



Encore STEM Academy

Application for a Public Charter School Opening in the 2020-21 School Year

**Respectfully Submitted to Shelby County Schools and the
Tennessee Department of Education**

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Attachment F	Board Governance Documents F1. Articles of Incorporation F2. Proof of non-profit and tax exempt status F3. By-laws F4. Code of Ethics F5. Conflicts of Interest Policy F6. Board Member Resumes F7. Board policies, including policies on open meetings and open records.
Attachment G	School Organizational Chart
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Attachment I	Employee Manual/Personnel Policies
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Encore STEM Academy General Information

Name of proposed school: Encore STEM Academy

Projected year of school opening: 2020

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Encore Education Network, Inc.

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

Model or focus of proposed school: STEM and Computer Science Focused School

Name of primary contact person: Mr. Kim Edward Bradley

Mailing address: PO Box 446 Cordova, TN 38088

Primary Telephone: (901) 463-8197

Email Address: encorestem@gmail.com

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

Full name	Current job title and employer	Position with proposed school
Kate Friedman Board Secretary	Executive Director, Memphis Kids in Nature	Environmental Stewardship
Myra Hamilton, Esq	Founder, Hamilton Entertainment & Employment Law, LLC	Legal, Human Resources, Compliance
Phil Hamilton	Engineering Manager, Medtronic	Engineering, Personnel
Stacy Hollingsworth	Branch Manager, BanCorp South	Engineering, Financial Projections, Budgeting
Ashiqua Jackson Board Vice Chair	Nursing Management	Management Organization
Ruth Martinez	Apartment Leasing Manager	Marketing to Hispanic Families
Zain Noordin Board Chair	Product Development Engineer, Medtronic	Engineering, Public Relations
Chanda Robinson	Special Education Teacher, Dr. Martin Luther King, Jr. High School	Sped Population, Academics, RTI
Erick Shelley	Branch Manager, Regions Bank	Financial Projections, Budgeting

Mario Walker	Architect, Self +Tucker Architects, Inc.	Facilities
Peggy West Board Treasurer	Real Estate Professional, Adaro Retired Educator, Homeschool	Community Outreach, Parental Involvement, Facilities

Name of proposed school leader (if any): At this time, we have not identified the school's core content academic leader, the Instructional And Curriculum Specialist (ICS)

City or geographic community: Orange Mound Community in Memphis, TN, Shelby County Schools

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes **X** No

Does this applicant have charter school applications under consideration by any other authorizer(s)?
Yes **X** No

Indicate Applicant Type: **New-Start Applicant**

ASSURANCES

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

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

Printed Name of Authorized Signer Mr. Kim Edward Bradley

Title - Encore STEM Academy Co-Founder/Executive Director

Encore STEM Academy Executive Summary

Encore STEM Academy (ESA) is an elementary charter school proposed to open in the Orange Mound (OM) community of Memphis, TN in 2020. The mission of ESA is to provide elementary students in the OM Community with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity, and Communication¹ for high academic achievement. Similarly, the mission of the Tennessee STEM Innovation Network (TSIN), created by the Tennessee Department of Education (TNDOE) is to promote and expand the teaching and learning of Science, Technology, Engineering, and Mathematics education in K-12 schools across Tennessee.² In congruence with the goals of the TNDOE and TSIN, Encore STEM Academy's Vision is to produce high achieving scholars equipped with 21st Century Core Competencies attained by a rigorous STEM curriculum who create real-world solutions with success in middle school, high school, college, and careers.

Shelby County Schools (SCS) Office of Charter Schools suggest that charter operators have “a new approach to teaching and learning in areas saturated with low performance.”³ As a charter school authorized by SCS, ESA's school plan aligns with goals for all jurisdictions that it serves, working in partnership to further educational objectives set by SCS Destination 2025,⁴ the mission of the SCS Science Department, the City of Memphis 3.0 goals,⁵ and recent initiatives set forth in 2018 by the TN Department of Education's STEM Strategic Plan⁶ and Digital Readiness K-8 Computer Science Standards.⁷ ESA's STEM curriculum includes components of the TN Environmental Literacy Standards,⁸ and we have secured key partnerships to fulfill the standards created by the TNDOE in 2012.

Orange Mound is the targeted location for ESA due to personal investment and pervasive need to increase educational options and curriculum choice in an underserved community. OM has historical significance and an esteemed reputation for African American success, but has suffered through the trauma of economic blight, crime, and childhood poverty which has created sustained deleterious effects on education. 37% of OM residents live in poverty, which is double the poverty rate for Memphis, and TN, and 55% of OM children under the age of 18 are in poverty. 13% of the OM residents have attained a Bachelor's degree or higher, which is less than half of the residents in Memphis and TN.⁹ With such bleak statistics, OM is also a personal choice and prime location for opening a school. Mr. Ed Bradley, ESA's Co-Founder, was born and raised in OM. Having taught for over 20 years with SCS in other neighborhoods, he is prepared and excited to bring his STEM educational talents to his home community. Community members have welcomed a “home grown educator” and Melrose High School graduate and support ESA as a viable school option to enhance revitalization and current development efforts.

Population shifts and changes within the Historical OM Community, childhood poverty levels, and decreasing educational attainment have negatively affected the schools. Of the 19 SCS district regions, unfortunately OM's elementary schools are the 5th lowest in performance, thus proving the need for

¹ These competencies are the “4C's.”

² <https://www.tsin.org/>

³ <http://www.scsk12.org/charter/files/2018/2018%20Shelby%20County%20Schools%20Supplemental%20Information%20for%20Charter%20Applicants.pdf?PID=1356>

⁴ <http://www.scsk12.org/2025/>

⁵ <http://www.memphis3point0.com/about-memphis-3-0>

⁶ https://www.tn.gov/content/dam/tn/education/ccte/ccte_stem_strategic_plan.pdf

⁷ https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/standards/Computer%20Science%20Standards%20Draft%203.7.2018v1.5_MH_BC-1_VM_MH.pdf

⁸ <http://eeintennessee.org/Files/eetn/2012/TennesseeEnvironmentalLiteracyPlan-4990.pdf>

⁹ <https://censusreporter.org/profiles/86000US38114-38114/>

increased educational opportunities for the heavy lift essential to move children and families out of poverty. STEM is sanctioned by SCS and the TNDOE as an innovative model to increase student engagement and academic achievement, post-secondary readiness, and career preparation. STEM education has proven effective in other TN Schools, such as engineering design at Memphis STEM Academy, Maxine Smith, and T-STEM East in Memphis,¹⁰ project based learning at Crosstown in Memphis,¹¹ computer science at RePublic in Nashville,¹² environmental literacy at Ivy Academy in Chattanooga,¹³ and comprehensive STEM education at Whitehaven Elementary, the only STEM designated elementary school in Shelby County Schools, and Oak Ridge Schools which is the first district in Tennessee, and second in the world to achieve AdvancED STEM Certification.¹⁴

In the first year of operation, ESA will serve grades K, 1, and 2 - forty students per grade level, for a total of 120 students in Year One. ESA will add a grade per year until reaching fifth grade. The total number of students ESA is proposing to serve at full capacity is 240. The proposed location is Bibleway House of Prayer, 3261 Park Avenue, 38111. Pastor Bowie and their church family are exuberant about the possibility of the partnership, community engagement, and hosting an educational facility in their space. ESA students will receive the core curriculum of ELA, Math, Science, and Social Studies outlined by SCS and the TNDOE curriculum requirements; their extracurricular course will be STEM and Computer Science. ESA will follow SCS's school calendar, and the students will have an additional hour per day in school for increased engagement with the core subjects, interdisciplinary projects, and peer collaboration.

In working with a population that has experienced traumatic effects of poverty and Adverse Child Experiences, there are challenges to overcome in school, including the need for additional academic and social supports, wraparound services and family support, ensuring an equitable and nurturing environment, financial considerations, and college/career exposure. There may be challenges finding and training teachers, and addressing academic deficits. Considering the economic status of the community, potential challenges may include financial difficulties, preparedness, and attendance. ESA is prepared to provide a supportive student focused environment to mitigate issues that impede educational attainment. Despite the challenges, we look forward to working with the community to address the needs and we view future families as full of promise and respect the unique strengths they bring to the school.

ESA's Co-Founders and Board Members bring a wealth of experiences and knowledge valuable to opening and operating a high quality school. Mr. Kim Edward and Dr. Menthia P. Bradley, the Co-founders of Encore STEM Academy, are both educators who were born and raised in urban neighborhoods, educated in Memphis City Schools, and have worked in a variety of school settings and served families similar to ESA's demographics. Having personal and professional knowledge, they are qualified and passionate about the life transforming effects of education, and have assembled a team to collaborate in these endeavors. They bring a plethora of talents and experience to opening a charter school, they are rooted in the community, and are invested in education and the growth and development of the Historic Orange Mound Community of Memphis, TN.

Mr. Bradley is a certified STEM teacher and is receiving Computer Science credentials and training through the TNDOE and Code.org. In 2014, he was chosen by his Principal to embark in a STEM

¹⁰ <https://www.scsengineering.org/>

¹¹ <https://crosstownhigh.org/>

¹² <https://republiccharterschools.org>

¹³ <http://www.ivyacademychattanooga.com/>

¹⁴ <https://www.ortn.edu/>

professional development cohort through the University of Memphis to receive the endorsement and expose students to engaging real world hands-on activities. Within his 20 years, he has taught all elementary core subjects and has experience assisting administrators in capacities such as behavior management, parent communication and scheduling, created the STEM Program, Blue Ribbon Discipline Plan, Journalism Program, and participated in STEM activities and competitions with Medtronic, SeaPerch, Verizon Wireless, TSA Tech Student Association, Big Green Learning Garden, and Memphis Light Gas and Water, which resulted in continual community partnerships. He also has twenty years of experience in the insurance sector, providing financial literacy and wealth preparedness information to clients. Having experience managing adults and meeting goals at St. Jude and Macy's, Mr. Bradley has background talents in various industries that are valuable in school start up.

Dr. Bradley has worked with Memphis Business Academy Schools in Frayser for 13 years as Founding Principal, and has helped develop MBA from one middle school with 68 sixth graders and 8 employees to six schools with 1,600 students in grades Pre K-12 and 180 employees. She has served as Principal of the Middle School, High School, and then both the Middle and High Schools together to align a cohesive culture to improve academic outcomes, and Director of Education. During her tenure as Director of Education, all three schools existing at that time were designated as TN Reward Schools for academic progress in 2015 (MBA Elementary, Middle, and High).¹⁵ She has since been promoted to the Chief Operating Officer, and is currently leading a \$14 million renovation project to expand MBA and revitalize the Frayser community by converting a former blighted club into their school home. With this project, she is coordinating local and national banks, developers, attorneys, architects, and community organizers all for the common goal of providing a beautiful, cost effective, and premier educational facility to underprivileged children. Dr. Bradley is also receiving Computer Science credentials and training through the TNDOE and Code.org.

While Mr. Kim Edward and Dr. Menthia P. Bradley both have significant educational, management, charter start up, recruiting, marketing, and community partnership experience they know that opening a quality school involves other people with diverse talents, and they have recruited board members with expertise in legal and human resources, special education, Hispanic connections, finance and banking, architecture and school facility development, environmental education, real estate and college preparation, STEM and engineering, and personnel management. Perseverance, creativity, and ingenuity are vital strengths necessary for opening a school and on our team are several entrepreneurs who have experienced the challenges of beginning a new venture. With the support of such a team and the collaboration with Shelby County Schools, we can all work together to get our children to Destination 2025 to create a more knowledgeable, productive workforce and lifelong learners and ultimately benefit our entire community.¹⁶

¹⁵ <https://www.tn.gov/content/tn/education/data/accountability/2015-school-accountability.html>

¹⁶ <http://www.scsk12.org/2025/>

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

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

Encore STEM Academy (ESA) is an elementary charter school proposed to open in the Orange Mound (OM) community of Memphis, TN in 2020. The mission of ESA is to provide elementary students in the OM Community with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity, and Communication for high academic achievement. Encore STEM Academy's Vision is to produce high achieving scholars equipped with 21st Century Core Competencies attained by a rigorous STEM curriculum who create real-world solutions with success in middle school, high school, college, and careers. ESA desires to work in partnership with Shelby County Schools (SCS) and the TN Department of Education (TNDOE) to further goals of increasing early STEM opportunities and preparation for the workforce and a productive life beyond high school, beginning in elementary school. The first year of opening, ESA will serve 120 students in grades K, 1, and 2 with two classes per grade level of 20 students per class. Every student will excel in the core subjects of English Language Arts, Mathematics, Science, and Social Studies, and STEM/Computer Science. ESA will add a grade per year until it serves 240 students in grades K-5.

In 2010, the Tennessee Department of Education launched the Tennessee STEM Innovation Network (TSIN) "by Executive Order Number 68 as a project under an agreement with Battelle Memorial Institute, which is designated as the manager of TSIN and its activities." TN Code Annotated § 49-6-1101 defines STEM education as: "STEM" means science, technology, engineering, and mathematics. Focusing on "kindergarten to jobs," TSIN is developing high-quality STEM programming to further ensure Tennessee students are prepared for success in college and careers and ready for the future of their choosing. STEM is described by the TSIN as a transformative approach to traditional teaching and learning that fosters creativity and innovative thinking in all students. An integrated STEM approach teaches students not to think in a silo, but shows them that problem-solving skills and critical thinking are necessary across all disciplines.¹⁷ STEM education is a unique approach to teaching and learning that fosters creativity and innovative thinking in all students. It is focused on building critical and creative thinking and analysis skills by addressing how students view and experience the world around them. Strong STEM teaching and learning opportunities rest on inquiry, technology, and project-based learning activities and lessons that are tied to the real world. It is a diverse, interdisciplinary curriculum where activities in one class complement those in other classes.

ENCORE, an acronym for *Exploring New Concepts Of Rigor & Excellence*, will provide a unique and interactive transformational education experience for children, families, and the Historic Orange Mound community, supported by goals and initiatives of Shelby County Schools, the TN Department of Education, and research on the positive effects that STEM education has on children during school and their success beyond graduation. The TN DOE STEM Strategic Plan urgently states, that "The need for fully integrated K-12 STEM education in Tennessee has never been more critical. In order to prepare our students to take advantage of the vast opportunities in this field, we must equip students with the

¹⁷ <https://www.tsin.org/what-is-stem>

knowledge and skills to successfully embark upon a STEM pathway and ultimately a high-demand STEM-related career.”

Research indicates that students in STEM courses are more interested, motivated, and engaged in the hands-on learning experiences. The real-world work help students understand concepts and increases their ability to recall information due to the authentic, meaningful, and tangible learning environment (Roberts, et. al 2018).¹⁸ According to the PEW foundation¹⁹(2018), students who experience STEM education are more likely to be successful in college and careers even if they do not choose a STEM related field. Computer science and coding is essential for developing the TN workforce and is considered “the most important job skill of the future and the most in-demand skill across industries (Dishman, 2016).”²⁰ According to TSIN (2019), “STEM education is one of the most effective tools we have to prepare students for tomorrow’s workforce and success in college and careers.” A study of fourth graders exposed to a new STEM curriculum revealed that STEM training affects science and mathematics achievement, students have positive views about the training, wish to see more of it in future courses, and are more likely to consider choosing STEM areas for their future careers (Acara, Tertemizb, and Taşdemirc, 2018).²¹ Similarly, a comparison study of eighth grade students in STEM vs non-STEM courses revealed that the STEM group outperformed the non-STEM group on all measures and participation in a STEM academic program, where teachers use project-based learning, collaborative learning, and hands-on strategies, positively impacted eighth grade students’ academic achievement in mathematics, science, and reading (Olivarez, 2012). Therefore, the educational focus of Encore STEM Academy provides an increase in the likelihood of a positive trajectory for students to prepare them for success at middle school, high school, college, and careers.

The Core Values of Encore STEM Academy, an acronym for ENCORE outline how ESA plans to serve the students, families, teachers, stakeholders, and the Orange Mound community through an intentional focus on: *Equity, Neighborhood and Community, 21st Century Core Competencies (4C’s), Outstanding School Culture, Rigorous Curriculum, and Environmental Stewardship*. The Core Values are detailed below:

Equity:

Encore STEM Academy is designed on the belief that ALL children will succeed, given equitable access to rigorous instruction through innovative learning opportunities in a caring environment regardless of race or ethnicity, socio-economic status, neighborhood, or family dynamics. While STEM educational access has expanded across SCS, it is not as proliferate in the Orange Mound community. SCS offers high quality STEM elementary schools in Whitehaven (Whitehaven Elementary), charter elementary options in Frayser (Memphis STEM Academy) and Hickory Hill (Nexus STEM Academy), and optional middle and high schools in Whitehaven (Havenview Middle) and East Memphis (Maxine Smith STEAM Middle and East T-STEM High).

ESA would like to increase these opportunities and place a high quality elementary STEM option in Orange Mound. Families in the Orange Mound community who desire for their children to have a STEM educational experience must apply and be accepted to an optional school which offers the curriculum, or

¹⁸ <https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-018-0133-4>

¹⁹ <http://www.pewresearch.org/fact-tank/2018/01/09/7-facts-about-the-stem-workforce/>

²⁰ <https://www.fastcompany.com/3060883/why-coding-is-the-job-skill-of-the-future-for-everyone>

²¹ <https://files.eric.ed.gov/fulltext/EJ1176513.pdf>

attend a school outside of the community because OM is considered as a “STEM desert.”²² Sandy Watkins, Director of TSIN said of Governor Bill Lee’s Workforce Initiative, "Quality STEM programs prepare students for the jobs of tomorrow and promote Tennessee’s competitiveness in the global economy. This initiative will expand the efforts of the Network and our partners to reach our shared goal, that all students in Tennessee have access to quality STEM learning opportunities - regardless of zip code."

