>	<b>83,409</b>	<b>84,609</b>	<b>84,409</b>	<b>100,909</b>	<b>83,409</b>	<b>83,409</b>	<b>80,219</b>	<b>1,075,287</b>	<b>0</b>



Binghampton Community School  
 New Charter School Application Budget Template  
 Year 0 & Years 1 through 5 Summary

**Revenue Assumptions**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Starting Fund Balance</b>	-	270,944	42,986	165,591	388,285	432,912
State Revenues	-	605,080	1,374,379	2,286,755	3,364,797	4,332,176
Federal Revenues	-	18,000	40,170	66,837	98,345	126,620
School Activity Revenues	-	1,500	3,348	5,570	8,195	10,552
Fundraising & Philanthropy	475,000	225,000	225,300	225,927	11,941	13,439
<b>Total Revenues</b>	<b>475,000</b>	<b>849,580</b>	<b>1,643,196</b>	<b>2,585,089</b>	<b>3,483,278</b>	<b>4,482,786</b>
Staffing	99,417	486,564	767,791	1,229,137	1,667,889	1,964,582
Employer Benefits & Taxes	22,136	118,525	190,267	305,480	414,059	487,089
Contracted Services	19,878	180,249	220,074	255,404	336,856	377,882
Supplies & Materials	15,000	51,795	80,563	109,827	173,627	193,168
Facility-Related Expenses	27,125	189,205	207,381	419,471	799,040	812,835
Other Charges	20,500	51,200	54,517	43,076	47,180	51,475
Debt Service	-	-	-	-	-	-
<b>Total Expenses</b>	<b>204,056</b>	<b>1,077,537</b>	<b>1,520,592</b>	<b>2,362,394</b>	<b>3,438,651</b>	<b>3,887,031</b>
<b>Net Income</b>	<b>270,944</b>	<b>(227,957)</b>	<b>122,604</b>	<b>222,694</b>	<b>44,627</b>	<b>595,755</b>
<b>Ending Fund Balance</b>	270,944	42,986	165,591	388,285	432,912	1,028,667

## Attachment O

### 3.2 Budget Narrative

#### (a) Overview

Binghampton Community School has prepared the following budget narrative for the startup year of the school, 2022, through the fifth year of the school in 2027-2028. BCS will be fully grown and at capacity in the year 2028-2029. In the subsequent sections of this narrative, we detail how our budget will support the implementation of our proposed school model based on our financial choices in order to ensure we are providing a unique and high-quality educational option for the community of Binghampton. Together with families, the mission of BCS is to provide a life of opportunity, choice, and joy by providing family support, a global education, and a healthy mental and physical lifestyle. We at BCS believe that in order for students to perform at their best academically and to develop the appropriate social-emotional and human development skills, we must focus on the whole family (of the child). Therefore, BCS has ensured that the line items within our budget reflect what we believe to be imperative for the success of our students.

#### (b) Student Enrollment and BEP Projections

Binghampton Community School plans to locate in the 38112/38111 area of Binghampton in Memphis, TN and heavily recruit from these zip codes as well. When BCS is fully grown, we will have 450 students enrolled. Binghampton Community School will be implementing a slow-growth model and adding one grade level each year starting with Kindergarten in Year 1 (2023). Our last grade level, fifth grade, will be added in Year 6 (2028). In Year 1, we will have a target enrollment of 60 Kindergarteners. After the first year, each grade will increase targeted enrollment by 5 students until the maximum capacity of 75 students pre grade is reached. BCS will be executing student recruitment efforts, and as it grows expects to draw increased enrollment as the community learns about the school and sees first hand its impact. Every year BCS will backfill its seats due to any attrition from the previous year in order to ensure we are meeting our target enrollment numbers from year to year. The allocation per student would be approximately \$9,247 for the 2023-2024 school year, based on 2022-2023 estimated rates. In addition to this, BCS is estimating the BEP Transportation Component to be approximately \$336, and the BEP Capital Outlay to be approximately \$402 per pupil. BCS has estimated a 5% increase of BEP in Year 2 due to the new TISA funding increase. After that a year-over-year increase in BEP revenue of 3% is projected in Years 3-5 to account for the growth in per pupil funding that is aligned with the expense increases projected. The table below, **Figure 3.2 (b)**, demonstrates what our approximate BEP projections are, based on our enrollment, until we are fully grown in the Year 6 (2028). BCS anticipates BEP revenues for Year 1 to approach \$554,820. Annual revenues are anticipated to increase each subsequent year primarily due to the addition of a new grade level each year. By Year 5, anticipated revenues should approach \$4 million.