Research from code.org indicates that 90% of parents want their children to study Computer Science/Coding, but only 25% of schools nationally provide the course.²³ Of the children who do receive Computer Science classes, it is usually relegated to high school exposure, with a lack of adequate preparation because few middle and elementary schools provide that foundation. It is really exciting that SCS is offering a Coding Internship to ninth graders across the district to “get the skills to pursue a degree or career in coding.” According to the SCS 2019 School Choice Manual,²⁴ Coding is offered at: Central High, Cordova High, Craigmont High, Douglass High, East High, Kingsbury High, Middle College High, Overton High, Sheffield High, Southwind High and Westwood High. Those are all high schools, and primarily optional. Other schools that offer STEM related courses are Engineering Design at Cordova High, East High, Manassas High, and Whitehaven High. Those are all high schools. Web Design is offered at Melrose High, Wooddale High, and Overton High. Those are all high schools. Robotics and Automated Systems is offered at Maxine Smith STEAM Academy. That is an optional middle school. Project Lead the Way, a STEM curriculum, is offered at East High and Havenview Middle, both optional schools. Other optional schools with STEM programs are Delano Elementary with Computer Technology, Cordova Middle with Computer and Environmental Sciences, Idlewild Elementary with Science and Technology, and Vollentine Elementary with Science Exploration. Not only is Computer Science and Coding primarily offered in high schools, but STEM programs in general are overwhelmingly offered in high schools, and a few choice optional middle schools, and one designated elementary school. Fortunately, Melrose High School does offer Web Design for children in the Orange Mound community. The University of Memphis is opening the only project based learning middle school in Memphis, but this will be a middle school.²⁵ Although it is close to Orange Mound, there are enrollment constraints that could limit students from entering.

Most notable, according to Shelby County Schools Destination 2025 Optional Schools Handbook for 2019-2020, Whitehaven Elementary is the ONLY ELEMENTARY STEM SCHOOL listed as such in the district, and it is an optional school. In order to be accepted, applicants must take the Optional Schools admittance tests and earn a score above the 55th percentile in Reading and Math, have satisfactory attendance, skills, and behaviors, B average or above in all subjects, and must maintain these requirements in order to remain in the Optional Program.²⁶

In line with Shelby County Schools Destination 2025 Priority Four, Encore STEM Academy is proposing to increase the number of high quality STEM school options provided in Shelby County Schools in Memphis, TN - particularly Orange Mound so that all students in Tennessee have access to quality STEM learning opportunities - regardless of zip code.

Computer Science is an essential component of our STEM focus and can be life-changing, not just skill

²² http://blogs.edweek.org/edweek/curriculum/2017/12/nonprofit_seeks_to_define_stem_deserts_.html

²³ <https://code.org/promote/tn>

²⁴ <http://www.scsk12.org/communications/files/2018/CHOICE-BOOK-2019.pdf>

²⁵ <http://www.wmactionnews5.com/2019/02/27/scs-approves-uofm-middle-school-tuesdays-meeting/>

²⁶ SCS Optional Schools Handbook pages III and 65

training. Governor Bill Lee announced the Future Workforce Initiative, stating that, “58 percent of all STEM jobs created in the country are in computing but only 8 percent of graduates study computer science in college. By exposing Tennessee students to computer science in their K-12 careers we are ensuring our kids have every chance to land a high-quality job.”²⁷ Computer science is one of the fastest growing industries and computer programmers are needed in every field. Learning these skill sets early will increase access to advanced college and career opportunities. Described as foundational for every student, Computer Science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. To increase the K-8 pipeline and access for Computer Science to more children, The TN Department Of Education created the Digital Readiness K-8 Computer Science Standards in 2018, which Encore STEM Academy will implement in Orange Mound, at the elementary level. According to the TN DOE, “Although not every student will enter a STEM field, all students will benefit from learning computer science concepts and practices allowing them to better understand the world around them, improve their logical reasoning and problem-solving skills, and increase their creativity and collaboration.” The Co-Founders are in a cohort to receive the Computer Science endorsement for Tennessee educators, and have made connections with teachers and other partners who have provided resources for curriculum, competitions, and activities to enhance teacher development and student growth in STEM and Computer Science.

Unfortunately, STEM fields have systematically excluded minorities and women, although there are significant educational, career, and financial advantages of a STEM education that could benefit the people who need it the most. STEM fields are the highest paying and the wage gap is the smallest between men and women. In STEM fields, women earn .92 per \$1 earned by men, compared to .77 in other fields. According to Fisher (2019),²⁸ the underrepresentation of women and minorities in STEM fields continues to be a national concern as well as a priority for intervention in STEM education in elementary and persists through the college level and graduate degree programs. Similarly the National Science Foundation (2015) notes that women are far less represented than men in STEM fields and change majors from STEM to other academic contents more often. While they may begin college in a STEM subject, they do not persist.

The need to increase women and minorities’ access to STEM is an urgent local, state, and national need. The TN DOE states in the STEM Strategic Plan that, “As a state we also recognize that we must close the STEM gap for women and minorities” (2018, p. 6). 2019 marked a significant moment for the Grammy Awards as Emily Lazar became the first woman mastering engineer ever to be awarded the Best Engineered Album Non-Classical Grammy for her work on Beck's Colors. She is one of an extremely small group of female mastering engineers, only 3% of whom are women.²⁹ This backdrop highlights the need for earlier intervention, equity, and access, esp for women and minorities. Fittingly, the Memphis Chapter of the National Society of Black Engineers hosted STEMology on February 26, 2019, a gender empowerment conference for 3rd – 12th grade students which uses STEM concepts to inspire the next generation of young leaders. An important component of the conference is to increase STEM exposure and facilitate “discussions surrounding myths and truths of minorities and genders in STEM.”³⁰

Fortunately, Memphis is ripe with organizations who are seeking to close the digital divide and access gap for minorities receiving advanced technological careers. Such companies providing STEM based options

²⁷ <https://www.tsin.org/gov-bill-lee-announces-the-future-workforce-initiative>

²⁸ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6326412/>

²⁹ <https://www.refinery29.com/en-us/2019/02/224009/emily-lazar-first-woman-best-engineered-album-beck-colors>

³⁰ <http://www.nsbememphis.org/>

for Memphians include Code Crew,³¹ BLit - Blacks and Latinos in Tech,³² StartCo Sky High,³³ Black Girls Code,³⁴ Tech 901,³⁵ BlockChain 901,³⁶ Mid-South Makers,³⁷ Memphis Technology Foundation,³⁸ Memphis Python Group,³⁹ Code Connective,⁴⁰ I am IT Training,⁴¹ and Memphis Women in Technology.⁴² The Federal Express Institute of Technology hosts events such as Women's Hackathon⁴³ and Hack Memphis⁴⁴ to involve more community members in coding activities and demystify the perceived learning gap that causes many people to refrain from entering technological fields. These organizations provide a gamut of opportunities including industry certification, internships, coding games, intergenerational coding events, mentorships with industry professionals, and career advancement. Southwest TN Community College was chosen to debut Launch Code's first free computer programming courses in the state of Tennessee to provide more Memphians the opportunity to learn computer programming skills and gain upwardly-mobile careers in technology.⁴⁵ Unfortunately, there are not as many schools which are providing opportunities, esp. at the elementary level. Similar to those companies, non-profits, and organizations, Encore STEM Academy seeks to provide an earlier foundational educational option in Shelby County Schools for increased access, college and career opportunities, workforce development, and higher salaries for an underserved community and at a younger age.

What is important and unique about Encore STEM Academy: ALL students will receive a STEM and Computer Science/Coding curriculum, in Orange Mound, at the elementary level.

The Core Value of Equity will be measured by:

100% of ESA students who enroll in ESA will take integrated Computer Science and STEM classes.

ALL Students will enroll in code.org and complete atleast 80% of the modules

Neighborhood and Community:

ESA is rooted in the Historic Orange Mound neighborhood with a coalition of partnerships working collaboratively to enhance the school, families, and the community. We honor the heritage and history of Orange Mound, and seek to join in its' revitalization movement. In alignment with Priority 5 of SCS's Destination 2025 to mobilize family and community partners with schools to connect partners to student goals, ESA has received support and endorsements from a variety of stakeholders to support student achievement and family engagement. ESA is in congruence with the core beliefs of Shelby County Schools that state: "We believe that strong public support and community partnerships are essential for all students to excel. We commit to meaningfully engaging families in the education of their children. We commit to working collaboratively with all community stakeholders." Collaboration is key to increasing student access, resources, and STEM exposure, thus ESA will continue to foster relationships and increase the community support.

³¹ <https://www.code-crew.org>

³² <https://www.facebook.com/BLITMemphis/>

³³ <http://neverstop.co/skyhigh/>

³⁴ <https://www.success.com/how-black-girls-code-is-changing-the-face-of-technology-one-girl-at-a-time/>

³⁵ <https://tech901.org/>

³⁶ <https://www.facebook.com/blockchain901/>

³⁷ <https://www.midsouthmakers.org/>

³⁸ <http://www.memphistechnology.org/>

³⁹ <http://www.mempy.org/>

⁴⁰ <https://codeconnective.com/>

⁴¹ <https://www.iamittraining.com/>

⁴² <http://memphiswomenintech.org/>

⁴³ <https://www.athenatechne.com/>

⁴⁴ <http://hackmemphis.com/>

⁴⁵ <http://www.southwest.tn.edu/scoop/launchcode.htm>

TN Code Annotated § 49-6-1105 for STEM partner organizations stipulates that “TSIN shall seek STEM partner organizations...to find ways to collaborate on STEM education programs and opportunities.” The TNDOE notes Community and Postsecondary Partnerships as a priority area for K-12 STEM, addressing the need for schools to “establish community and postsecondary academic STEM partnerships which provide meaningful connections between the academic standards and practical application outside of the school day (2018, p.8).” In addition to providing STEM opportunities, partnerships with neighborhood and community enhance the educational experience and well being of the whole child. Attachment E highlights the partnerships we have with University of Memphis, Southwest TN College, and other significant community entities.

Nationally, The Annie Casey Foundation provides insight into how communities can have a significant impact on students and those in high-poverty communities often experience harmful levels of stress from exposure to crime, frequent moves and lack of access to resources such as good schools, medical care, safe outdoor space, essential to healthy development. They’re also more likely to drop out of school and struggle financially as adults. They further state that the success of children and their parents is intertwined. Programs promoting students’ health and educational needs must go hand in hand with services for their parents and caregivers, such as job training and financial coaching.⁴⁶ Locally, Seeding Success works with its partners to use data to identify what works to improve student outcomes, and have found that non-school factors have a significant influence on student achievement so they work with our community to link support, health, and enrichment services for students and families with the most effective school-based practices for learning.⁴⁷

Community organizations will be leveraged to provide wraparound and integrated services for students and families of Encore STEM Academy with partnerships between the school and community resources. The integrated focus on academics, youth development, family support, health and social services and community development leads to improved student learning, stronger families and healthier communities. Partnerships are also essential for STEM engagement because according to TSIN, in the STEM classroom, robust partnerships reach beyond the walls of the school to include higher education and business partners in real-world lessons. The Shelby County Schools Family and Community Engagement Office (FACE) addresses the need for effective community partnerships “to address the needs of families and students both at school and at home, to address the whole-child in order for academic and social success to improve at a strategic and aggressive pace. To build stronger relationships with families and communities through partnerships to ensure that families are well-equipped, communities are resourceful, and students have what they need to receive the education in an environment they deserve.”⁴⁸ The SCS FACE Office has corralled integrated services through engaging parent ambassadors, community adopters, and providing academic support to families, and we will do the same.

Similar to the SCS model of community schools, such as Belle Forest Elementary School, we recognize that there are several converging factors that can increase or delay success for students, factors that can be addressed effectively at school with the support of local businesses, non-profits, and volunteers. ESA has secured community partnership, volunteers, and support for teachers, parents, and students in the area of finances, STEM, environmental education, after school activities, project expertise and assistance,

⁴⁶ <https://www.aecf.org/work/community-change/>

⁴⁷ <http://seeding-success.org/resources/teacher-leadership-effectiveness-report/>

⁴⁸ <http://www.scsk12.org/face/>

wellness, real estate, taxes, and other key areas. Providing wrap around services helps to increase attendance, school engagement, and will enhance their personal lives and lives at school. Attachment E highlights the extensive number of community, business, and university partners that have pledged support to our school, for STEM partnerships, families' comprehensive needs, and student wellness to make Encore STEM Academy a more beneficial environment to our constituencies.

The Core Value of Neighborhood and Community will be measured by:

ESA will engage at least 10 supporters, industry representatives, and partners annually in wraparound services, STEM and career exploration, and family and community engagement.

ESA will have 1 Annual Project & Exhibition, in May to showcase student work.

There will be 10 student clubs per year (one per month) where students engage in exciting activities with community partners, classmates, and teachers

ESA Families will volunteer at least 10 hours each annually, which includes events such as: Progress Report and Report Card nights, STEM night, Lunch and Learn, field trips, participation in exhibitions, community nights, and student activities.

Orange Mound community members will participate in activities at ESA, and ESA will host activities at OM locations

21st Century Core Competencies (4 C's) Critical Thinking, Communication, Collaboration, and Creativity:

ESA's Mission is based on developing the 21st Century Core Competencies skills which are beneficial in all disciplines, produce high academic achievement, increased engagement in learning, and success in students' future endeavors.⁴⁹ Fitting with the goals of Destination 2025 and Priority 2: 90 percent of SCS students graduate on time, and 100 percent of college or career-ready graduates enroll in a post-secondary opportunity,⁵⁰ these competencies transcend industries, are valuable in any work environment, and increase access for goals beyond high school. These Competencies are crucial for students to thrive in a global society. Battelle for Kids (2019) has produced a framework for 21st Century Learning, which includes the goals of emphasizing deep understanding rather than shallow knowledge, and engaging students with the real-world data, tools, and experts they will encounter in college, on the job, and in life because students learn best when actively engaged in solving meaningful problems.⁵¹ The Partnership for 21st Century Learning highlights that, "As educators prepare students for the global society, teaching the core content subjects must be enhanced by incorporating critical thinking, communication, collaboration, and creativity." According to the report, *Rethinking Teaching: How K-12 and Higher Education Can Facilitate Collaborative Learning with Technology*, "the cornerstone of becoming a successful learner at any age comes down to the four C's: critical thinking, collaboration, creativity and communication."⁵²

Critical Thinking

Measuring 21st Century Competencies Guidance for Educators (Soland, Hamilton, and Stecher, 2016)⁵³ discusses the importance of Critical Thinking and its' impact on students' immediate learning and future development. Critical thinking is broadly defined as multifaceted skill that involves problem solving in the face of ill defined information. These competencies are important for deeply understanding academic

⁴⁹ http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

⁵⁰ <http://www.scsk12.org/2025/files/2017/Annual%20Report%202017.pdf>

⁵¹ <http://www.battelleforkids.org/networks/p21/frameworks-resources>

⁵² https://media.erepublic.com/document/CDE18_BRIEF_Cisco_V.PDF

⁵³ <https://asiasociety.org/files/gcen-measuring21cskills.pdf>

content, and later career performance. Students will review situations in a new and innovative ways and connect learning across core academic disciplines to effectively analyze and evaluate evidence, arguments, claims, beliefs, and evaluate major alternative points of view. Students will synthesize and make connections between information and draw conclusions based on the best analysis. They will solve different kinds of problems in conventional and innovative ways and reflect critically on learning experiences and processes. These skills are key for future careers, as employers indicate that they prefer employees who reflect on how to continuously improve its products, processes, or services.

Collaboration

Collaboration fosters the development of new ideas and exposes students to opposing viewpoints which may cause them to reconsider, adjust, and clarify their original thoughts (Goertz, 2015).⁵⁴ Although some students may prefer to work alone, this is an option not often granted in careers, and developing these skills early will help with preparing for the workforce. In addition, collaborative skills induce the genius in students, allowing them the access to work with peers, teachers, and stakeholders to reach goals and connect talents, expertise, research, and thoughts. Effective collaboration involves interpersonal communication, conflict resolution, and task management. It encourages students to be open and responsive to new and diverse perspectives, incorporate group input and feedback into shared projects, and demonstrate the ability to work effectively and respectfully with diverse teams. Students will assume shared responsibility for their work, and value the individual contributions made by each team member. Research even indicates that teaching young students how to work with others on social issues leads to commitment to civic participation and enhance their prospects for employment and job advancement according to Pearson (NEA, 2010).⁵⁵

Creativity

Creativity is included among the key 21st Century Core Competencies given its broad applicability and value to technology, entrepreneurship, and innovation (Soland, Hamilton, and Stecher, 2016). As the National Educational Association (2010) notes, evolving social, economic, and scientific problems in today's world will require more flexible thinking and solutions. Creativity has gained increasing focus in educational programs because it allows students to try new approaches to innovate, ideate, and invent new solutions, test theories, and refine and engage in research and discovery by using a wide range of techniques. Creativity is the ability to make or bring to existence something new, whether a new solution to a problem, a new method or device or a new artistic object or form. Students will create new and worthwhile ideas, products, and projects to improve and maximize existing issues. In the work environment, increased creativity helps to make processes and products, more efficient, user friendly, and accessible. In *Harnessing Creativity and Innovation in the Workplace*, Serrat (2010) describes the importance of creativity. "Creativity has always been at the heart of human endeavor. Allied to innovation, which creates unexpected value, it is now recognized as central to organizational performance. It may even be the key to some of the biggest challenges facing the world, such as global warming and sustainable development."

Communication

⁵⁴ <https://www.edutopia.org/discussion/10-signs-21st-century-classroom>

⁵⁵ <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

Communication is vital to facilitate teamwork and lies at the core of empathy, trust, conflict resolution, and negotiation, skills necessary for students and adults in the workforce (Soland, Hamilton, and Stecher, 2016.) Communication helps students effectively and confidently share thoughts, questions, ideas, and solution and effectively share with others using oral, written and nonverbal communication skills in a variety of contexts. They will also listen effectively and use communication for a range of purposes. Students will communicate with adults, stakeholders, and be able to explain their concepts, thought processes, and learning outcomes. As adults in the workforce, effective communication with clients, co-workers, managers, and other stakeholders is key to ensuring that the company is best represented, products are properly introduced, and concepts are clearly explained. As NEA (2010) highlights, effective communication may lead to improved interpersonal relationships, higher grades and graduation rates, and increased employability.

It is our mission that through the 21st Century Core Competencies, students will experience high academic achievement as children and those talents and skill-sets will translate into “employable skills” outlined by the Tennessee Department of Education Department of Work-Based Learning.⁵⁶ The employable skills are divided into four broad categories: Application of Academic and Technical Knowledge and Skills, Career Knowledge, and Navigation Skills, Personal and Social Skills, and 21st Century Learning and Innovative Skills, which lists each of the 4C’s. These skills, compiled by over 225 teachers, stakeholders, and industry representatives in Tennessee are deemed as crucial for our children in Orange Mound to attain as they eventually seek to gain employment and success in the workforce.

The Core Value of 21st Century Core Competencies will be measured by:

Pearson Educational Research Association has developed age appropriate rubrics to determine students’ level of proficiency towards the 21st Century Core Competencies. The levels of progression are Novice, Emerging, Proficient or Exemplary. Grouped in grade bands of K-2, 3-5, 6-8, and 9-12. The K-2 grade band rubric will be utilized in our STEM class.

80% of ESA students will achieve Proficient in each of the 21st Century Core Competencies, measured by the STEM teacher.

Outstanding School Culture:

ESA stakeholders will foster an outstanding school culture which validates the unique identities of each individual connected to the school, honors every staff member and student, and appreciates their valuable contributions to the learning environment. SCS’s core values state a commitment to providing a safe and nurturing school environment for all students and creating and sustaining a culture of high expectations.⁵⁷ As a new elementary school in the Orange Mound community, we too believe in providing a safe and nurturing haven and that “students who live in poverty should learn in luxury.”⁵⁸ The culture of high expectations academically and socially within the school climate will be emanated to all stakeholders involved with ESA.

Before speaking more about the students, we will address the teachers and employee wellness, key to an outstanding school culture. While student success is critical, a cohesive and committed staff is essential to impact academic achievement. Effectively meeting teacher’s needs could reduce turnover, increase

⁵⁶ https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_employability_skills_checklist.pdf

⁵⁷ <http://scsk12.org/communications/files/2016/MissionVision.pdf>

⁵⁸ <https://www.chalkbeat.org/posts/tn/2018/10/25/griffin-students-who-live-in-poverty-should-learn-in-luxury-but-state-run-schools-are-far-from-luxurious/>

collegiality, and create an environment where they work together in a professional and engaging school climate. ESA will set an environment where teachers are challenged yet honored, and where the work is rigorous, rewarding and fulfilling in a creative and collegial environment. Co-Founder Mr. Bradley is a veteran public school teacher for twenty years, and is well aware that educational professionals can excel in a school environment of collegiality and cohesiveness. It is crucial to meet teacher needs so they can focus on students. Dr. Joris Ray, Interim Superintendent of Shelby County Schools has defined Servant Leadership as one of the seven steps to achieving the goals of Destination 2025, Servant Leadership.⁵⁹ This means that school leaders must be attuned to the needs of others first, maintain a respectful relationship, provide meaningful development opportunities, and be relatable - able to listen and work together to produce successful outcomes.

Building collegiality among teachers will increase a collective sense of accountability when they receive professional support to enhance their work culture from the Executive Director, Instruction and Curriculum Specialist, and Board of Directors. These supports at Encore STEM Academy will include class scheduling to provide adequate planning time, ample resources to effectively deliver quality content, intentional and informative professional development, timely and growth based feedback, and educator “field trips.” ESA considers teacher wellness as a key tenet of Outstanding School Culture, and as an intentional focus to maintain an active and engaged staff. Our budget highlights funding for Teacher Wellness to include gift cards, meals, and personalized “happies.”

The Co-Founders of Encore STEM Academy attended the National Connecting Communities of Courage Summit, co-sponsored by Facebook for Education and the National School Climate Center.⁶⁰ Facing History and Ourselves requested Dr. Bradley attend and she was chosen from all of the network schools with which they work due to her level of reflection, dedication, and intentionality in implementing school wide practices that embody values of social justice, empathy, and care for teachers and students as an administrator. Facing History’s Letter of Recommendation, and agenda for the summit meeting is in Attachment E. After learning of the agenda, Mr. Bradley also attended due to the impact of the information garnered and the significance of being among a national group of thought partners, students, policy makers, advocates, and educators who have are committed to school climate development. At this intergenerational summit, the discussions centered around inclusion, safety, and engagement, ensuring students have a sense of belonging which fosters ownership and pride, and increasing opportunities for meaningful relationships between school entities, families, and communities.

Through the Summit, these themes that emerged as conditions that allow for meaningful improvement in school climate to occur: intentional planning; inclusive intergenerational leadership; and a commitment to continuous improvement.⁶¹

Intentional planning promotes conditions when it ensures all elements of a system align with a shared vision, is consistent with core values, and supports systemic change. The team responsible for leading change be intentional about weaving core values into the planning. At ESA, our Mission, Vision, and Core Values are the foundation for academic and behavioral decisions, policies, and procedures.

Inclusive intergenerational leadership is identified as a necessary condition for creating school contexts which embrace a diverse group of stakeholders. It provides a context for collaborative decision-making

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<https://www.commercialappeal.com/story/news/2019/02/07/77-takeaways-new-scs-school-leader-toward-destination-2025/2801102002/>

⁶⁰ https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/NSCC_SummitRecap.pdf

⁶¹ https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/NSCC_SummitRecap.pdf

that involves adults and youth working together in authentic and meaningful ways, increases student voice, and builds shared agreements for working together. At ESA, we provide a context where teachers and students have input in behavioral incentives and consequences, academic outcomes (such as projects, exhibitions, and STEM exploration), and school events (such as Tech Explorations and Tech Talks, field trip and extracurricular experiences). This provides for more autonomy and accountability over implementation and outcomes.

Commitment to continuous improvement is where leaders take risks and innovate, make mistakes that would yield deeper learnings. When leaders are willing to take the challenges to continually improve, students do the same. It is powerful work to do and to model for youth who need to see that adults don't have all the answers (or believe that they do) and are willing to embark upon important efforts even though they aren't exactly sure how to get it done. At ESA, the STEM learning environment incorporates a realm of curiosity, creativity, and risk taking for both adults and students. In Computer science, many of the lessons are "co-designed" where teachers are learning with students and encouraged to share their learning experience with Coding.

Encore STEM Academy will foster a school culture and environment which is mission and vision aligned, incorporates the Core Values, and fosters a sense of collaboration (in line with the 21st Century Core Competencies) in both the academic and behavioral realms. Responsible Community Action,⁶² or RCA, will increase an Outstanding School Culture among our students. Based on research based findings from the National School Climate Center, and Positive Behavior Interventions and Supports (PBIS), RCA is a proactive approach to establishing the behavioral and cultural supports to achieve social, emotional and academic success. PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and with others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and respectful.⁶³ The Responsible Community Action model fosters:

- RESPONSIBLE - ownership of personal behaviors and the impact on the school community
- COMMUNITY - fostering a communal and collaborative academic and social atmosphere where fellow students are safe and included
- ACTION - making academic and behavioral decisions that inspire growth and development

With RCA, students are encouraged to be proactive, mindful, and respectful of themselves and others. They are encouraged to think of the school environment and how their behaviors positively or negatively may impact others. We believe that increased positive school climate will increase student engagement and attendance. It is our goal to have a 96% or above attendance rate.

Industry representatives and STEM professionals will work with the students and staff at Encore STEM Academy through volunteer opportunities, field engagement, and STEM experiences. Being a STEM school involves increasing the participation of universities, specialists, and career professionals. These community partners work with teachers and students to provide enhanced extracurricular and co-curricular learning opportunities, and their level of satisfaction with the experience and the ability to collaboratively implement their programs and work with the staff is key to continued and increased development of community partnerships.

⁶² More Specifics on RCA are detailed in the Student Handbook and School Discipline Policy.

⁶³ <https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs#briefintro>

It is our aim to evoke an Outstanding School Culture for teachers, students, and stakeholders. Through building collegiality and collective accountability for student outcomes, encouraging Responsible Community Actions (RCA) among the students, and ensuring that school leaders work cohesively with teachers and students. We appreciate the unique identities of each individual and their valuable contribution to the learning environment.

The Core Value of Outstanding School Culture will be measured by:

ESA will have 90% Student Retention Rate, 100% Staff Retention Rate, 90% Stakeholder Survey Satisfaction, and 96% Attendance Rate.

Rigorous Curriculum:

ESA Techies will experience a comprehensive standards based education enhanced with STEM, Computer Science, Coding, Engineering, and Project Based Learning. The curriculum will foster students academic growth and achievement. Opportunity Myth (2018),⁶⁴ a comprehensive study of five diverse school systems, identified what students describe about how school is letting them down and how educators can fix it. Findings indicate that, “every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class—regardless of their race, ethnicity, or any other part of their identity.” Make greater access to grade-appropriate assignments an urgent priority for all students, no matter what their race, income level, or current performance level. Give all students, especially those who are behind grade-level, access to instruction that asks them to think and engage deeply with challenging material. Ensure educators enact high expectations for student success by seeing firsthand that students are capable of succeeding with more rigorous material.

ESA has chosen rigorous research based curriculum to increase academic achievement. ELA:Houghton Mifflin Harcourt Curriculum, Lucy Calkins writing, Renaissance MYON literacy library, Accelerated Reader reading comprehension and for Phonics words their way, Math, Science, and Social Studies, Eureka math, Social Studies, Eureka Science, Eureka - Next Generation Science Standards. Computer Science is code.org and STEM/Project Based Learning is Teach Engineering.

The Core Value of Rigorous Curriculum is measured by:

Based on the data of the surrounding schools (which indicate the performance levels of potential students), new state assessments, ESA has set a goal of 50% achievement in ELA, Math, and Social Studies, and 75% in Science. This takes into consideration a higher achievement rate than current For STEM/Computer Science students will complete 80% of the modules on code.org.

Environmental Stewardship:

ESA Techies will experience a STEM education enhanced with service learning, environmental literacy, recycling, gardening, and caring for animals. According to the TN DOE’s Environmental Literacy Plan which encompasses the 4C’s, “Environmental stewardship begins with instilling an appreciation for the natural world and involves critical and creative thinking, decision making, and communication skills in a collaborative setting.” Encompassing conservation, agriculture, sustainability, environmental, nature, and outdoor education, it is about enjoying, protecting, and appreciating the world around us. Environmentally literate students understand ecological systems, can make informed decisions about complex environmental issues and, most importantly, can act on those decisions to affect economic changes. Environmental stewardship leads to a healthier individual, city of Memphis, state of Tennessee, and world.

⁶⁴ https://tnnp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

SCS offers high quality optional schools with an environmental focus. Cordova Middle, where Co-Founder Mr. Bradley was recently hired as a STEM teacher, offers Computer and Environmental Sciences. Mr. Bradley is working with both aspects of this academic program for students throughout the school, not just those in the Optional Program. He and the students have resurrected the fledgling gardens, working with The Big Green, to plant lettuce, carrots, radishes, mint, and other vegetables and herbs. He was also selected to implement the Microsoft Certification Program, a first for middle school students in Shelby County Schools where students who participate earn industry credentials. Additionally, students are completing coding projects through code.org and Odysseyware, competed in the MLGW solar car race with MLGW (and won second place), attended E-Day through Christian Brothers University, and completed job shadowing at Medtronics. Additionally, they held a STEM expo and have partnered with industry professionals for mentorship and project development. Clean Memphis provides for schoolwide environmental engagement and increased participation from a larger group of stakeholders.

According to the Shelby County schools Optional Schools Handbook, there is another optional school, Riverwood Elementary, which focuses on Environmental Science and Community Service. Springdale Memphis Magnet Elementary offers Exploratory Learning and they have gardening and field activities at Shelby Farms. Libertas School also has a focus on the environment. Fortunately, there are many other schools in our district which have gardens and students do have access to healthy organic food through community partners such as the Big Green, Shelby Farms, Clean Memphis, and the American Heart Association.

Encore STEM Academy has partnered with several organizations who work with students to increase environmental awareness. As members of the Partnership for Environmental Literacy Training, we have connections with several naturalists, environmentalists, nature enthusiasts, and informal educators who are excited to implement the TN DOE Environmental Literacy Standards designed in 2012. Janet Boscarino-Executive Director of Clean Memphis, who was awarded the Spirit of Memphis Award by Mayor Strickland for leading the way for a more beautiful Memphis, is one of our partners. Clean Memphis has developed a sustainability plan to begin prior to the school opening that encompasses operations, physical plant, wellness lifestyles, recycling, gardening, the use of green materials, curriculum, and training for parents teachers and students. Kate Friedman, Executive Director of Memphis Kids in Nature is on the Encore STEM Academy Board, and her organization provides outdoor learning experiences and classroom based activities at no cost that focus on bringing the great outdoors to students in urban environments. Matt Womack and Ashley Moore of The Humane Society of Memphis and Shelby County are partnering with ESA to increase awareness of animal care, adoption, and animals' health and wellness needs. They define Orange Mound as a high need area for animal education due to the lack of veterinarian access and the high number of abused and abandoned animals that come from this community. Those organizations and many others, including TN Parks, Pink Palace, and the Wolf River Conservancy, are excited to share their services and volunteer to work with Encore STEM Academy's students and families to increase environmental stewardship. Their letters of support are in Attachment E.

The Core Value of Environmental Stewardship will be measured by:

ESA stakeholders will participate in at least 2 environmental activities annually.

ESA students will participate in two activities and at least 2 environmentally focused student club.

Through actualizing the Core Values of Equity, Neighborhood and Community, 4 C's, Outstanding School

Culture, Rigorous Curriculum, and Environmental Stewardship, we have the following measurable goals for Encore STEM Academy:

Encore STEM Academy Measurable Goals and Core Values

ESA Core Value	Measurable Goal	What ESA intends to do	For whom	To what degree	SCS and TNDOE Alignment
Equity	100% of ESA students who enroll in ESA will take Computer Science classes.	ALL Students will enroll in code.org and complete at least 80% of the modules	ALL ESA students in grades K, 1, and 2.	Computer Science will be integrated in the STEM course.	TN DOE K-8 Digital Computer Science Standards Gov. Bill Lee Workforce Initiative
Neighborhood and Community	ESA will engage at least 10 supporters and partners annually in wraparound services, STEM and career exploration, and family and community engagement.	1 Annual Project & Exhibition Family Engagement Community Outreach Student clubs ⁶⁵	ESA Families Orange Mound community	1 Annual Project & Exhibition will showcase student work.	TN DOE STEM Strategic Plan Destination 2025 TSIN SCS Dept of Family and Community Engagement
21st Century Core Competencies (4C's)	80% of ESA students will achieve Proficient in each of the 21st Century Core Competencies	Utilize the 4C rubric to assess levels of proficiency ⁶⁶	ESA students	4C Assessment will occur in the STEM course	TN DOE Department of Work Based Learning, "Employable Skills"

⁶⁵

⁶⁶

Outstanding School Culture	ESA will have: 95% Student Retention Rate 96% Student Attendance Rate 100% Staff Retention Rate 96% Stakeholder	teacher wellness activities Continual Student attendance Monitoring Implementation of RCA	ESA staff students	20 day attendance evaluations quarterly staff check ins annual retreat	Dr. Ray's Steps to Destination 2025: Servant Leadership
Rigorous Curriculum	ESA students will experience academic achievement: ELA - 50% Math - 50% SS - 50% Science - 75% Computer Science - 80%	NWEA Benchmark Assessments Monitor data results	ALL ESA students	Year Round	Destination 2025
Environmental Stewardship	ESA stakeholders will participate in atleast 2 environmental activities annually.	ESA will host 2 community activities focused on environmental stewardship.	ESA stakeholders, students, and families	There will be two activities and one student club.	TN DOE 2012 Environmental Literacy Standards

Encore STEM Academy's school mission and vision is in alignment with the local chartering authorities and mission of Shelby County Schools, SCS Destination 2025, SCS Science Department Vision and SCS Office of Charter Schools. Additionally, ESA's mission and vision is in alignment with the state goals of the TN Department Of Education, TN Department Of Education Science Standards, TN Charter School Center and the TN STEM Innovation Network (TSIN). ESA aligns with initiatives recently created by the TNDOE. In 2018, TNDOE adopted the STEM Strategic Plan and Digital Readiness K-8 Computer Science Standards both of which are priorities of ESA. TNDOE adopted Environmental Literacy Standards, which ESA will also integrate, highlighted in our core value of Environmental Stewardship.

ESA's mission is also aligned with national goals from the federal government to increase STEM education, especially for underserved students. The National Science and Technology Council's Committee on STEM Education released Charting a Course For Success: America's Strategy for STEM Education in December 2018.⁶⁷ This document presents the Federal Government's five-year strategic plan for STEM education, based on a vision for a future where all Americans will have lifelong access to high-quality STEM education and the United States will be the global leader in STEM literacy, innovation,

⁶⁷ <http://stemecosystems.org/resource/charting-a-course-for-success-americas-strategy-for-stem-education/>

and employment. Considered as a vision for STEM education in America, this report outlines three national goals for increasing STEM education for children in the United States:

- (1) Building strong foundations for STEM Literacy
- (2) Increasing diversity, equity, and inclusion in STEM
- (3) Preparing the STEM workforce for the future.

Nationally, ESA’s mission aligns with priorities and goals for STEM educational foundations, in particularly our Core Value of Equity.