**Figure 3.2 (b)**

Year	Grade/Enrollment	BEP Projection
2023-2024	K/60	\$554,820
2024-2025	K-1/130	\$1,262,216
2025-2026	K-2/210	\$2,100,132
2026-2027	K-3/300	\$3,090,195
2027-2028	K-4/375	\$3,978,626
2028-2029	K-5/450	\$4,917,581

#### Other Demographic Factors:

Binghampton Community School anticipates its demographics to be fairly consistent with the neighboring schools that are within a two mile radius of our proposed location which can be seen in **Section 1.2**. Those schools being Cornerstone Prep (both campuses), Compass Binghampton, William Brewster, and East High. For budgeting purposes, BCS has assumed 100% of students will qualify for free and reduced lunch and approximately 15% of

students will have a disability. Again, this is based on the neighboring schools demographic data that was pulled from the Tennessee Report Card of the most recent year available, 2020.

**(c) Anticipated Funding Sources**

During the startup year of the school, Binghampton Community School expects three main funding sources. The first funding source BCS has received is a grant of \$100,000 from BES with the potential of this amount to increase to \$250,000 in June of 2022. This can be seen in **Attachment E: Letter of Support from BES**. Funds from BES can be used on any expense that the proposed Head of School chooses. The second source of funding BCS has received is a grant of \$215,000 from the New Schools Venture Fund (“NSVF”) with the addition of additional funds for the first three years of operation of the school. The funds from NSVF can be used on any expense with the exception of capital expenses. With receiving this funding, we have the opportunity to receive grants at the same or close to this amount for the first three years of operation, and have budgeted for that continued support as is typical from NSVF with its chosen partners. This can be seen in **Attachment E: Letter of Support from New Schools Venture Fund**. Both grants from BES and NSVF will be received in the startup year of the school once proof of authorization is available. This revenue source will assist in costs such as staff salary and benefit expenses along with other startup expenses such as student and staff recruitment, professional development, and general school planning. The last anticipated funding source comes from the school’s Founding Board of Directors to raise \$10,000 in the startup year of the school year.

What is not included in our anticipated funding sources is the CSP grant due to not being available currently in Tennessee. Should the Tennessee Department of Education be awarded the Charter School Program Planning and Implementation (“CSP”) grant from the U.S. The Department of Education, BCS intends to apply for this grant for additional funding. In addition to this, BCS plans to fundraise with local foundations who are active in giving in the education and charter community. We have conservatively crafted our budget without d any of these potential additional philanthropic dollars, but support in early years is common and would be a boon to the budget.

**(d) Anticipated Expenditures**

**Compensation:** In **Figure 3.2 (d)** shows the staffing structure beginning in the startup year, Year 0, through Year 5. After Year 1, the number of staffing positions will scale based on the increase of students that are added from year to year. Several areas of operation that would otherwise have a school staffing requirement have been budgeted via contracted services from established local vendors and contractors. These areas include financial services, custodial services, legal counsel, and IT support.