The chart below details ESA’s mission alignment with various key local and state entities:

Encore STEM Academy Mission Alignment

<u>Organization</u>	<u>Mission/Vision/Goals</u>	<u>ESA’s Alignment</u>
Shelby County Schools	Mission - Preparing all students for success in learning, leadership, and life.	ESA’s Vision is to produce high achieving scholars equipped with 21st Century Core Competencies attained by a rigorous STEM curriculum who create real-world solutions with success in MS, HS, college, and careers.
SCS Destination 2025 ⁶⁸	<p>Destination 2025, our 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.</p> <p>As we raise expectations of our students, innovative and varied practices are needed in the classroom to provide students with learning experiences that will prepare them for life after graduation.</p>	ESA will utilize “varied and innovative practices” through STEM and Computer Science to create a more knowledgeable productive workforce for Memphis and TN.
SCS Science Department Vision	SCS’s vision of science education is to ensure that from early childhood to the end of 12th grade, all students...possess sufficient knowledge of science and engineering to engage in discussions; are able to learn and apply scientific and technological information in their everyday lives; and to have skills such as critical thinking, problem solving and communication to enter careers of their choice, while having access to connections to science, engineering, and technology.	ESA will begin STEM education and Computer Science in Kindergarten. Two of the 4 C’s, Critical Thinking and Communication, are highlighted as skills that the SCS Science Department recognizes to help children enter their chosen careers.
SCS Office of Charter	The mission of the SCS Office of Charter	ESA will be a strong

⁶⁸ <http://www.scsk12.org/2025/>

Schools	Schools is to build a portfolio of strong, quality charter schools through rigorous authorizing and fair, transparent methods.	quality school option for the Orange Mound community, and will adhere to the guidelines of the SCS Office of Charter School and Operational Scorecard.
SCS Office of College, Career, and Technical Education	We're committed to providing our future graduates with the knowledge and skills to pursue high-demand degrees and careers. SCS offers more than 50 CTE programs in 15 career clusters defined by the Tennessee Department of Education. Students can earn AP and college credits through dual enrollment, as well as internship opportunities with prominent businesses and over 50 different career certifications to help them enter high-paying sectors of the workforce during high school or after graduation. Each high school (and several middle schools) offers one or more specific CTE programs, and we have four Career & Technical Centers (CTCs) that offer a wider variety of CTE programs.	ESA would like to provide an elementary component to the pipeline of CTE schools. Currently, SCS focuses on high and several middle schools. We want to increase early intervention and workforce preparedness to help them enter high paying careers.
SCS Office of Family and Community Engagement	Vision - Through transformed communities and partners, we will work to address the needs of families and students both at school and at home. We will work to address the whole-child in order for academic and social success to improve at a strategic and aggressive pace. Mission - To build stronger relationships with families and communities through partnerships to ensure that families are well-equipped, communities are resourceful, and students have what they need to receive the education in an environment they deserve!	ESA has a core value of Community and Neighborhood, citing the need for partnerships to increase students' and families' capacities to effectively engage and thrive in school.
TN Department Of Education ⁶⁹	Districts and schools in TN will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life. Education Priorities: Building skills in early grades to contribute to future success	ESA will exemplify excellence and equity by equipping students with the 4 C's and STEM skills to contribute to future success in their chosen paths. Equity is a Core Value of ESA.
TN Department Of	The Tennessee Science Standards require the	ESA will engage young

⁶⁹ <https://www.tn.gov/education.html>

Education Science Standards ⁷⁰	<p>integration of technology and engineering within and beyond the science context.</p> <p>The elementary science progression is designed to capture the curiosity of children through relevant scientific content. Engaging a young scientist with the practices and discipline of science is imperative in all grades but essential in grades K-5.</p>	<p>scientists and integrate technology and engineering beyond the science context because it is “essential in grades K-5.”</p>
TN STEM Innovation Network (TSIN)	<p>The mission of TSIN is to promote and expand the teaching and learning of Science, Technology, Engineering, and Mathematics education in K-12 schools across Tennessee.</p>	<p>ESA will promote and expand STEM teaching and learning in TN.</p>
TN Department Of Education STEM Strategic Plan	<p>The need for fully integrated K–12 STEM education in Tennessee has never been more critical.</p>	<p>ESA will implement K-5 STEM Education.</p>
TN Department Of Education Digital Readiness K-8 Computer Science Standards	<p>Tennessee students have various 21st century needs that their K-12 education should address enabling them to engage and thrive in a connected, digital world.</p>	<p>ESA will address 21st century needs of TN students to engage elementary students in Computer Science and STEM so they will thrive in a connected digital world.</p>
TN Department of Education Career and Technical Education (CTE) ⁷¹	<p>Vision of Excellent (CTE) Instruction Educators strive to prepare students to meet the demands of the postsecondary pathway of their choosing. This means - CTE does more than simply prepare students for careers, it provides students with an opportunity to develop specific academic, intellectual, technical, and 21st century skills necessary to be successful in career and in life.</p>	<p>ESA’s mission focuses on 21st century skills to be successful on careers..</p>
TN Environmental Literacy Standards	<p>The mission of the Tennessee Environmental Literacy Plan is to use statewide partnerships to increase environmental literacy in Tennessee by focusing on children and youth through a place-based Environmental Literacy Program...which creates opportunities for students to learn about their community through inquiry, critical thinking, service learning, and creativity. Students...develop their communication skills by reporting their research findings to their peers and the</p>	<p>ESA will encourage students to become environmental stewards through recycling, gardening, outdoor activities, and environmental engagement infused into the STEM curriculum. The Environmental Literacy Standards also emphasize</p>

⁷⁰https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_3_-_Science.pdf

⁷¹ https://www.tn.gov/content/dam/tn/education/ccte/cte/cte_vision_of_excellent_instruction.pdf

	<p>community.</p> <p>Tennessee students... will have the problem-solving, critical thinking, and decision-making skills needed to be globally competitive environmental stewards.</p>	<p>Critical Thinking and Creativity (2 of the 4C's) to foster environmental stewardship.</p>
<p>TN Charter School Center⁷²</p>	<p>Our mission is to support and cultivate high performing charter schools and advocate for autonomy, accountability, and choice across public education in Tennessee.</p> <p>Equity: It is essential that we work to create an equitable environment for all of our families...From equal funding across schools, fair distribution of quality teachers and legitimate access to a variety of meaningful experiences that foster growth and opportunity, equity is key in closing achievement gaps and expanding opportunities</p> <p>Collaboration In order to achieve the vision of all students accessing and realizing a high quality education, it is important that we work with, for and alongside a variety of partners, stakeholders and communities.</p>	<p>ESA will increase choice, equity, and access to meaningful experiences, through a collaboration with a plethora of stakeholders, in line with our Core Value of Community and Neighborhood.</p> <p>Equity is a core value of ESA.</p> <p>Collaboration is a 21st Century Core Competency.</p>
<p>Tennessee Pathways⁷³</p>	<p>Levers for ensuring all students are college and career ready:</p> <ol style="list-style-type: none"> 1. high-quality college and career advisement throughout K-12; 2. rigorous early postsecondary and work-based learning opportunities in high school; 3. seamless vertical alignment between K-12, postsecondary programs, and career opportunities as a result of effective partnerships among school districts, higher education institutions, employers, and community organizations. 	<p>ESA meets the levers for #1 and #3: Partners from the University of Memphis, Dr. Fields and Dr. Goudie, and other partners who will discuss colleges and careers, and organizations in the Orange Mound Community such as CMS Taxes and My Cup of Tea.</p>

In addition to addressing priorities set by the chartering authority; ESA has contemplated how this educational environment benefits students and fits into the goals of universities in Memphis, TN and nationally because it is an educational crisis that so few minority students are prepared for STEM careers.

⁷² <http://www.tnchartercenter.org/who-we-are/our-mission--values/>

⁷³ <https://www.tn.gov/education/pathwaystn.html>

In a US News STEM Solutions panel, Dr. Ani Cauce, President of the University of Washington stated that, "If you're thinking about STEM education, whether it's women or underrepresented minorities, you really have to be thinking about it from cradle to college. By the time they hit kindergarten, many of them are already behind. There is leakage in every step of the pipeline so you have to have programs at every step of the pipeline."⁷⁴ They therefore developed the “academic redshirt” program for low-income students to study engineering in a five-year cohort so they can be supported to remain in STEM majors, experience success, and graduate. Similarly, The University of Memphis received \$1.7 million in National Science Foundation funding for scholarships “...to support a diverse set of students in an urban context, including first-generation and underrepresented groups, in their development of a STEM identity — the lack of which is a fundamental reason that students often select out of STEM majors and careers,” according to Dr. Craig Stewart.⁷⁵ As Dr. Cauce and Dr. Stewart highlight, lack of STEM access is a persistent and pervasive permeating problem at the college level, which a STEM based elementary education could mitigate. The chart below outlines how ESA’s mission aligns with those of Memphis universities and colleges.

Encore STEM Academy Mission Alignment to Colleges and Universities in Memphis, TN

Memphis College/University	Mission/Vision/Goals	ESA’s Alignment
Baptist Memorial College of Health Sciences	To fulfill its mission, Baptist Memorial College of Health Sciences is committed to educating individuals to value competence, caring and collaboration in their roles as members of the interprofessional healthcare team.	ESA’s mission includes the importance of collaborating (one of the 4C’s) to meet objectives.
Christian Brothers University School of Science	An engineering education from CBU creates a rich understanding of engineering concepts, enabling our graduates to sustain successful careers as critical thinkers and lifelong learners.	ESA’s mission includes enabling students to become critical thinkers (One of the 4C’s). Students will learn engineering concepts through STEM.
LeMoyne Owen College	The College provides a liberal arts core curriculum which equips our students with important skills for the business world, including communications and critical thinking.	ESA’s mission includes the importance of communications and critical thinking (2 of the 4C’s) for high academic achievement.
Rhodes College Department of Environmental Studies and Sciences	The program encourages a personalized combination of interdisciplinary coursework and	ESA’s Core Values include encouraging students to become environmental stewards.

⁷⁴ need footnote

⁷⁵ <https://www.bizjournals.com/memphis/news/2018/09/25/u-of-m-lands-1m-stem-scholarship-grant.html>

	a sustained examination of global and local contexts and environmental issues from many perspectives.	
University of Memphis MemphiSTEM Project	We know that the nation and our world can use more people with undergraduate degrees STEM. Our sole purpose is to promote STEM careers among U.S. citizens and permanent residents.	ESA seeks to increase the number of students who graduate from college and choose STEM careers, beginning with early preparation.
University of Tennessee Health Sciences Center	The mission of the UTHSC is to improve the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service.	ESA's mission includes collaboration (one of the 4C's) which is key for UTHSC professionals to effectively serve its constituencies.

The mission of Encore STEM Academy, to provide elementary students in the Orange Mound Community with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity, and Communication for high academic achievement, is in alignment with national, state, and local priorities, colleges and universities. Through fulfilling the mission, the overall vision will be actualized and students will be mobilized to transform themselves, their families, and their communities. With a high quality STEM and Computer Science education, students will have the increased capacity to excel in all content areas and have a higher likelihood to enter fields with increased salaries in the future.

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

Encore STEM Academy's Vision is to produce high achieving scholars equipped with 21st Century Core Competencies attained by a rigorous STEM curriculum who create real-world solutions with success in middle schools, high school, college, and careers. The mission of ESA is to provide elementary students in the OM Community with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity, and Communication for high academic achievement. ESA's vision helps achieve the school's mission by exposing students to a range of possibilities to help them stay focused and engaged in school and increase academic achievement. The 4C's are skills that help achieve the school's mission by developing the genius, talents, and innovative mindsets of students, teachers, and the school community. The rapid advances in knowledge and technology in the 21st century require that schools continuously improve and provide support for students to be prepared for careers that will require different skills sets, but will also result in higher academic success in school and receive higher salaries in the future. ESA's vision is that the Techies achieve academically and behaviorally and own their decisions and outcomes.

The TN Department Of Education's STEM Strategic Plan strongly advocates that TN schools must make it our goal to increase the number of students who come out of K-16 education prepared for high-demand STEM-related careers which have higher salaries and increased job satisfaction. Creating real world

solutions and developing projects to grapple with situations that students choose will enable them to practically apply the learning processes in a tangible meaningful way, enjoy learning, and feel proud and confident of the work they create. It will even lead to increased opportunities beyond high school and success in college and careers. The vision of Encore STEM Academy helps achieve the school mission and that of the TN DOE for Tennessee children to “lead the nation in STEM industry growth...increase student achievement in STEM learning, expand student access to effective STEM educators, build broad based community awareness for STEM professions..and equip students for the STEM careers of the future (p. 2).” Ultimately these STEM skills are likely to produce high academic achievement.

The Tennessee Department of Education’s Digital Readiness K-8 Computer Science Standards strongly advocate that investing in Computer Science will directly benefit Tennessee’s economy because of the increasing number of high wage technology jobs across industries that use Computer Science skills. Computer Science is more than coding. Described as a new language, it is the foundation for all computing. When students understand why and how computers work, computer science knowledge can inform them to be increased producers instead of consumers of technology. The vision of Encore STEM Academy helps achieve the school mission by implementing Computer Science on an elementary level providing more students in Tennessee with the foundation that will “enable them to engage and thrive in a connected, digital world...and encourage students to understand they why of STEM so that they can begin to see connections to careers, and inspire them to learn Science and Math (p. 2)” Ultimately these Computer Science skills will produce high academic achievement.

According to AdvancED, “Today more than ever, institutions must prepare their students for careers of tomorrow by fostering and perpetuating enthusiasm for STEM disciplines.” Sandy Watkins, Director of TSIN states that, "Quality STEM programs prepare students for the jobs of tomorrow and promote Tennessee’s competitiveness in the global economy, "This initiative (Future Workforce Initiative) will expand the efforts of the Network and our partners to reach our shared goal, that all students in Tennessee have access to quality STEM learning opportunities - regardless of zip code." The zip codes of 38111 and 38114 do not have these opportunities, and Encore STEM Academy would like to open an elementary school to provide this opportunity.

The Future Workforce Initiative aims to put Tennessee in the top twenty five states for job creation in the technology sector by 2022 through three areas of emphasis including:

1. Launching new CTE programs focused in STEM fields with 100 new middle school programs and tripling the number of STEM-designated public schools by 2022.
2. Growing the number of teachers qualified to teach work-based learning and advanced computer science courses through STEM teacher training and implementation of K-8 computer science standards.
3. Expanding post-secondary STEM opportunities in high school through increased access to dual credit, AP courses and dual-enrollment.

While those goals focus on middle and high school, Encore STEM Academy knows that the foundation of STEM learning should begin as early as possible, thus we are proposing an elementary STEM school. The vision of ESA helps achieve the schools’ mission and is in alignment with The Future Workforce Initiative by introducing CTE, STEM, and computer science at an earlier age. For Tennessee students to be successful with CTE programs in middle school, enroll and excel in Advanced Placement courses and dual enrollment in high schools, and their schools progress enough to become a STEM designated public school, they have to begin learning and preparation earlier. It is our vision for each of our 240 students to

be prepared to excel in Tennessee STEM fields. It is our vision that they will continue to develop their Computer Science skills and when they enter high school enroll and pass the AP Computer Science courses.

It is our vision that when the first cohort of Encore STEM Academy students graduates high school, they are engaged in a success plan that incorporates their highly sought after knowledge of Computer Science, their proficiency in the 21st Century Core Competencies, and their ability to create and produce at a high level. These young adults will have already experienced internships, AP courses and dual enrollment. Industry partners will provide opportunities for them to earn a salary while being engaged in college coursework. Through their work with projects, they will have produced solutions to real and pressing world issues. They will be involved in practices such as recycling, conservation, and healthy eating that show they have a respect for themselves and the environment. These students will stand out in any area they choose as excellent critical thinkers, effective collaborators, eloquent communicators, and exceptionally creative people.

As a school, it is our vision to implement a robust STEM program with fidelity and distinction to earn the TSIN STEM School Status like Whitehaven Elementary and Advanced STEM Status like Oak Ridge Schools⁷⁶ We have reviewed key benchmarks for each designation and incorporated indicators of each distinction into our school's strategic plan.

TSIN STEM Designation

The Tennessee STEM Designation process recognizes schools that promote rigorous and experiential learning opportunities for all students.⁷⁷ The Tennessee STEM School Designation was developed to provide a “roadmap” for schools to successfully implement a STEM education plan at the local level. The tools and resources created define the attributes necessary for a school to create a comprehensive STEM learning environment for its students. A school that receives Tennessee STEM School Designation will be recognized by the Tennessee Department of Education for its use of STEM teaching and learning strategies and serve as a model from which other schools may visit and learn. Designated schools will also be invited to share promising practices at the annual Tennessee STEM Innovation Summit and become a member of Tennessee STEM Innovation Network's group of schools. All K–12 schools serving students in Tennessee are eligible. In planning ESA, key components of a STEM school design are taken into consideration for implementation and gradual attainment. The STEM School Designation rubric denotes five key attributes of a successful STEM school:⁷⁸

Infrastructure:

To effectively implement STEM strategies, a strong strategic plan, designed by teachers, leaders, and community partners, is executed with integrity across the school year.

- Attribute 1.1 STEM Action and Sustainability Plan: Detailed STEM strategic plan grounded in research and in which actions toward the Tennessee STEM Attributes are outlined.

ESA will continue to research the most robust and relevant STEM curriculum, those currently identified are RePublic Schools, code.org, Odysseyware, Learning Blade, and Teach Engineering. We will also determine best ways to create whole school STEM practices (integrated curriculum, co-teaching

⁷⁶ <https://www.advanc-ed.org/services/stem-certification>

⁷⁷ <https://www.tsin.org/news/2018/tennessee-stem-school-designation>

⁷⁸ <https://irp-cdn.multiscreensite.com/d980f98f/files/uploaded/Final%20Tennessee%20STEM%20School%20Designation%20Process%20Introduction%20Rubric.pdf>

opportunities, cross disciplinary projects) while still having adequate achievement levels in core content areas. These curriculum integration will likely occur Year 5, after we have had fifth grade matriculate.

- Attribute 1.2 Leadership Team: STEM programming requires leadership teams who collaborate and engage in dialogue frequently about the STEM action plan's design and effectiveness. School leaders provide the opportunity for staff members to exhibit responsibility and commitment to the success of the school. The staff contributes to and has a say in decisions regarding the school. The staff collaborates for continued improvement.

ESA's leadership model is unique in that the ED is a STEM teacher and will have oversight over the STEM curriculum. While he will work primarily with the STEM and Science teachers Year One as the STEM foundation is laid, he will create opportunities for authentic collaboration among disciplines.

- Attribute 1.3 Leadership Professional Development: School leaders participate in professional development that addresses STEM education issues in order to develop concepts of innovative leadership practices, enhance capacities to promote best practices across the curriculum, develop strategies to promote staff effectiveness and improve teaching and learning environments and to prepare leaders with the procedures and policies to promote success.

ESA's ED has attended training sessions through code.org, US Navy Sea Perch underwater robotics, 3D printing, Odysseyware. Farm to School, College, Career, and Technical Education, STEM certification training, and other Science and STEM trainings offered by SCS. On a leadership level, he will be able to work with the staff and take a team to trainings that could have a more wider reach.