**Figure 3.2 (d)- Staffing Structure at BCS**

Role	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1	1	1	1	1	1
Assistant Head of School	-	-	-	1	1	1
IB Coordinator	-	-	-	1	1	1
Director of Operations	0.17	1	1	1	1	1
Director of Special Populations	-	1	1	1	1	1
Dean of Academics	-	-	-	-	1	1
IB Teachers	-	3	6	9	12	15
IB Elective Teachers	-	3*(Part-time)	3*(Part-time)	3*(Part-time)	3	3
IB Sped Teachers	-	0	.5	1	2	3

<b>Counselor</b>	-	.5	.5	1	1	1
<b>Social Worker</b>	-	0	.5	1	1	1
<b>Student Support Specialist</b>	-	-	.5	1	2	2
<b>Office Manager</b>	-	1	1	1	2	2

**Compensation:**

For all instructional staff at BCS, compensation will be based on the number of verified years experience candidates have at the time of hire and will increase from year to year by approximately 2%. In addition to this, all instructional staff must have an active teaching license as well. Below demonstrates the BCS salary step scale, which was created to be competitive with the local school district and surrounding charter schools. BCS created its salaries for instructional staff based on a new hire with “0” years of experience which is \$45,965.00 of the 10-month teacher salary at Memphis Shelby County Schools.<sup>1</sup> From there, BCS added 5% on top of this base salary thus creating the base salary for a new hire at BCS with “0” years of experience to be approximately \$48,263. From there, salaries will increase by 2.00% each year. From years 1-3 of operation, BCS will hire three part-time elective teachers to work 3-4 hours a day 2-4 days a week at a rate of \$34 per hour. Starting in Year 4, BCS will move from three part-time elective teachers to three full-time elective teachers and will follow the BCS teacher pay scale.

<b>Years of Experience</b>	<b>Salary</b>	<b>Years of Experience</b>	<b>Salary</b>
<b>0</b>	\$48,263.00	<b>11</b>	\$60,009.00
<b>1</b>	\$49,228.26	<b>12</b>	\$61,209.18
<b>2</b>	\$50,212.83	<b>13</b>	\$62,433.36
<b>3</b>	\$51,217.09	<b>14</b>	\$63,682.03
<b>4</b>	\$52,241.43	<b>15</b>	\$64,955.67
<b>5</b>	\$53,286.26	<b>16</b>	\$66,254.78
<b>6</b>	\$54,351.99	<b>17</b>	\$67,579.88
<b>7</b>	\$55,439.03	<b>18</b>	\$68,931.48
<b>8</b>	\$56,547.81	<b>19*</b>	\$70,310.11
<b>9</b>	\$57,678.77		
<b>10</b>	\$58,832.35		

\* The maximum salary a teacher can achieve at BCS is **\$70,310.11**

Leadership roles such as the Head of School (HOS) base salary, which can be found on tab 8- line item 5 within our budget, has been aligned to the local district rate and incorporating the consideration that the proposed Head of School role at BCS also includes the role of IB Coordinator for the first two years of operation of the school with the intent to hire an IB coordinator in Year 3 of operation. The starting salary for HOS will be \$100,000 starting in Year 2. Because Lead Founder Nikita House will get paid through the month of July, her salary will be prorated at a rate of \$91,667 from the months of August till June of 2023. Other positions such as counselors, social workers, student support specialists, and other non-instructional staff members have been given a salary that is comparable to similar roles with the local school district and charter schools- all to be found on tab 8 of our budget. The Assistant Head of School will start their salary in Year 4, when they are hired, at \$75,000. The Director of Operations will start in April of 2023 with a part-time stipend allocated for \$7,750. Upon being hired full-time in June, the DOO will be making \$62,000. As with teacher salaries, please refer above to the section to dictate the salary ranges. The Director of