- Attribute 1.4 School Environment: Facilities have been adapted or designed for STEM learning. Spaces are available for collaboration and project work. Obvious efforts have been made to make resources available to students for use in learning, design, and project effort.

Once a facility is chosen, STEM design elements will be implemented, as appropriate, including flexible seating options. open spaces, maker space, gardens, and communal gathering areas.

- Attribute 1.5 School Schedules: School leaders create school schedules that allow consistent teacher collaboration; co-teaching and integration of subjects; and ample time for projects, teacher planning, and non-traditional courses.

ESA is offering a non-traditional course of STEM/Computer Science as a core course offering with the full amount of time as the core content courses. Teachers will have collaborative time embedded in their schedules. When projects begin, the STEM teacher will lead the process of creating cross curricular and integrated projects so the core teachers can focus on their academic contents, teaching and learning, in preparation for TN state assessments.

Curriculum and Instruction:

Students are exposed to rigorous, hands-on curriculum, with a strong emphasis on Problem and Project Based Learning (PBL) and the integration of the Engineering Design Process.

- Attribute 2.1 Project-based and Problem-based Learning: Quality STEM learning experiences are student-led, engaged in real-world content and multiple solutions for promoting student collaboration and carefully designed to help students integrate knowledge and skills from Science, Technology, Engineering, and Mathematics. Problem solving learning at this school requires a thorough process of inquiry, knowledge building, and resolutions. Curriculum includes projects, often interdisciplinary and ranging from short- to long-term, which are focused on solving an authentic problem.

ESA will have one project/exhibition at the end of Year One, after all benchmarks have been taken as an end of the year culmination of their work. We will continue to do annual exhibitions as we determine the level of involvement needed for a quality product.

- Attribute 2.2 Engineering Design Process & the Design Thinking Process: Quality STEM learning experiences require students to demonstrate knowledge and skills fundamental to the engineering design process and design thinking (e.g., brainstorming, researching, creating, testing, modifying). ESA Techies will utilize these skills throughout the STEM class as well as in Science where the Next Generation Science Standards utilize engineering design processes as well as the Teach ENgineering curriculum.

- Attribute 2.3 Quality of Technology Integration: Technology is seamlessly embedded within the lesson and activities of all content areas and is not demonstrated as a separate entity, providing a student-centered environment that encourages personalized and blended learning.

ESA is working toward that goal. We aim to be a 1:1 technology school; we will begin as a 2:1. We have however identified areas in the budget where we will be more conservative (costs for teacher and student recruiting are upwards of \$10,000). We can significantly reduce those costs and channel that funding into the technology budget. This would allow more access for coursework as well as online state testing.

- Attribute 2.4 Exploring STEM Careers: Quality STEM learning experiences help students better understand and personally consider STEM careers.

ESA has several industry partners in a gamut of STEM related fields who will provide learning experiences, curriculum, job shadowing, and exhibition assistance. They will share their career journey and college experience and provide any information students request that would help them best understand the variety of careers that are available to them.

- Attribute 2.5 College and Career Readiness Skills: Students use employability skills of communication, creativity, collaboration, leadership, critical thinking, and technological proficiency to create and consume in authentic ways.

ESA's mission and the 21st Century Core Competencies embody these values as well as the Computer Science experiences.

- Attribute 2.6 Integrity of the Academic Content (including Cognitively Demanding Work): Quality STEM learning experiences are content- accurate, anchored to the relevant content standards, and focused on the big ideas and foundational skills critical to future learning in the targeted discipline(s). A Designated STEM School establishes curriculum expectations, monitoring, and accountability mechanisms that are reflectively revised to ensure a constancy of mission purpose (aligned resource allocation, integrated STEM curriculum development, teacher professional growth, and student results). Students use thinking and process skills. This includes considering alternative arguments or explanations, making predictions, interpreting their experiences, analyzing data, explaining their reasoning, and supporting their conclusions with evidence. Providing cognitively demanding work will promote student achievement in the areas of math and science.

The 21st Century Core Competency rubric is aligned with this attribute, and we expect 80% of our Techies to be proficient in every areas.

- Attribute 2.7 Enrichment Learning Activities: Students are given the opportunity to participate in STEM enrichment activities that take place before, after, or during school hours. (e.g. competitions, STEM exhibits, robotics, Science Olympiads, DECA, TSA, HOSA, FCCLA, Future Educators Association, FFA, Business Professionals of America, FCCLA, clubs, makerspaces, etc.)

ESA Techies will be involved in Tech Talks, Tech Explorations, and community experiences such as animal adoption and wellness, and every Techie is enrolled in the STEM class.

Professional Development:

All staff members have the opportunity to engage in targeted professional learning opportunities that promote innovative teaching practices.

- Attribute 3.1 Quality STEM Professional Learning: Quality STEM professional learning aligns with STEM initiatives and is provided throughout the year to support the school's STEM action plan. Through the West TN STEM Hub, PELT (Partnership for Environmental Literacy Training), University of Memphis, and SCS, teachers will be able to engage in STEM learning activities to support the STEM action plan. Also, the ED has extensive STEM experience and will provide training.

- Attribute 3.2 Designing PBLs: Teachers participate in professional development that addresses integrated content, community/industry partnerships, and connections with postsecondary education, pedagogy, art and design opportunities, and digital learning in order to develop PBLs that are custom designed to provide relevant learning for the school's student population by providing opportunities to research challenges within the community.

Through the aforementioned partners and many others such as Medtronics, Clean Memphis, and TN State Parks, students will research environmental issues that affect student achievement such as blight, pollution, food blight, etc. United Parents and Students provides training to families on overcoming challenging community issues that they can collectively advocate for through various mediums (including art and political advocacy) Mrs. Jade Thornton's letter of support is in Attachment E.

Achievement:

Student learning targets are rigorous and standards-driven. Student mastery is frequently assessed and data drives teacher decision making.

- Attribute 4.1 Performance Assessments: A variety of assessments are incorporated to measure student outcomes and teacher instruction to ensure a strong, innovative, and cohesive STEM program. The assessment plan includes rubric-based performance assessments that require students to demonstrate knowledge of STEM concepts and skill in completing authentic tasks that model performances in workbased learning.

STEM assessments that ESA will utilize are the 21st Century Core Competencies rubric and the code.org self assessments that are provided in the curriculum. The ED will continue to research other assessment tools as he builds the schoolwide STEM curriculum.

- Attribute 4.2 Accountability (Data): Diagnostic, ongoing, and vertically and horizontally aligned formative and summative assessments are used for all students to drive instructional decisions to promote student achievement.

The ICS will formulate and continue to manage data to drive instructional decisions in the core content areas. The ED will align assessments for the STEM curricular.

Community and Post-Secondary Partnerships:

Community organizations and post-secondary partners provide opportunities for students to make connections between classroom learning and the outside world.

Attribute 5.1 Partners Support Instruction: Direct experiences with STEM professionals, professional STEM work environments, and/or practical applications of STEM content, including experiences that incorporate innovative design and art immersion led by professionals within the arts community, during and/or outside school are available to students.

ESA could potentially address this attribute in a Tech Exploration where students, parents, and community members can create an arts group. We do have an art parent from the Orange Mound Art Gallery, Mary Mitchell, who would work with us on this project.

AdvancEd STEM Certification

The AdvancED STEM Certification provides a proven, research-based framework and criteria to assess and validate the quality, rigor and substance of STEM educational programs. Through the certification protocol, Encore STEM Academy will build awareness, increase expectations and demonstrate a commitment and ability to deliver high-quality STEM education. We have the vision to receive AdvancED STEM Certification because it is a mark of STEM distinction and excellence. AdvancED STEM Certification provides a robust external review process that is beneficial to our realization of school goals, continual improvement, and external assessment and review.⁷⁹ The protocol includes:

- Combines a data-driven internal review process and an external diagnostic review process to provide our educators with detailed findings and a clear roadmap to stimulate and sustain dramatic improvement.
- Demonstrates Encore STEM Academy's ongoing commitment and capacity to prepare students for STEM fields of study and work.
- Communicates to postsecondary business and industry leaders that the school is committed to driving higher levels of student achievement.
- Requires STEM school leadership to engage stakeholders in an honest and continual evaluation of policies, strategies and learning conditions in order to achieve desired outcomes.

AdvancED STEM Standard and Indicators

STEM students have the skills, knowledge, and thinking strategies that prepare them to be innovative, creative, and systematic problem-solvers in STEM fields of study and work.

STEM LEARNERS

ST1.1

The STEM school/program supports non-traditional student participation through outreach to groups often underrepresented in STEM program areas.

ST1.2

Students work independently and collaboratively in an inquiry-based learning environment that encourages finding creative solutions to authentic and complex problems.

ST1.3

Students are empowered to personalize and self-direct their STEM learning experiences supported by STEM educators who facilitate their learning.

ST1.4

Students use technology resources to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively.

ST1.5

Students demonstrate their learning through performance-based assessments and express their conclusions through elaborated explanations of their thinking.

ESA serves a non-traditional group of STEM learners in the 38111 and 38114 zip codes. The student population will be over 80% African American and over 10% Hispanic. Orange Mound is considered a STEM desert and most STEM opportunities are for students in optional schools.

Their STEM courses will infuse technology resources to implement the four C's, in line with the mission and vision of ESA.

ESA students will have the opportunity to express and demonstrate their learning through projects and exhibitions, Tech Explorations, and Tech Talk.

⁷⁹ https://www.advanc-ed.org/sites/default/files/documents/state-resources/STEM%20Standard_web-ready.pdf

STEM EDUCATORS

ST1.6

The interdisciplinary problem-based curriculum includes a focus on real world applications.

ST1.7

STEM educators collaborate as an interdisciplinary team to plan, implement, and improve integrated STEM learning experiences.

ST1.8

STEM learning outcomes demonstrate students’ STEM literacy necessary for the next level of STEM learning and for post- secondary and workforce readiness.

ST1.9

STEM teachers and leaders participate in a continuous program of STEM-specific professional learning.

ESA will have two Stem specific educators, and a Science teacher, and together they can plan for integrated STEM activities.

STEM EXPERIENCES

ST1.10

Community, post-secondary, business/industry partners and/or families actively support and are engaged with teachers and students in the STEM program.

ST1.11

Students are supported in their STEM learning through adult-world connections and extended day opportunities.

One of ESA’s strengths is the wealth of resources that we have to support our STEM programs from the university, industry, and community.

After review of the indicators both organizations, ESA has developed the following process for attaining the AdvancEd STEM Certification and TSIN STEM Designation as a long term goal of our school. The following chart provides a vision of how we propose to work toward attainment of these distinctions, and progressive steps toward goals.

Encore STEM Academy Vision for Attaining AdvancED and TSIN STEM Designated School Status

Year	Y0 2019- 2020	Y1 2020- 2021	Y2 2021- 2022	Y3 2022- 2023	Y4 2023- 2024	Y5 2024- 2025	Y6 2025- 2026	Y7 2026- 2027
Grades Served	Planning Year	K, 1, 2	K, 1, 2, 3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5	K, 1, 2, 3, 4, 5	K, 1, 2, 3, 4, 5	K, 1, 2, 3, 4, 5
AdvancED Indicators	ST1.1	ST1.2 ST1.10	Continue with previous indicators First year for state tests.	ST1.4 ST1.5 ST1.6	Focus on TNstate tests for grades 3, 4, and 5.	ST1.3 ST1.7 ST1.8 ST1.9 ST1.11	Apply for AdvancED	

TSIN Indicators	1.1 1.3 1.4	1.2 4.2 3.1 2.2 2.3 2.7	5.1 3.2 2.1	4.1 2.4 3.1	Focus on TNstate tests for grades 3, 4, and 5	2.5 3.2		Apply for TSIN
Community & PostSecondary	Continue to gather partners, add ten per year	10 partners	20 partners	30 partners	40 partners	50 partners		

Vision for Orange Mound Renaissance

We envision that through Computer Science and Coding, we can increase access to economic opportunities, in one generation. A Core Value of Encore STEM Academy is equity, and that is purposeful in choosing the location. Orange Mound is the targeted location for a strategic reason because it is our belief that schools serve the students and are anchored in the community where they exist. This anchoring comes with responsibility. There is personal investment in the Orange Mound community, and the vision for ESA is that when we look ahead, we will see that through education, there has been positive effects on the neighborhood, blight elimination, and environmental beautification. Several of the Founding Board Members and the Co-Founder are from Orange Mound: Kim Bradley, Chanda Robinson, Myra Hamilton, Ashiqua Jackson, and Peggy West. It is our vision that as we exist beyond the doors of the school, we will always serve the community. As we produce high achieving scholars, we also want to simultaneously eradicate effects of poverty, trauma, and blight that has ravaged the communities. While our visions are lofty, they are attainable and we have studied and worked with similar school models which expand their reach beyond the educational objectives. This will help achieve our mission of working with elementary students specifically in Orange Mound.

In addition to increasing and diversifying academic opportunities, there is a zeal to see the environment revitalized and expand impact beyond the school doors. Similar to Harlem Children’s Zone in New York, High Tech High in San Diego, CA, RePublic Schools in Nashville, and Memphis Business Academy Schools in Frayser, we are aware that schools are pivotal in the community and can serve as the catalyst for transformational improvement and economic upliftment. Schools bring activity, life, and new interest to an impoverished community. Harlem has experienced extensive community overhaul due to the influence and investment of the Harlem Children’s Zone Schools, which now span cradle to college. Their programs include Baby College, health and community centers, year round academic and social supports, and extensive family, cultural, and recreational programs.⁸⁰ Their programming is not limited to people attached to the school, but also to Harlem residents. ESA Co-Founders have spent over a decade studying, visiting, and being engaged in progressional development at the Harlem Children Zone, learning their best practices, models for community change, and meeting key personnel at the forefront of the work and we have received a letter of support from their Director of Middle School Programs, an Orange Mound native who moved to Harlem. As a strong model for success in community partnership and development and comprehensive programming, Harlem Children Zone is an example of the futuristic vision and goals of

⁸⁰ <https://hcz.org/about-us/>

Encore STEM Academy to revitalize Orange Mound and increase opportunities for family growth and development.

High Tech High in San Diego, is a PreK-12 school system that is “diverse by design” and has expanded beyond academic learning as a beacon for equity, project based learning, and innovative school design.⁸¹ In addition to academic programs, they are a haven for students who are new to the United States no matter how they arrived. Having one school in close proximity to the Mexican border, they have provided a safe space for students and families with minimal disruption to learning despite political uncertainty. Oprah Winfrey and Bill Gates describes HTH as...”a model that is working. Everyone should want their kids to go to a high school like this.”⁸² ESA Co-Founders are engaged in the HTH New School Creation Fellowship Program, being immersed in deeper learning, project based experiences, and innovative school design. Having the opportunity to visit many of the campuses, meet students and teachers, and engage in their curriculum has been instrumental in the thought process behind infusing STEM and Computer Science for all students at ESA and the Graduate School Directors have provided a letter of support for our application in Attachment E. From the teacher’s perspective, it is impressive that adults are engaged, work collaboratively, and have a level of esprit de corps and trust of students. They fully expect students to own and explain their learning outcomes, beginning at Kindergarten. It is our vision that Encore STEM Academy will create an academically challenging and creative environment where teachers are excited to work, students are able to explain their learning, and that everybody wants their child to attend.

RePublic Schools in Nashville, TN are some of the highest performing charter schools in Tennessee, and have the dual distinction of being both in the top 5% for student growth and performance. One of their Liberty Collegiate was one of only nine schools in Tennessee to rank in the top 5% for student growth and performance in 2015. To date, Liberty Collegiate and Nashville Prep are the only two charter schools in Tennessee history to earn this dual distinction. With the mantra for ReImagining public education in the South by preparing kids for college and teaching them to code, this school system has transformed educational access, outputs, and increased academic achievement. They have expanded outreach to Nashville children ages 9-16, even if they do not attend their schools through the Cato Center which is committed to building a community to engage with entrepreneurship and Computer Science. The Cato Center hosts classes, workshops, and summer camps for all Nashville students ages 9-16. Students learn to develop games, design websites, build robots, pilot drones, and mix music, as they develop entrepreneurial skills. Some of the programs they offer are Robotics, Game Design, Web Design, and Drones. Describing their schools as the epicenter of change in cities renowned for their education reform movements, they are closing the digital literacy gap in Nashville. It is our vision that like RePublic Schools, students will experience historical academic growth and progress, utilize Computer Science and coding to create innovative technology products, and that Encore STEM Academy will be the epicenter of change. Paris Wright, an Orange Mound teacher who is moving to Nashville to work at RePublic Schools, has written a letter of support, in Attachment H.

Memphis Business Academy Schools in Frayser, where Dr. Bradley serves, have experienced phenomenal growth and community development since its’ inception. Serving students in one of the most poverty stricken zip codes in the state of Tennessee, 38127, has provided increased impetus to revitalize the community because students should view beauty and stability as they walk to school, and be proud of their

⁸¹ <https://www.hightechhigh.org/>

⁸² <https://www.youtube.com/watch?v=TF06lpwC-ho>

school facilities!⁸³ The neighborhood should welcome the school as a great option to enhance the physical surroundings. MBA purchased a former blighted K-Mart, renovated it, and it is now the main campus, servicing MBA Middle and High Schools. They developed an award winning and environmentally friendly wellness facility and community garden with Self + Tucker Architects, which serves the school and community members. The Frayser Council, Friends of Frayser, and the Frayser Exchange Club have met there, among other sports organizations for the recreational space. The Lead Architect, Mr. Tucker, has provided a letter of support for the level of collaboration involved to develop this community landmark and the local and national awards received. Currently, MBA is involved in a \$14 million project to convert a former nightclub and strip mall into one of the elementary schools with stores, this mall will be fully occupied once open.⁸⁴ Overall, MBA has invested over \$20 million into Frayser, a once-forgotten community. Additionally, all of the abandoned buildings adjacent to MBA - most of which were abandoned, rotted eyesores, have been purchased and demolished to make way for soccer and football fields.⁸⁵ It is Encore STEM Academy's vision that in the future, we will join efforts to transform properties, repurpose blighted buildings, beautify Orange Mound, and make the community proud and welcoming of our presence as a school nestled there.

As each of those educational institutions exemplify, schools serve as a catalyst of community development. It is our vision that students will continue their lifelong learning and apply to real world solutions for Orange Mound and Memphis, TN and the mission- equipping students with 21st Century Core Competencies, will provide the driver for high academic achievement.

Encore STEM Academy's Vision is to produce high achieving scholars equipped with 21st Century Core Competencies attained by a rigorous STEM curriculum who create real-world solutions with success in middle schools, high school, college, and careers. Like Whitehaven Elementary, the only elementary in Shelby County Schools recognized with the prestigious distinction as a Tennessee STEM Designated School, ESA would like to receive that honor because we "promote and implement rigorous STEM-related learning opportunities for all."⁸⁶ Like Oak Ridge Schools in TN, we want to earn the prestigious distinction of AdvancED STEM accreditation because we "deliver a high quality STEM education." We have the vision of students academically achieving in all content areas, being producers more than solely consumers of technology, increasing their capacity to work with community partners and being active and engaged learners. We have the vision of teachers enjoying their school, and working collaboratively with the best interest of students at the forefront. We have the vision of community transformation of Orange Mound.

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

Encore STEM Academy's mission and vision will meet the prescribed purposes for Tennessee charter schools found in T.C.A. § 49-13-102(a) as outlined below:

1. Improve learning for all students and close the achievement gap between high and low students;

⁸³ <https://www.bizjournals.com/memphis/news/2017/05/03/why-one-charter-school-is-about-to-spend-11m.html>

⁸⁴ <https://www.memphisdailynews.com/news/2018/aug/18/new-life/>

⁸⁵ <http://www.wmccactionnews5.com/2019/01/18/memphis-charter-school-build-new-stem-academy-sports-complex/>

⁸⁶ <https://www.tsin.org/news/2018/tdoe-announces-first-fifteen-schools-receive-tennessee-stem-school-designations>

Encore STEM Academy will improve learning for all students and close the achievement gap between high and low students by providing a quality option and specialized environment not currently available in the target neighborhood of Orange Mound, in alignment of Priority Four of Destination 2025, expanding high quality school options. Of the elementary schools, Orange Mound schools are the fifth lowest in academic performance. Providing an environment where students are able to learn and explore, and are supported in their creative processes helps all students to grow academically. An intentional data driven review on their current academic status, strengths, and deficits, will allow us to ensure that we meet the needs of the lowest academically performing students while continuing to create opportunities for high achievers to progress. In formulating academic goals for Encore STEM Academy we reviewed data for current schools and indicated that we anticipate a 10% increase over those schools, and that Science would be the highest achieving category because of the school environment.

2. Provide options for parents to meet educational needs of students;

Encore STEM Academy strives to provide an elementary school option that is unique to currently existing schools in Orange Mound and to add to the educational landscape of Shelby County Schools, in alignment of Priority Four of Destination 2025, expanding high quality school options. Currently several Orange Mound elementary schools are in a state of uncertainty, such as a possible closure of Hanley Aspire School,⁸⁷ and the possible consolidation of Bethel Grove Elementary, Dunbar Elementary, and Cherokee Elementary into one school location.⁸⁸ With such uncertainty, parents want to evaluate viable options. ESA hopes to provide an additional elementary option, where the students can experience a STEM based curriculum in Orange Mound. According to Shelby County School Regional Seats Analysis, the Orange Mound neighborhood could benefit from more quality seats at the elementary level.

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;

Encore STEM Academy will use different and innovative teaching methods of STEM and Computer Science based curriculum for the extracurricular course. With the autonomy of operating a charter school, we accept and expect greater responsibility for academic achievement, teacher and student engagement, overall school performance, and accountability to the Shelby County Schools Office of Charter Schools. With the decision making authority over STEM coursework, school length of day, teacher professional development, feedback and input, and school culture we expect to positively enhance student performance academically, socially, and culturally. Teachers at ESA will be content specialists, a luxury not often available for elementary school teachers who have to often teach all subjects. Teachers in grades K will teach ELA/Social Studies or Math and Science. Teachers in 1 and 2 will teach either ELA, Math, Science, OR Social Studies to grades 1 and 2 each. We expect that teachers who are given the ability to teach their favorite or most successful content will provide a better teaching delivery to students.

4. Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;

⁸⁷<https://www.chalkbeat.org/posts/tn/2018/11/05/aspire-memphiss-future-in-question-as-board-weighs-paths-forward/>

⁸⁸

<https://chalkbeat.org/posts/tn/2018/12/11/plan-for-memphis-schools-would-fold-28-old-schools-into-10-new-ones/>

ESA will ensure adequate progress and increased academic performance for students to obtain proficiency on state academic assessments. Progress will be measured through benchmarks and growth on NWEA. Students' data will be assessed upon enrollment to review academic levels, strengths, and deficits that teachers need to address. Before school begins, a plan for academic growth will be created, according to the child's' specific needs. Faculty will be measured on the areas of student growth, student achievement, observation of practice, students perceptions, and professionalism through the SCS approved TEM evaluation tool.

5. Create new professional opportunities for teachers; and

Encore STEM Academy will create new professional opportunities for teachers throughout the school year, in alignment with Shelby County Schools Priority Three of Destination 2025, develop teachers, leaders, and central office to drive student success. The professional development calendar will mirror the schedule of SCS' 2020 calendar, but will include an additional week in the summer prior to school beginning, and 13 days totals. As the Founding Teachers and School Staff, they have the opportunity to provide valuable input into school operations, and the draft of the employee handbook, which we will allow for the professional and valued input of teachers. STEM practices, opportunities, and competencies will be shared with all teachers to better understand the mission, vision, core values, and application of the 21st Century Core Competencies. Teachers' strengths will be leveraged in order to share and disseminate best practices, create a professional coaching plan, and ensure that teachers are respected and valued so that they can in turn respect and value children in a supportive learning environment. We will provide opportunities for professional growth through engaging learning opportunities provided by the Instructional and Curriculum Leader, district wide through SCS, and local, regional or national conferences which strengthen teacher's professional capacity.

6. Afford parents substantial meaningful opportunities to participate in the education of their children.

Every student and family is an authentic partner and should have real opportunities to shape the experiences students have in school, receive accurate and accessible information about students' progress, and have a legitimate role in decision-making (TNTP, 2018). Encore STEM Academy will afford families substantial opportunities to participate in the education of their children through the following ways:

- The Founding Families will provide insight and input into the shaping of school culture, events, and policies. Parents will learn about and share valuable feedback on ESA through Envisioning Encore meetings where they discuss their children's needs and assist teachers with developing individual success plans.
- Parent and Community Engagement room available on campus where parents can have technology access, work with projects, and hold meetings.
- We have partnered with United Parents and Students, a community advocacy group which works with families to address the factors outside of school boundaries that may pose barriers to learning and inhibit local quality of life. The Letter of Support is in Attachment E.
- Parents will be encouraged to attend board meetings for transparency, access, accountability, feedback, and input.
- According to TN Code Annotated § 49-13-104, the membership of a charter school's governing body shall include at least one parent representative whose child is currently enrolled in the charter school. The parent representative shall be appointed by the governing body within six months of the school's opening date. In January of 2021, an Encore STEM Academy Founding Parent will have the opportunity to

join the Governing Board and form a parent advocacy group.

- Progress reports and report cards will be disseminated through Encore Family Nights where we discuss data, student growth, and school academic status. There will be seven such meetings per year, and parent/guardians must come to the school to pick up the progress reports and report cards in order to receive them, increase communication, and proactive communication.
- Parents will participate in STEM activities to understand the Encore STEM Academy's mission and vision and be equipped to engage their children in the 21st Century Core Competencies.
- Volunteer opportunities will be made available through field experiences, community meetings, service learning, and project exhibitions of learning.
- Parents will provide insight into best practices and future needs through the Parent Advocacy Group
- Based on the needs that families share, there will be seminars to provide services which increase their capacity for economic empowerment and increased school engagement. These services may include technology access, college and career information, clothing and food bank, home buying, tax preparation, legal assistance, gardening, and pet adoption. We have secured several community partners with expertise in these key areas to provide these meetings, in alignment with Priority 5 of Shelby County Schools' Destination 2025.

Describe how the mission and vision of this school addresses any priorities set by the chartering authority; and

The mission and vision of Encore STEM Academy addresses priorities set by Shelby County Schools Destination 2025, core beliefs and values of SCS, mission of the SCS Science department, and goals of the Office of Charter Schools. ESA would like to partner with Shelby County Schools and the TN Department of Education to increase educational opportunities and open a STEM focused charter school in the Orange Mound community in Memphis, TN. SCS's Destination 2025 has goals to increase proficiency in literacy and raise expectations of our students, citing "innovative and varied practices are needed in the classroom to provide students with learning experiences that will prepare them for life after graduation."⁸⁹ Because the work and progress in charter schools is credited to the LEA, ESA would work simultaneously and consider itself a partner school to collaboratively reach and exceed the 2025 goals. As we submit this application, it is in the spirit and belief that as graduates of and employees of Shelby City Schools, we would like to work in partnership with the district in which we have been involved for our careers that supports us. Working together, Shelby County Schools and Encore STEM Academy we will positively influence educational outcomes and increase choices for children in Orange Mound.

Shelby County Schools Office of Charter Schools suggest that charter operators have "a new approach to teaching and learning in areas saturated with low performance."⁹⁰ As a charter school authorized by SCS, ESA's school plan aligns with goals for all jurisdictions that it serves; Section 1.1 highlights Mission alignment with those entities as well as local colleges and universities. Through Destination 2025, SCS has adopted specific priorities, with annual progress monitors and the year of 2025 for the actualization. By 2025, ESA will have been opened for five years, and have matriculated three groups of fifth graders to middle school. The following chart shows how ESA will work with SCS to achieve priorities of Destination 2025.

⁸⁹ http://www.scsk12.org/2025/files/2016/Destination%202025%20Report_2015.pdf

⁹⁰ <http://www.scsk12.org/charter/files/2018/2018%20Shelby%20County%20Schools%20Supplemental%20Information%20for%20Charter%20Applicants.pdf?PID=1356>

Encore STEM Academy’s Alignment to Shelby County Schools Destination 2025 Priorities

SCS Destination 2025 Priorities	ESA’s Alignment
Priority 1: Strengthen Early Literacy	ESA will provide students with a robust literacy curriculum from Houghtcourt Mifflin Houghlin, infused with Accelerated Reader, MYON digital library, Lucy Calkins writing, and Words Their Way phonics.
Priority 2: Improve Postsecondary Readiness	ESA will provide students with a STEM and Computer Science curriculum and 21st Century Core Competencies that significantly increase postsecondary readiness.
Priority 3: Develop Teachers, Leaders, and Central Office to Drive Student Success	ESA will develop all employees to drive student success through a focus on academic achievement and engaging and meaningful STEM experiences.
Priority 4: Expand High-Quality School Options	While SCS has many high-quality school options, ESA will expand the opportunities and provide a STEM educational option in Orange Mound, which provides access at the elementary level.
Priority 5: Mobilize Family and Community Partners	ESA has garnered the support of over fifty families and community partners in Orange Mound, Memphis, and nationally who will provide material and technical assistance.

The mission of Encore STEM Academy is to provide elementary students in the OM Community with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity, and Communication for high academic achievement. Encore STEM Academy’s Vision is to produce high achieving scholars equipped with 21st Century Core Competencies attained by a rigorous STEM curriculum who create real-world solutions with success in middle school, high school, college, and careers. Both the mission and vision align with that of Shelby County Schools priorities and goals of Destination 2025, as well as several entities and departments of our school district. It is our aim that we will work with the district to achieve the ultimate goal of students success and high academic achievement.

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

When Encore STEM Academy is achieving its mission, students will have high levels of academic achievement and growth as measured by standardized tests, understand and explain their academic data, be fully engaged in the 21st Century Core Competencies for academic and social growth, be familiar with and increasingly comfortable utilizing computer science, have a keen respect for the Orange Mound environment and the environment, and engage community partners in projects and exhibitions of learning. Families will be enthusiastic and committed to their child's' academic growth, visible and present in school activities, and knowledgeable and supportive of STEM curriculum. Teachers will be professional leaders of active and engaging teaching and learning, proliferate in their development of educational plans to increase academic outcomes, relentless in their pursuit of solutions to academic underachievement, and

effectively implement data driven academic plans. The school staff and administrators will be focused on academic growth, STEM projects, community outreach, and collaboration with external partners to leverage resources to strengthen the program. Parents will be excited that their child is enrolled at ESA and will recruit other families. Everyone - students, families, teachers, school staff and administrators, board members, and community stakeholders will be mission minded and focused on continual academic achievement and growth. As a school family, all stakeholders will be active, and committed to the Orange Mound community which we serve. Stakeholders will provide transparent and implementable feedback to help develop the school, revisit the school mission, and make necessary adjustments to operations or policies. Similar to Maxine Smith Middle and East T-STEM High, Encore STEM Academy will be the choice school that is innovative, interesting, and receives community accolades due to high academic achievement.

When ESA is at full capacity, it will serve 240 students in grades K-5. Each student will have taken STEM and Computer Science classes, been involved in collaborative projects, and be prepared to enter middle school with a strong foundation in the core subjects and a well-rounded approach to education and life received by exposure to the 21st Century Core Competencies. Students will have high levels of academic achievement and increased academic growth measured by standardized tests, and attain the “soft skills” needed to be successful in a variety of situations, decisions, and outcomes.

ESA students will be well versed and able to confidently describe, explain, and share ideas with peers and adults. When they graduate fifth grade, they will have formulated ideas of their college and career choices and will continue to pursue academic and extracurricular activities, in and outside of school, to foster their interests in middle school. They will demonstrate competency in the 4C’s and will enter middle school as leaders who are confident, prepared, and academically astute. They will apply and be accepted to optional schools such as Maxine Smith STEAM Academy. They could choose University Middle school to enter their Project Based Learning environment. At high school, they will be eligible for AP Computer Science, Engineering courses, and will be accepted to charter schools such as Crosstown High or optional schools such as T-STEM or Middle College High Schools. If they choose to remain in Orange Mound for high school and attend Melrose High⁹¹, they will be members of the National Honor Society, and have the capabilities to excel in Dual Enrollment, Environmental Science, Chemistry and Anatomy, and CTE Web Design and Computer Applications courses. They will possess the employability skills that a successful TN graduate should have at the time of graduation.

⁹¹ <http://goldenwildcatsmelr.wixsite.com/mhsgoldenwildcats/faculty>

1.2 Enrollment Summary

In this section:

Describe the community from which the proposed school intends to draw students, including the demographic profile and school zones within the LEA.

Provide a rationale for selecting the community where the proposed school will locate.

Map of the Historical Orange Mound Community in Memphis, TN.



The Historical Orange Mound Community has significance in Memphis and the United States as the first neighborhood built by and for African American citizens who owned their own homes. There are several community assets such as a strong community presence, revitalization the former Melrose High School,⁹² designation as a Preserve America's Community Neighborhood,⁹³ and the Orange Mound Community Center⁹⁴ as the anchor for many multigenerational residential events.

While continuing to be a beacon of cultural pride, unfortunately, Orange Mound has its' economic and social challenges which in turn has negatively affected educational achievement.⁹⁵ 40.4% of the citizens have less than a high school diploma (did not finish high school), as opposed to the Memphis average of 14.4%. 17.1% have earned a high school or equivalent (including a GED), less than that of 28.4% of citizens in Memphis.

Orange Mound is physically located in close proximity to colleges, however the attainment of bachelor

⁹² <http://www.highgroundnews.com/features/MelroseHighSchoolActivation.aspx>

⁹³ <https://cohen.house.gov/about/events/orange-mound-preserve-america-designation-ceremony>

⁹⁴ https://memphistn.gov/parks/senior_centers/orange_mound_community_center

⁹⁵ <http://www.city-data.com/zip/38114.html#ixzz5UW4FY0r8>

degrees is significantly lower than that of other citizens in Memphis. As the map above shows, the University of Memphis is in walking distance, 1.9 miles away. Christian Brothers University is 3.3 miles away, Lemoyne Owen College is 4.7 miles away, Baptist Memorial College of Health and Sciences is 5.4 miles away, UT Health Science Center is 5.5 miles away and Rhodes College is the farthest at 5.7 miles away. All of the colleges are within a five to fifteen minute drive from Orange Mound. The proximity, however, does not translate into access and opportunity. 13 % of OM citizens have earned a Bachelor's Degree or higher, which is less than half of the Memphis and TN average of 27.2%.

Orange Mound has its share of economic issues, primarily the level of poverty, household incomes, decreasing home values⁹⁶, and increasing crime.⁹⁷ 64% of the citizens earn less than \$30,000 annually. The city of Memphis has a poverty rate of 24.6%. Child poverty is 39.0%, but the poverty level in Orange Mound is 37% and 55% of children under the age of 18. Median household income in Orange Mound is \$15,000 less than that of Memphis which is \$38,826. The Pendleton St and Barron Ave neighborhood stands out for having an average income lower than 98.8% of the neighborhoods in the United States, making it among the lowest income neighborhoods in America. This neighborhood has a higher rate of childhood poverty than 90.0% of U.S. neighborhoods. The median real estate price is \$39,699, which is less expensive than 99.4% of Tennessee and US neighborhoods.

Orange Mound is located in Shelby County Schools of Memphis, TN and broadly encompasses the zip codes of 38111 and 38114 (with some overlap including the neighboring community of Sherwood Forest/Sea Isle). According to school and community demographics, approximately 80% of our students will qualify for the free and reduced lunch program. Putting it succinctly, the Orange Mound neighborhood has significant challenges in comparison to the state of Tennessee:

Median household income below state average.

Median house value significantly below state average.

Unemployed percentage above state average.

Renting percentage above state average.

Length of stay since moving in significantly above state average.

House age above state average.

Percentage of population with a bachelor's degree or higher below state average.

With these challenges comes the immense need to work with the Orange Mound community to overcome poverty through education which has transformational multigenerational benefits.