<sup>1</sup>

[https://scsk12-my.sharepoint.com/personal/thomasm1\\_scsk12\\_org/\\_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fthomasm1%5Fscsk12%5Forg%2FDocuments%2F10%2DMonth%20Teacher%20Salary%20Schedule%2Epdf&parent=%2Fpersonal%2Fthomasm1%5Fscsk12%5Forg%2FDocuments&ga=1](https://scsk12-my.sharepoint.com/personal/thomasm1_scsk12_org/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fthomasm1%5Fscsk12%5Forg%2FDocuments%2F10%2DMonth%20Teacher%20Salary%20Schedule%2Epdf&parent=%2Fpersonal%2Fthomasm1%5Fscsk12%5Forg%2FDocuments&ga=1)

Special Populations will start out at \$60,000. Social workers and counselors in the school will be phased into full-time starting in year 4 of operations. We have set their salaries at \$60,000. All office managers at BCS will start out at \$45,000 and will increase over time. In Year 4 of operation, a second office manager is added to account for the increase in students and the growth of our school. All administrative and support staff roles will increase by 2% for the year that they stay at BCS. Lastly, we have Student Support Specialists who, starting out full-time, will make \$42,000.

### **Employer Benefits:**

BCS has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions, respectively. State unemployment has been budgeted at 2.7% of a \$7,000 wage base per full time equivalent ("FTE"). Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1% of total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System ("TCRS"), BCS has assumed that 9% employer contribution for staff eligible for the TCRS Certified Hybrid plan. We have budgeted 6% for the BCS non-instructional positions, and 8.69% for TCRS Certified Legacy teachers. BCS does not plan to offer any additional supplemental retirement, so these rates would only increase in line with TCRS statute and requirements and natural eligibility shifts with staffing.

Medical, dental, and vision insurance employer contributions have been approximated at \$4,500 per FTE and 90% utilization by staff. BCS will compare the current plans of Memphis Shelby County Schools to that of other health insurance options to ensure employees receive the most ideal benefit packages at the lowest cost possible for the school. There may be different costs associated for certified and classified insurance programs and different costs depending on the type of plan participation (single, single+1, and family). The \$4,500 per FTE represents the proposed financial capacity of the school to contribute towards insurance costs. Each subsequent year, a 3% increase in Years 1-2 and then Years 3-5 showing a 4% year-over-year increase has been assumed to reflect potential health insurance cost increases that may be realized in future years.

### **Line Items for Major Expenses**

Overall, the amount of expenses that BCS incurs will increase as the school grows in staff and in students until we are fully grown in Year 6 of operation in 2028. Below is a list of major item expenses that will occur starting in Year 1.

### **Instructional Materials and Supplies:**

Starting in Year 1 the approximate estimate of instruction materials and supplies covers library books, instructional Supplies, education software (including our student information system- PowerSchool), student and faculty supplies, testing materials for Fastbridge, STEP, Mastery View Predictive Assessments, AAPPL, marketing materials, health supplies, and uniforms (2 shirts per student). The materials we plan on using at BCS include a math, science, ELA, and a foundational skills curriculums, teacher editions, and students workbook. Blended learning programs from Zearn and Lexia Core are included in this as well as these are core to our blended learning model that occurs during class in RTI. Starting in Year 1, we are budgeting for instructional materials and supplies to be approximately \$51,795 with this increasing to \$193,168 due to the increase in staff and in students. For some supplies, like faculty laptops and student laptops, these are expenses that increase by the student versus the teacher editions of Wit & Wisdom and Eureka do not have to be repeatedly bought for every teacher each year- just the new hires.

### **School Equipment and Furniture:**

The equipment that is purchased over the course of Year 1 to Year 5 increases due to the number of students and faculty that are hired from year to year. These expenses total start out at \$22,450 in Year 1 and increase to \$84,096 in

Year 5. What falls into this category is student furniture- BCS assumed a chair and desk for each student while BCS teachers budgeted for a table, filing cabinet, and a chair for each faculty member. Additionally, we incorporated essential materials that would be needed in a classroom such as whiteboards in each room, projectors in each room, building decor, internet for the entire building, and lastly our perishable and nonperishable food pantry. This is a core piece of our school model-being able to provide family support as explained in [section 1.1\(b\)](#).