The State of Tennessee, City of Memphis, and Historical Orange Mound Community are in an upswing of educational reform, political changes, community enhancement, and neighborhood revitalization. Even as we write this application for Encore STEM Academy, changes are occurring daily in every sector! With such transformations, it is prime time to leverage the assets of local citizens who are invested and rooted in our city to align resources and strategically partner with each other to scale increased opportunities. In politics, Memphis Mayor Jim Strickland formulated the Memphis 3.0 Initiative to develop the city utilizing local citizens' expertise, noting that, "No one is more important to this process than Memphians themselves because the best experts about our neighborhoods are the people in them."⁹⁸ Both Co-Founders, and the majority of Board Members are from Memphis and Orange Mound and graduated

⁹⁶ <http://www.highgroundnews.com/features/OMhousingpanel.aspx>

⁹⁷ <http://www.city-data.com/neighborhood/Orange-Mound-Memphis-TN.html#ixzz5bF9YeOPy>

⁹⁸ <http://www.memphis3point0.com/about-memphis-3-0>

from Memphis City Schools, invested, and aptly prepared to work together for Encore STEM Academy.

Shelby County Mayor Lee Harris recently appointed Dr. Cedrick Gray in a historic move as the first ever Director of Education with aims to improve education from Pre-K to workforce and to convene multiple stakeholders toward a common goal of ensuring equity and opportunity for every student in Shelby County.⁹⁹ In another historic move, Mayor Harris announced the first ever Innovation Manager, Audrey Willis who is the Co-Founder of Code Crew to help make Shelby County “the newest tech hub in the country.”¹⁰⁰ These two appointments highlight the recognition of the need for earlier technology and career preparation and more prepared students for a new Memphis.

Dr. Joris Ray, former SCS educator, was recently unanimously appointed as the Interim Superintendent. With experience as an SCS teacher, administrator, and district level leadership, Dr. Ray has tremendous support from teachers and other educational professionals during his tenure, as they responded, “Stay With Ray” during talks of conducting a national search for a full time Superintendent.¹⁰¹ In his seven next steps toward Destination 2025, he outlined his 90 day Interim Plan to fast-track and achieve many goals set by the previous administration:

ONE: Academic Equity and Action Plan, TWO: Social Emotional Learning, THREE: Culture Building, FOUR: Create “ Servant Leadership”, FIVE: Alignment of Resources, SIX: Footprint Proposal and SEVEN: District Office Transition. As we reviewed his Interim Plan, there are several aligned priorities with Encore STEM Academy, particularly academic equity (One of our Core Values is Equity), Social Emotional Learning (Encore STEM academy supporter and retired counselor Rose King will provide training on ACE’s), and Culture Building (One of our Core Values is Outstanding School Culture). As a charter in Shelby County Schools, we would like to meet with him to share mission alignment, upon authorization.

While former TN Governor Bill Haslam implemented the Drive to 55 mission for workforce and economic development to reduce unemployment and improve quality of life,¹⁰² Governor Bill Lee has similarly advocated for increasing career and technical education,¹⁰³ declaring that high school needs to look different in Tennessee. GIVE, the Governor’s Investment in Vocational Education, is the first legislative initiative of Lee’s administration to elevate vocational and technical education in public schools. GIVE would support regional partnerships among schools, industry, and technical colleges to develop more work-based learning and apprenticeship opportunities. Governor Lee also introduced the Future Workforce Initiative, focusing on increased access to career and technical education for K-12 students and a key part of this includes prioritizing STEM training. This initiative is a direct response to the emerging technology industry and making sure TN students are first in line to be qualified for technology jobs. Governor Lee followed the GIVE initiative with the Future Workforce Initiative, which aligns with our Core Value of Equity. Both initiatives support the mission and vision of Encore STEM Academy.

State Senator Katrina Robinson’s proposal to put career and technical education in middle schools could

⁹⁹ <https://www.shelbycountyttn.gov/DocumentCenter/View/33894/Director-of-Education-Dr-Cedrick-Gray>

¹⁰⁰ https://www.toopics.com/p/1948913449837735171_8779403661

¹⁰¹

<https://www.commercialappeal.com/story/news/2019/02/07/7-takeaways-new-scs-school-leader-toward-destination-2025/2801102002/>

¹⁰² <http://driveto55.org/the-alliance/>

¹⁰³

<https://www.commercialappeal.com/story/news/education/2018/11/07/governor-elect-bill-lee-education-tennessee/1920464002/>

mesh with Governor Bill Lee’s vocational education plan. Senator Robinson, is sponsoring Senate Bill 63 to introduce younger students to Career and Technical Education (CTE) in middle school to give them “real-world exposure” and potentially quicker job placement, and prepare for courses already being offered in high schools. “Tennessee’s students are excelling at a rate our state hasn’t seen in years. Coupled with that progress is the need for a more diverse approach to educating tomorrow’s leaders. CTE would expose young minds to career paths they may have previously been unaware of.” She considers it one way to bolster the state’s workforce by making students more competitive as they seek jobs in a “diverse job market.”¹⁰⁴

Dr. Penny Schwinn is the new Commissioner of Education in TN, and is also moving forward with the expansion of career and technical education, stating that, “While Tennessee is nationally a leader in career and technical education, I want to make sure there are real opportunities in each of our schools, and discover how we can think even more creatively about what that means...I want to build on that momentum, so every child in every community in Tennessee has access to a high-quality public school. I want every child graduating high school with a degree that means they are ready for their next step, whatever that may be. I want them to graduate being equipped to choose their path, with options about what their career and college experiences could look like.”

The school model that Encore STEM Academy proposes is in line with the legislative changes, cultural shifts, and pedagogical reform, in economy, industry, politics, and education for a 21st century school. We would like to work with each each elected and appointed representative in Memphis and TN to expand STEM opportunities and prepare the next generation of TN students for success in their endeavors - in Orange Mound.

Why Orange Mound?

Orange Mound, like many other Memphis communities, is in the throes of renewal, while simultaneously suffering from and fighting to eliminate blight and poverty. WKNO highlighted Orange Mound’s significance in the history of America’s economic foundation and African American post enslavement prosperity, solidarity, home ownership, and pride in a documentary. “A Community Called Orange Mound.”¹⁰⁵ In the arts, the Orange Mound Art Gallery opened in the Lamar shopping center.¹⁰⁶ A former liquor store, the gallery provides a space for collections to be proudly displayed, community meetings, and is the home of a newly painted mural on the exterior completed by Orange Mound muralists Jamond Bullock and Syphne Silve. Excited about the arts renaissance, the Collective Cmplx¹⁰⁷ has opened right beside the Orange Mound Art Gallery. Juice Orange Mound,¹⁰⁸ opened by Britney Thornton, a resident who is an educator and who has endearing love and loyalty for Orange Mound, is a newly formed initiative bringing together a new generation of community members to preserve the history and eloquence of the community. Reimagining Melrose has formed a collaborative with Director Paul Young of the City of Memphis to determine the fate of their historic and beloved school building, with aims to see the favored site renovated and repurposed similarly to Crosstown.¹⁰⁹ Unfortunately, despite the artistic, political, social, and physical changes, Orange Mound is still left out in access to innovative and unique educational

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<https://dailymemphian.com/article/2880/Robinsons-career-technical-education-bill-could-align-with-governors-vocational-plan>

105 <https://www.pbs.org/video/wkno-specials-community-called-orange-mound/>

106 <http://www.highgroundnews.com/innovationnews/OrangeMoundGallery.aspx>

107 <http://www.thecltv.org/>

108 <https://juiceorangemound.weebly.com/>

109 <http://www.memphisheritage.org/melrose/>

opportunities, like that we are proposing.

With the same compassion and vigor of citizens who are collaborating for improving the community, the Encore STEM Academy team has chosen Orange Mound as the community for the school location. The school Co-Founder, Mr. Bradley was born and raised in Orange Mound with his seven siblings who all attended community public schools. Mr. Bradley attended Cherokee Elementary, Sherwood Middle, and graduated from Melrose High School in 1989. In formulating the school concept, the school founding team purposefully chose the name, colors, and logos which all contain distinct symbolism relevant to the cherished community which was once the beacon of economic development, financial success, educational empowerment, and decadence for its' primarily African American citizens.

The school name, ENCORE, was chosen because of the meaning - a repeat performance due to the demand of an audience. Figuratively speaking, when an encore occurs at a concert, the artist's second performance is better than the initial performance. In the same vein, Encore strives to provide an even more enhanced educational experience for its constituencies and surpass the former glory, providing an "exciting second performance." ESA's colors are purple and orange, orange symbolic of the community and purple symbolic of the royalty of the children and families served, the stakeholders who are working to support the school, and the future staff members who will be chosen to work with the children. The logo has symbols of a first class academic achievement ribbon, scientific research, graduation, and a blazing torch of victory. It is our hope that Encore is a beacon for educational opportunities, advancement, growth, and a positive contribution to the community development.

In addition to the community connections and the renewal of Orange Mound by local citizens and concerned community members, the level of poverty and blight that permeates the neighborhood is concerning. A STEM based education has the propensity for increased engagement during school and increased salaries, access, and career options, beyond high school. The rationale for selecting the community where the proposed school will locate is that Encore desires to offer an educational option that is not currently available there. Like Sandy Watkins, Director of TSIN states, we want all students in Tennessee have access to quality STEM learning opportunities - regardless of zip code. As Mary Mitchell, octogenarian and Orange Mound historian and preservationist states, "Orange Mound children deserve a renaissance in education, a new educational force to propel us into the 21st century."¹¹⁰

Shelby County Schools Regional Seats Analysis 2019 Charter School Application Supplement

Encore STEM Academy is proposing to open a high quality charter school in Orange Mound located in Central City West to support Priority Four of Destination 2025. The need for Encore STEM Academy opening in the Orange Mound Community of the Shelby County Schools System is strongly supported by findings from the Regional Seats Analysis:

Academic:

According to the Shelby County Schools Regional Seats Analysis, the other public schools in Orange Mound are underperforming and would benefit from the option of Encore STEM Academy.

- The K-5 seat capacity and quality by region and grade level details that this region has 44.1% of their seats that are described as "less than quality (p.12)."

¹¹⁰ <http://www.mtsuhistpres.org/wp-content/uploads/2018/05/OM-Exhibit-panels.pdf>

- The Central City West Quality Seats Analysis highlights that “all grade levels need more seats in high performing schools (p.21).”
- Further, the Central City West Performance by Neighborhood states that “more seats in schools with a 3.00+ on the School Performance Scorecard are needed in the Orange Mound neighborhood of the Central City West Region (p.23).”
- The Central City West recommendations are “based on the most recent School Performance Scorecard...the Orange Mound neighborhood has the highest percentage of students in schools with a School Performance Scorecard rating below a 3.0 in the Central West region. Using 3.0 on the School Performance Scorecard as the marker for performance, the Central City West region needs 4,000 more seats at the K-5 grade level with a 3.00+ SPS (p.25).”

Programmatic:

The other public schools in Orange Mound do not offer a STEM based or Computer Science program that Encore STEM Academy would provide. According to the Shelby County Schools Division of Optional Schools and Advanced Academics, there is only one elementary STEM school in the District, which is Whitehaven Elementary. If a student from Orange Mound wants to enroll there, they would have to meet specified criteria to enroll and have adequate transportation because it is located approximately ten miles from Orange Mound.

Central City East: Sherwood/Sea Isle

While we are aware that there are other charter schools that have been approved in the targeted area, our targeted community will expand to include the neighboring community of Sherwood/Sea Isle (Central City East) which in part overlaps with the zip codes of 38111 and 38114. Primarily to serve Orange Mound, we are aware that students may come from that community due to its’ proximity and for Academic, Over Enrollment, and Programmatic reasons according to the Shelby County Regional Seats Analysis. This area is in need for additional seats based on all three qualifications:

Over Enrollment:

According to the Shelby County Schools Regional Seats Analysis, the other public schools in Sherwood/Sea Isle are overenrolled or overcrowded and would benefit from Encore STEM Academy.

- “Based on the optimization analysis by Facilities Planning & Property Management, more seats are needed..at the K-5 (435) grade level for the Central City East Region (p.16).”
- Central City East Enrollment for K-5 schools exceeded the capacity during the 2018-2019 school year. There were 10, 056 students enrolled. The capacity was 9, 621 students (p.16).
- “For the K-5 grade level, Jackson Treadwell is the only neighborhood that has more seats than enrolled students, while the other neighborhoods (Sherwood/Sea Isle) need more seats (p.17).”
- In the Sherwood/Sea Isle Community, there were more children enrolled - 2,773 than capacity - 2,645 (p.17).

Academic:

- Central City East Seat Quality by grade had 1, 746 seats, 17.4% in grades K-5 with less than 3.0 on school performance (p.16).
- “The Sherwood/Sea Isle neighborhoods are the areas that have the most seats at schools that earned below a 3.00 on the School Performance Scorecard (p.18).”
- 38.8% of the elementary schools in the Sherwood/Sea Isle neighborhood scored Fair on the School Performance Rating (p.18).

- “Using a 3.00 on the School Performance Scorecard as the marker of performance, the Central City East region needs 1, 746 more seats at the K-5 grade band with a 3.00+ SPS (p. 20).”

Programmatic:

The other public schools in Sherwood/Sea Isle do not offer a STEM based or Computer Science program that Encore STEM Academy would provide. According to the Shelby County Schools Division of Optional Schools and Advanced Academics, there is only one elementary STEM school in the District, which is Whitehaven Elementary. If a student from Sherwood/Sea Isle wants to enroll there, they would have to meet specified criteria to enroll and have adequate transportation because it is located approximately ten miles from Sherwood/Sea Isle.

Discuss the academic performance and enrollment trends of surrounding schools in that community.

Encore STEM Academy’s target location community is Orange Mound, and according to the Shelby County School’s 2019 Charter Annual Report, the elementary Orange Mound schools are Arrow Academy of Excellence, Bethel Grove Elementary, Charjean Elementary, Cherokee Elementary, and Dunbar Elementary.¹¹¹ The neighboring community, Sherwood/Sea Isle is in close proximity and their schools data are included, as well as Magnolia, South Park, and Rozelle which are in the 38111 and 38114 zip codes. Of the schools listed, Sherwood, South Park, Cherokee, Dunbar and Magnolia are performing below a 3.0.

The chart below describes their academic performance and enrollment trends:

Orange Mound and Sherwood/Sea Isle Data from the SCS 2019 Charter Annual Report ¹¹²

Orange Mound				
School Name	SPF Overall Level 1718	Achievement Category Level	Growth Category Level	Climate Category Level
Bethel Grove Elementary	3.88	4.25	3.63	3.67
Arrow Academy of Excellence	3.53	3.75	3.08	4
Charjean Elementary	3.06	2.5	3.31	3.67
Cherokee Elementary	2.74	2.75	2.44	3.33
Dunbar Elementary	2.44	1.751	3.19	2.33

¹¹¹ <http://www.scsk12.org/schools/?LP=schools#/schools>

¹¹² <http://www.scsk12.org/charter/files/2019/2019-Charter-Annual-Report.pdf>

Sherwood/ Sea Isle				
School Name	SPF Overall Level 1718	Achievement Category Level	Growth Category Level	Climate Category Level
Sea Isle Elementary	4.19	5	3.31	4.33
Willow Oaks Elementary	3.64	3.5	3.44	4.33
Leadership Preparatory Charter	3.27	4.33	2	3.67
Sharpe Elementary	3.18	2.5	3.63	3.67
Sherwood Elementary	2.94	3	3.19	2.33
South Park Elementary	2.02	1.75	2.13	2.33

Orange Mound and Sherwood/Sea Isle Schools Academic Performance and Enrollment Trends from SCS Website¹¹³

Orange Mound and Sherwood/Sea Isle Schools Overall Rating and Enrollment

School	Overall	Academic Achievement	Academic Growth	School Climate	Enrollment
Arrow Academy	3.53	3.75	3.08	4.00	82
Bethel Grove	3.88	4.25	3.63	3.67	294
Charjean	3.06	2.50	3.31	3.67	400
Cherokee	2.74	2.75	2.44	3.33	514
Dunbar	2.44	1.75	3.19	2.33	323
Leadership Prep	3.27	4.33	2.00	3.67	78
Sea Isle	4.19	5.00	3.31	4.33	536
Sharpe	3.18	2.50	3.63	3.67	360
Sherwood	2.94	3.00	3.19	2.33	701
Willow Oaks	3.64	3.50	3.44	4.33	701
Magnolia	1.78	1.25	2.38	1.67	314

¹¹³ <http://www.scsk12.org/schools/?LP=schools#/compare>

Rozelle	3.88	4.00	3.69	4.00	246
South Park	2.02	1.75	2.13	2.33	636

Orange Mound and Sherwood/Sea Isle Achievement Level

School	Overall	ELA	Math	Science	Social Studies
Arrow Academy	3.75	3.00	3.00	5.00	4.00
Bethel Grove	4.25	4.00	5.00	4.00	4.00
Charjean	2.50	3.00	4.00	2.00	1.00
Cherokee	2.75	3.00	3.00	2.00	3.00
Dunbar	1.75	2.00	2.00	1.00	2.00
Leadership Prep	4.33	4.00	4.00	N/A	5.00
Sea Isle	5.00	5.00	5.00	5.00	5.00
Sharpe	2.50	3.00	3.00	2.00	2.00
Sherwood	3.00	4.00	4.00	1.00	3.00
Willow Oaks	3.50	4.00	4.00	3.00	3.00
Magnolia	1.25	1.00	2.00	1.00	1.00
Rozelle	4.00	5.00	4.00	3.00	4.00
South Park	1.75	2.00	3.00	1.00	1.00

Orange Mound and Sherwood/Sea Isle Achievement Rate

School	ELA 2017	ELA 2018	Math 2017	Math 2018	Science 2017	Science 2018
Arrow Academy	5.6%	27.3%	22.2%	22.2%	61.1%	61.1%
Bethel Grove	21.0%	23.7%	32.8%	32.8%	40.0%	40.0%
Charjean	10.9%	16.6%	18.7%	18.7%	30.6%	30.6%
Cherokee	13.5%	20.9%	16.1%	16.1%	27.4%	27.4%
Dunbar	9.2%	11.0%	5.6%	5.6%	16.3%	16.3%
Leadership Prep	N/A	21.2%	N/A	N/A	N/A	N/A
Sea Isle	27.7%	35.8%	25.8%	25.8%	49.2%	49.2%
Sharpe	12.9%	14.3%	13.5%	13.5%	24.5%	24.5%
Sherwood	16.4%	19.5%	18.0%	18.0%	19.4%	19.4%
Willow Oaks	19.0%	22.5%	19.9%	19.9%	26.4%	26.4%
Magnolia	4.6%	6.4%	13.6%	13.6%	15.5%	15.5%
Rozelle	29.2%	30.2%	27.5%	27.5%	37.4%	37.4%
South Park	12.3%	12.3%	16.5%	16.5%	20.6%	20.6%