### IB Candidacy:

In order to become a designated International Baccalaureate World School, a school must apply and participate in a lengthy and rigorous candidacy process which is outlined in [Section 1.3 in Figure 1.3\(a\)](#). Every staff member must receive professional development from year to year to achieve and maintain IB designation. For this, BCS will pay the International Baccalaureate Organization the following fees to seek authorization as a IB school implementing the PYP program. When the school is fully grown in Year 6, 2028, the total cost spent on becoming an authorized International Baccalaureate World School will be between approximately \$43,000-45,000 which includes all costs stated below plus the participant workshop fees for 24 staff members which includes all instructional staff and administration (who will coach teachers). Staff members who have the appropriate certification from the IB when hired will mean that BCS will not have to pay for that staff member’s participant cost in a workshop.

Year	IB Expense	Cost	Additional Info
Year of consideration (2022)	Application for candidacy fee (and required PD for the Head of School)	\$5,000	Proof of payment and workshop completion certificate are uploaded into the application.
Year 1 (2023)	<b>Candidacy and consultation services Y1 fee</b> Includes remote consultation, 2-day on-site visit, consultant visit report, end of consultancy report, access to the IB's Programme Resource Center, direct support from the authorization department via programme relationship manager	\$9,500	Once a school has been awarded candidacy, a non-refundable candidacy and consultation services fee will be charged to the school on the 1st of the month following the granting of candidacy.
<i>All teachers &amp; administrators must be trained.</i>	<b>Training Costs per participant</b> <b>School Workshop - approx. \$550</b> Single and Multi-school PD (min 7: max 36 teachers – Includes facilitator fees)		
Year 2 (2024)	<b>Candidacy and application for authorization services Y2 fee</b> Candidacy and consultation services fee will no longer be charged. This service fee will be billed yearly from this point until the school is authorized: covers cost of assessing and processing the application for authorization, a 2 day verification visit to the school (only one visit per candidacy is covered), a verification visit report, final authorization of the school, access to the IB's Programme Resource Center, direct support from the authorization department via your programme relationship manager.	\$9,500	Once a school notifies the IB that it would like to apply for authorization, a non-refundable candidacy and application for authorization services fee will be charged to the school on the 1st of the month following this request.
Year 3 (2025)	<b>Annual school fee (Post IB authorization)</b>	\$8,520	July (Invoiced in June)
Year 8	<b>Evaluation visit (Every 5 years)</b>	Apprx. \$4,000	

### Back Office Provider- \$66,000 annually:

BCS intends to partner with GT3 Group for back office provider services. GT3 charges a monthly fee of \$5,000-6,000 for services that include but are not limited to: accounts payable and receivable services such as invoice processing, credit card payments, manual check tracking, federal, state, and grant reimbursements, payroll and retirement reporting, cash flow management, special monthly budget reports for the board, and business

advisory. BCS intends to contract on a lesser basis with GT3 in the start-up year to help with key projects like basic payroll processing, budget and planning, etc. Year 1 is then budgeted at \$5,000/month, year 2-3 at \$5,500 per month, and year 4-5 at \$6,000 per month. This is based on GT3 quoted pricing and the growth of the school.

### **Contracted Special Education Services:**

Contracted Services are expected to grow as BCS grows. In Year 1 the below services start out at \$151,600 and by Year 5 they have increased to \$242,438. The below contracted services are the major items that are present in Year 1.

**Special Education Services-** \$6750

**I/T Services-** \$5400

**Bus Route-** \$35,000

**Property and D&O coverage-** \$15,000

**IB Development-** \$14,450

**Back Office Provider-** \$60,000

**BES Follow On Support-** \$15,000

**Authorizer Fee:** \$35,000

### **Lease of Facilities:**

BCS will be housed in a temporary facility in Binghamton for Years 1 and 2 with the anticipated budget for the first two years in a temporary space at \$117,000. This is based on an assumption of \$9 per square foot allocating 100 square foot per enrolled student up to 130 students in Year 2. In Year 3 of operation, BCS will move into a phase 1 of a newly constructed building and will lease the building from Maslow. The permanent facility will be constructed in phases and we will pay a leasing amount based on the amount of square footage we are occupying. Over time, we will slowly occupy the entire building. This is estimated at a total space of 45,000 square feet at a rate of \$12 per square foot in years 4 and 5 (\$540,000). In year 3, it is estimated that phase one could include up to 50% of that space (\$270,000).

### **(e) Fiscal Control Policies and Procedures**

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BCS has adopted and revised the majority of its financial policies from ExEd, Excellent Education Through Charter Schools<sup>2</sup> to ensure the proper policies, practices, and procedures ensure the short and long term financial success of the school.

#### **Purchasing:**

1. The Head of School is the only staff member that may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures over a certain \$5,000. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$5,000.
2. The Head of School must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$250, must be signed by the Head of School and submitted to the Director of Operations to be kept for the school's personal records and back office provider with the related invoice.
3. When approving purchases, the Head of School must:
  - a. Determine if the expenditure is budgeted
  - b. Determine if funds are currently available for expenditures
  - c. Determine if the expenditure is allowable under the appropriate revenue source
  - d. Determine if the expenditure is appropriate and consistent with the mission and vision of Binghamton Community School, school policies and procedures, and any related laws or applicable regulations

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<sup>2</sup> [https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/finance\\_fiscalpoliciesandprocedureshandbookexed.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/finance_fiscalpoliciesandprocedureshandbookexed.pdf)

- e. Determine if the price is competitive and prudent. All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Only the Head of School and Director of Operations are allowed to make authorized purchases on behalf of the school and must provide the back office provider with appropriate documentation of the purchase as well as a copy for the school's personal records.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval from the Head of School.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The Head of School and the Director of Operations are the only staff members authorized to use the school credit card to make purchases on behalf of the school, consistent with guidelines provided by the Head of School and/or Governing Board:
  - a. The school card will be kept under locked supervision in the Director of Operations office, and authorized individuals (Head of School and Director of Operations) must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases.
  - b. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
  - c. Credit cards will bear the names of both Binghamton Community School and the Head of School.
  - d. Debit cards are not allowed.

**Petty Cash:**

1. The Director of Operations will manage the petty cash fund.
2. The petty cash fund will be capped at \$200.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Director of Operations will have a key to the cabinet/locked drawer.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip and a copy must be filed in the school records.
5. The Director of Operations will ensure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$200. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Director of Operations within 24 hours of withdrawing the petty cash. Petty cash will not be disbursed on a Friday.
7. When expenditures total \$200 (when cash balance is reduced to \$150), the Director of Operations will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Head of School. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to the Governing Board.
8. Petty cash fund reimbursement checks will be made payable to the Head of School.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the Head of School.
10. Loans will not be made from the petty cash fund.
11. The Head of School will conduct surprise counts of the petty cash fund.

**Accounts Payable and Receivable:**



1. All original invoices will immediately be forwarded to the Head of School for approval.
2. The Director of Operations will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person Director of Operations will be the person designated to receive deliveries and they should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to the back office provider with the invoice along with a copy retained for the school's records. The back office provider will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the Head of School, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to the back office provider on at least a weekly basis (Head of School should be aware of invoice due dates to avoid late payments). The back office provider will then process the invoices with sufficient supporting documentation.
4. The Head of School may authorize the back office provider to pay recurring expenses (e.g. utilities) without the Head of School's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to the back office provider in writing and updated on an annual basis.
5. Documentation will be maintained for accounts receivable and forwarded to the back office provider.
6. Accounts receivable will be recorded by the back office provider in the general ledger and collected on a timely basis.

**Payroll:**

1. All employees will be responsible for completing an electronic timesheet for time worked during the week and the use of personal and sick days. All personal and sick days must be approved by the Head of School.
2. The completed timesheets will then be reviewed in the system by the back office provider on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the Director of Operations and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. The Head of School will notify the back office provider of all authorizations for approved stipends if applicable.
5. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names, note the time when they arrive and leave for the day. This form will be verified and signed by the Director of Operations and submitted to the back office provider.

**(f) Independent Annual Audit and Compliance**

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Through our future contracted service with our back office provider, GT3, they will contract with a third party vendor who will perform the financial audit of school-level finances and financial management to ensure we are in compliance with federal and state accounting and/or reporting requirements.

**(g) Management and Governance of School Finances**

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In order to ensure the financial viability of the school, Binghampton Community School's proposed Board of Directors will be responsible for to the financial oversight of the school and the proposed Head of School, Ms. House, and the Director of Operations and back office provider when hired, will be responsible for the day to day management of the school's finances and budget. BCS will ensure there are proper systems in place to ensure the school will always be in a place of good financial standing. The board is responsible for approving annual budgets that have sound and conservative assumptions, are mission aligned, and support the needs of all students. The Board will approve monthly financials and establish all fiscal policies. The board will approve the back office provider

contract and conduct ongoing evaluations of that group, as well as contract with an independent auditing firm to conduct an external financial statement audit and required tax filings and ensure that management responds to the findings in a timely manner. Within the board there will be a finance committee that will be spearheaded by our Treasurer. Within this committee, they will ensure there is strong fiscal planning, conduct close review of all financial documents and present the budget and any other financial topics to the full board for review monthly. In addition to this, the board will also provide financial counsel regarding decisions the board needs to make concerning the school. As stated earlier, the day to day financial operations of the school will be handled by the school's management- the proposed Head of School, Director of Operations, and back office provider. Together, they will be responsible for setting the priorities for the school, building the annual budget for consideration and approval, and managing the day to day finance needs of the school such as vendor relationships, bill payments, payroll, and accounting.

#### **(h) Outsourcing Financial Management- Back Office Provider**

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As described above, Binghampton Community School intends to outsource a back office provider to handle payroll, accounting services, bill payments with vendors, preparing monthly budgets, benefits, and audits. The proposed Head of School has talked with different back office providers to ensure that BCS can have the proper financial support it needs. Upon authorization, BCS intends to contract with GT3 Group LLC for all of our back office services. Please see **Attachment E** for this letter of support. The proposed BCS Board of Directors will oversee the financial viability of the school by working closely with the proposed Head of School, Director of Operations, and the selected back office provider that the school will contract with.

#### **(i) Financial Expertise at BCS**

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In order to ensure that there is proper oversight and financial management of the school's finances, we will ensure that there are members on our Board of Directors whose skill-sets, expertise, and knowledge are specifically in finance and budgeting. Currently on the proposed Board of Directors at Binghampton Community School is Shawn Taylor, the Chief Financial Officer of the Memphis Leadership Foundation. Mr. Taylor has a long track record of experience bringing over 20 years knowledge and success in finance. Jamel Dagher is another proposed Board of Directors. Mr. Dagher currently has seven years of finance and banking experience and works as a commercial lender for Paragon Bank. In addition to this, BCS will contract with a back office provider that will be responsible for managing the payroll, accounting services, auditing, and preparation of monthly budgeting reports alongside the proposed Director of Operations and Head of School. The proposed Head of School, Ms. House is also supported by BES and as a current Fellow where she is provided ongoing support in finance and budgeting for her school.

#### **(j) Financial Contingency Plans**

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BCS and its other strategic partners, including GT3 Group, have thoroughly reviewed and revised the budget initially submitted to MSCS. Revenue and expense assumptions have been thoroughly vetted, compared to industry standards, and adjusted to ensure that revenue assumptions are reasonable and that all core and supplemental expenses projected in the early years of school operation are included.

However, in the event that revenue received expenses are not received or are lower than expected, BCS will be prepared to implement a contingency plan so that the school can continue to run smoothly and services to students and families are not interrupted in any way. BCS will revise and iterate the budget with any new assumptions in partnership with GT3 Group with the three prong-strategy of increasing revenue (through fundraising and full utilization of available grants and programming); decreasing expenses, particularly non-essential/elective spending; and careful cash management. While the budget was built conservatively, BCS understands as with any startup that it is important to prepare for contingencies and we are prepared to make the following expenditure adjustments in this unlikely situation:

- Adjust the staffing model to reduce non instructional positions to part-time that aren't required by law
- Reducing operational costs (i.e going from 3 copiers to 1)
- Reducing programmatic costs (i.e only going on field trips that are free)
- Reduce staffing (i.e going from three elective teachers to two)
- Manage purchasing to delay some purchases.

### **(k) Year 1 Cash Flow Contingency**

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The budget has been built to incorporate important cash timing assumptions, including when BEP funds flow. In order to ensure that Binghampton Community School has sufficient cash flow funds going into the opening year of the school and in the unlikely event that our revenue projections are not met, we will ensure that there is a contingency plan in place to that the school can open successfully and there is no disruption to the proposed school model. BCS will start out with \$270,944 at the end of the planning year going into Year 1. Part of this amount is assuming that we will gain the \$150,000 from BES in June that was stated in our letter of support that could potentially be in addition to the \$100,000 we have securely received. BCS is prepared to implement the savings strategies referenced above to make immediate cuts to our budget and roll out a contingency plan so that we can welcome families and students in the fall of 2023 successfully without disruption to the school model should full revenues not be received including the option to:

- **Eliminate nonessential items:** Within our budget we have conservatively overestimated our expenses in Year 1 and have also included expenses that can be reduced and/or removed in the event that we have to make budget cuts.
- **Delay purchasing of certain items:** There are items that are bought during the Year 1 that can wait until the next fiscal year starts on July 1st. Delaying the purchase of items would ensure cash flow supports going into the first year
- **Adjust Non-Essential Staffing**
- **Line of Credit:** BCS may consider establishing a conservative line of credit with a low interest rate from a bank to allow us to cover expenses immediately in the event that we do not have enough cash on hand at the end of Year 0. In the event that this happens, we will adjust our budget to reflect the line of credit debt and work towards paying it off sooner rather than later.

As is typical with new start charter schools, cash will be tighter in Years 0 and 1, but BCS will partner with its back-office provider to closely manage its cash, and the budget has been built to grow cash reserves over time, allowing for dips to be born without any of the steps above in outer years.

### **(l) High Need Students with Disabilities**

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Pursuant to Tennessee Code Annotated Ann. § 49-13-113, BCS will accept any new student regardless of race, socioeconomic status, previous achievement level, learning ability, English language proficiency, or zip code. BCS will provide a Free and Appropriate Public Education (FAPE) for all students within the Least Restrictive Environment (LRE) possible. We will comply with all 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. Likewise, we will fully comply with additional policies of the state of Tennessee and Memphis Shelby County Schools.

Binghampton Community School will serve all students who enroll with us and with that comes the understanding that we will support them in their learning by providing services that may be needed should there be high need students with disabilities. Because students may require services that need personnel with specific certifications, an increase of students with disabilities will increase our expenses in order to ensure each student is appropriately supported. In order to ensure that all high need students with disabilities can have the support they need, we as a staff will do our due diligence to properly screen and monitor students when we believe there may be a need for

additional support and will staff accordingly as well as enforce the previously mentioned contingency plans to ensure we have cash on hand to be able to provide any service needed. Additionally, we will work closely with Memphis Shelby County Schools to collaborate on brainstorming on how to continue providing services to our special populations students.