Orange Mound and Sherwood/Sea Isle School Wide Level

School	Composite	Literacy	Numeracy	Science	Social Studies
Arrow Academy	3.00	3.00	3.50	3.00	N/A
Bethel Grove	3.00	3.00	3.00	4.00	3.00
Charjean	3.00	2.50	3.50	2.50	1.00
Cherokee	1.00	2.50	1.00	1.00	1.00
Dunbar	3.00	2.00	3.00	2.50	4.00
Leadership Prep	2.0	2.00	2.00	N/A	N/A
Sea Isle	3.00	2.50	3.50	2.50	3.00
Sharpe	4.50	3.00	4.00	4.50	2.00
Sherwood	2.00	2.00	2.00	2.50	2.00
Willow Oaks	3.00	2.50	3.00	3.00	3.00
Magnolia	1.50	2.50	1.00	2.00	2.00
Rozelle	4.00	3.00	4.00	3.50	3.00
South Park	1.00	2.00	2.00	1.00	1.00

Orange Mound and Sherwood/Sea Isle Schools Reduction in Below Level

School	ELA 2017	ELA 2018	Math 2017	Math 2018	Science 2017	Science 2018
Arrow Academy	N/A	-10.6	N/A	6.1	N/A	N/A
Bethel Grove	N/A	-13.2	N/A	-2.3	N/A	-4.3
Charjean	N/A	-4.8	N/A	-13.0	N/A	-7.2
Cherokee	N/A	-4.1	N/A	-4.3	N/A	-9.5
Dunbar	N/A	-8.8	N/A	-18.2	N/A	7.3
Leadership Prep	N/A	NA	N/A	N/A	N/A	N/A
Sea Isle	N/A	-9.4	N/A	-0.4	N/A	-3.3
Sharpe	N/A	-0.8	N/A	1.0	N/A	-9.7
Sherwood	N/A	-8.0	N/A	-8.8	N/A	-13.9
Willow Oaks	N/A	-3.4	N/A	-5.1	N/A	-9.3
Magnolia	N/A	-16.5	N/A	-3.6	N/A	6.3
Rozelle	N/A	-6.3	N/A	0.9	N/A	-10.9
South Park	N/A	-7.9	N/A	-1.0	N/A	2.4

Orange Mound and Sherwood/Sea Isle School Climate Level

School	Attendance	Suspension	Expulsion
Arrow Academy	2.0	5.0	5.0
Bethel Grove	2.0	4.0	5.0
Charjean	3.0	5.0	3.0
Cherokee	3.0	4.0	3.0
Dunbar	1.0	2.0	4.0
Leadership Prep	2.0	4.0	5.0
Sea Isle	4.0	4.0	5.0
Sharpe	2.0	5.0	4.0
Sherwood	3.0	2.0	2.0
Willow Oaks	4.0	4.0	5.0
Magnolia	1.0	2.0	2.0
Rozelle	4.0	3.0	5.0
South Park	3.0	2.0	2.0

Encore STEM Academy is proposing to open a high quality charter school in Orange Mound located in Central City West to support Priority Four of Destination 2025 due to the academic and programmatic reasons outlined by Shelby County Schools Regional Seats Analysis. We would also like to support children in Central City East, the neighboring Sherwood/Sea Isle community due to the compelling over-enrollment, academic, and programmatic reasons outlined by the Shelby County Schools Regional Seats Analysis.

Shelby County Schools provides vital supporting evidence for opening Encore STEM Academy through the Regional Seats Analysis, which critically addresses the need for both the Central City East (Sherwood/Sea Isle) and the Central City West (Orange Mound) neighborhoods. We would like to, and are humbly requesting that this charter application is accepted to partner with Shelby County Schools and address these needs together.

Describe the specific population of students the proposed school intends to serve. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population.

Encore STEM Academy will be located in the Orange Mound community and intends to serve elementary students who are slated to enroll in grades K, 1, and 2 in 2020. Our anticipated demographics are 83%

Economically Disadvantaged students, 11% Students with disabilities, 11% English language Learners, 89% African American, 10% Hispanic, and 1% Caucasian. Currently, the Orange Mound community is considered to be a STEM desert because of the need to increase Computer Science and Coding, opportunities which would increase the likelihood, capacity, and interest for students to engage in STEM careers. These careers have a higher salary and level of job satisfaction. Even if children do not enter STEM fields, the exposure and 21st Century Core Competency skills are useful in any job, industry, or trade. ESA would provide a differentiated educational approach from the existing schools, an alternative and more specialized learning atmosphere. While we respect the work that is done in Shelby County Schools, we propose to do something differently as we are all working to decrease the achievement gap, esp in our high poverty urban neighborhoods that serve a primarily minority student population. Due to the programmatic reasons listed by the Shelby County Schools, both the Orange Mound and the Sherwood Forest areas could be enhanced with a different option. Based on the most recent School Performance Scorecard, the Orange Mound neighborhood has the highest percentage of students in schools with a School Performance Scorecard rating below a 3.0 in the Central West region. Students who attend ESA could provider a feeder pattern to Maxine Smith STEAM Academy, then return to Melrose High School and enhance their academic outcomes, and pass the AP Computer Science Course.¹¹⁴ ESA would like to provide an earlier foundation in STEM and Computer Science, not currently being provided unless students are enrolled in an optional school.

Complete the enrollment summary and anticipated demographics charts below.

Grade Level	Encore STEM Academy Number of Students			
	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 At Capacity 2023-2024
Grades Served	K, 1, 2	K, 1, 2, 3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5
K	40	40	40	40
1	40	40	40	40
2	40	40	40	40
3	X	40	40	40
4	X	X	40	40
5	X	X	X	40
Totals	120	160	200	240

¹¹⁴ Currently Melrose does not offer that course but we hope they will in the future.

Encore STEM Academy Demographics	% of Economically Disadvantaged students	% of Students with disabilities	% of English language Learners
89% African American 10% Hispanic 1% Caucasian	83%	11%	11%

1.3 Academic Focus and Plan

In this section:

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

Outline the school’s academic plan, defined as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials, and curriculum that will be used to provide students with knowledge, proficiency, and skills needed to reach the goals of the school.” (T.C.A. § 49-13-104).

Encore STEM Academy’s academic focus is STEM and Computer Science/Coding. Through this focus, the mission is that students will experience, high academic achievement in English Language Arts, Mathematics, Science, and Social Studies. Encore STEM Academy’s STEM focus is defined by Tennessee Code Annotated § 49-6-1101. Further, this definition includes a description of how STEM needs to be increased through Tennessee and engage community partners who will enhance the STEM curriculum, and the establishment of the Tennessee STEM Innovation Network. The definition is:

- (1) "STEM" means science, technology, engineering, and mathematics;
- (2) "STEM innovation hub" means a regional partnership of LEAs, institutions of higher education, STEM businesses, and community organizations that have formally committed to amplifying and accelerating the impact of STEM programs in the region; and
- (3) "TSIN" means the Tennessee STEM innovation network established in 2010 by executive order number 68 as a project within the department of education under an agreement with Battelle Memorial Institute, which is designated as the manager of TSIN and its activities.

Tennessee Code Annotated § 49-6-1104 stipulates that the TSIN shall make available to all middle schools in the state a curriculum to educate students on the variety and benefits of STEM careers. While Encore STEM Academy will serve an elementary school population, we plan to align with these goals, as we will seek TSIN designation as a STEM school.

Tennessee Code Annotated 49-6-1105 STEM Partner Organizations stipulates that TSIN shall seek STEM partner organizations...to find ways to collaborate on STEM education programs and opportunities.

Encore Stem Academy has secured partner organizations to collaborate on STEM education programs and opportunities, including the University of Memphis, Medtronics, Pink Palace, Memphis Kids in Nature, Wolf River Conservancy, TN State Parks, The Humane Society of Memphis and Shelby County, Self +

Tucker Architects, Consolidated Management Taxes, Clean Memphis, and other professionals with STEM careers including physical therapist Dr. Louie Watkins, pediatrician Dr. Jamila Pope, healthcare advocates Shelby Alexander, Rose King, and LaNita Conley, engineers Angela Blakely, Zaon Noorden, Stacy Hollingsworth, Phil Hamilton, research chemist Mario Ingram, veterinarian technician Iris Rain, and nurses Ashiqua Jackson and Sandra Kimmons. Their letters of support are in Attachment E.

The Tennessee STEM Innovation Network is developing high-quality STEM programming to further ensure Tennessee students are prepared for success in college and careers and ready for the future of their choosing. STEM is described by the TSIN as a transformative approach to traditional teaching and learning that fosters creativity and innovative thinking in all students. An integrated STEM approach teaches students problem-solving skills and critical thinking are necessary across all disciplines, in line with the Mission and Vision of Encore STEM Academy.¹¹⁵ STEM education is a unique approach to teaching and learning that fosters creativity and innovative thinking in all students, focused on building critical and creative thinking and analysis skills by addressing how students view and experience the world around them, in line with our Core Value of 21st Century Core Competencies. Computer Science provides children with the ability think with mathematical precision while interacting with fun programming concepts, puzzles, and challenges that stem from geometry, algebra, computer science and physics, and a talent for problem solving.

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

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

The most important characteristics of Encore STEM Academy's academic plan is that ALL students will be engaged in STEM and Computer Science classes, beginning in Kindergarten. The philosophy is the 21st Century Core Competencies are beneficial to all careers, and that early exposure and preparing for colleges and careers begins well before students enter high schools. It helps to provide focus and a tangible "end" to the work that students are completing, even in Kindergarten. The goal of early outreach is to expose children to the range of possibilities that they can choose, and to help them to know that their goals and dreams are attainable and that their hard work will lead to a form of success (Maitre, 2015).

Not only has the Tennessee Department of Education supported the implementation, inclusion, and proliferation of students engaged in STEM and Computer Science, but local, regional, national, and international educational research, legislation, colleges and universities, and industries are propelling the need for increased students who are involved in STEM to help drive academic improvement for all students and help close the achievement and wage gap. The most important characteristic of our academic plan and a very unique aspect is that we are providing this educational model at the elementary level.

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

¹¹⁵ <https://www.tsin.org/what-is-stem>

Encore STEM Academy Curriculum

ELA	Math	Social Studies	Science	STEM/Computer Science
Houghton Mifflin Harcourt	Eureka Math	Eureka SS	Eureka Science Next Generation Standards	Code.org Teach engineering Learning Blade
Lucy Calkins Writing Accelerated Reader-Reading Comprehension MyOn Digital Library Words Their Way Phonics				

Grade Level	class size	structure	differences
K	20	2 teacher Math/SCI ELA/SS	There is one teacher for ELA/SS and one for MATH/SCI
1	20	Teacher content specialist, 1 teacher per content	Students will have one teacher per content, beginning at grade 1
2	20	Teacher content specialist, 1 teacher per content	
3	20		Students begin to take TN state assessments at this grade level.
4	20		

5	20		
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Detail the proposed instructional goals and methods, including specific academic benchmarks. Explain why the instructional strategies and proposed curriculum are well-suited for the targeted student population.

ESC is dedicated to reaching academic excellence in all content areas. We will serve students who have struggled in traditional schools. There are several students seats available in the Central City East region. This is due to the lack of student achievement of 3.0 and above in surrounding schools. We are aware of the academic inconsistencies in the Orange Mound community. ESC will focus on intentional, steady, and sustainable academic growth. Individualized academic responsiveness will drive student achievement. As we learn the strengths and weaknesses of our students, personalized academic structures and plans will be developed to attack the academic needs of every student we serve. We believe we have to thoroughly review our students' individual family life and backgrounds to determine where we need to start our work. With this intentional plan in place, we believe our opening student achievement percentages will be at 50% or more.

Explain how the academic plan aligns with Tennessee’s academic standards. If your academic plan includes blended learning, describe which blended learning model the school will use (i.e., online content in various lessons only, a single course, or an entire curriculum), the role of the teachers within the blended learning environment and explain how and why this approach will drive academic gains and close the achievement gap with the targeted population of students, using the latest data analyses and research.

The TN DOE has outlined the STEM Strategic Plan and the Computer Science standards in 2018.

Describe the school’s approach to help remediate students’ academic underperformance. Describe methods for providing differentiated instruction to meet the needs of all students, including plans for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines.

Section 1.4 describes a more detailed data plan for Encore STEM Academy.

1.4 Academic Performance Standards

In this section:

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

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

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

Describe goals for student attendance and explain how the school will ensure high rates of student attendance. Include plans for identifying and addressing chronic absenteeism.

Absenteeism will be addressed through direct contact with the parents

Daily phone calls

Tardy messages

wraparound scs

seeding success

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

grade level requirements

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

1.5 Assessments

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

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

The primary interim assessment that Encore STEM Academy will use to assess students learning needs and progress throughout the year is NWEA MAP and EasyCBM. NWEA MAP is designed to measure student performance and growth this will assist in supporting all students' growth. After the benchmark assessment is given at beginning of the school year that data will be used to identify skills sets, skill deficits, RTI tiers, and student cohorts. Students will participate in classroom instruction, RTI and computerized intervention (MobyMax-math, I-Ready-reading) to address learning needs. Student's progress will be monitored using EasyCBM every two weeks through administering probes.

Easy CBM will be used to measure effectiveness of classroom instruction and interventions for literacy and math. The probes assess skill deficits for all students as well as the level of progress in both English and Spanish versions. EasyCBM has both reading and math probes beginning at kindergarten through eighth grade. Both programs have been vetted by other school systems in Memphis and have shown significant student growth when used with fidelity. NWEA MAP is given three times in the year a yields immediate student level results. which will be used to motivate student intrinsic academic growth The programs are align to Tennessee State Standards because these programs are widely used by neighboring school districts and have been approved/recommended by the Tennessee Department of Education. EasyCBM is also aligned with Houghton Mifflin Harcourt (HMH) that Encore STEM Academy chosen has chosen for English Language Arts curriculum. Encore STEM Academy will begin as a K-2 school which are not testable grades. However Encore will be dedicated to students learning and progressing towards performance goals and state standards. The performance goals of ESA Year one are 50% in ELA achievement in ELA, Math, and Social Studies and 75% in Science. We are taking into factor that the achievement average of the schools in the target neighborhood are are significantly lower (about 15%), and that as a STEM school, Science growth should be increased due to students receiving Science and STEM courses.

Easy CBM¹¹⁶ is designed to assist teachers with identifying skills that students may need additional support. The skills are identified in the program which has probes from kindergarten through eighth grade to provide evidence based data if the student is progressing towards mastery, showing no progression or regression in skills. This system provides curriculum based probes in literacy and in math in both English and Spanish languages. In literacy, the program offers oral reading fluency, vocabulary, and reading comprehension using common core standards. The math probes are based on NCTM and common core standards in measurement, geometry, numbers/operations and numbers and algebra.

¹¹⁶ <https://easycbm.com/faq.html>

EasyCBM was chosen because it is aligned to SCS and is user friendly. Teachers utilizing the software will receive an in-house training and will have access to an in-house appointed expert. EasyCBM offers a written training manual and training videos to assist with administering probes, assigning probes, entering scores, and analyzing data. The program allows teachers to group students in two different sets. First teachers can assess students individually. This allows teachers to pull data graphs and compare students to the national percentile ranking. These graphs are also great information to use for RTI and SWD meeting to show how students are growing after interventions. Next EasyCMB allows teachers to tier students in groups A, B, or C groups. Students will test individually but probes will be assigned to a group. This is also a good way to interoperate data for sub-groups and tiers that can also be used in RTI meetings.

Due to Encore STEM Academy beginning with grades of K-2 with an enrollment of under 200, the teacher deluxe suite will be used. However as the school grows and grades are added the academy will progress to the District CBM which is more appropriate for school- or district-wide adoption. The update system will also interface with the schools HMH curriculum.

Moby Max

Moby Max¹¹⁷ is an intervention tool that closes learning gaps for students in kindergarten through eighth grade. The software provides activities and adaptive differentiation through diagnostic testing, adaptive lessons, daily goals and assessments. Moby Max guarantees results because it focuses on the student's motivation in addition to a high-quality curriculum. Moby Max has built into the program many motivational devices to encourage students to want to spend time on the platform. Moby offers students Real Rewards, along with a dozen different motivation modules, from badges to game time.

Encore STEM Academy chose Moby Max because it is an approved platform to use by the Tennessee Department of Education. In 2018 Moby Max conducted a research study to test the platform's effectiveness and showed that by using Moby for just 30 minutes a week will move show student's growth and teachers begin seeing progress after the first lessons. Teachers are also able to offer easy to use reports to track students' progress towards grade-level standards.

The program is great for early or struggling readers through literacy activities that include letter sounds, phonics blending/spelling, Dolch and Fry Site word lists, early words and early reading trio. Moby Max assess the reader first to establish a lexile level. Moby also offers skills in math as well. Math activities address fact fluency, mathematics and number sense. After the level set students Moby automatically assigns adaptive lessons based on the students diagnostic results. This ensures students are engaging in meaningful lessons to improve skills. Once a skill is master Moby moves the student on to the next skill or assigns more activities in the module if the student has yet to reach mastery. Moby also has built in tests where teachers can assign formative, summative, diagnostic, unit tests, and more. Teachers can even create their own tests and assign them at their convenience.

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

¹¹⁷ <https://www.mobymax.com/>

Student cohorts and identified sub groups will be established after the NWEA Map benchmark assessment results are received. The students data will be tracked through data trackers, EasyCBM graphs, progress percentages on Moby Max and data from i-Ready. The data will be tracked according to race, gender, SWD, at-risk students, ELL RIT Tiers and classroom data. Students will take a benchmark assessment at the beginning of the school year, before winter break and at the end of the school year. Attendance will also be tracked according to intervention tiers, SWD, and at-risk students. All sub-group and cohort data will be discussed in the data team meetings, during RTI meetings every 21 days and during disciplinary meetings. This will be the process for the term of the charter agreement.

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

Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community.

Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The Encore STEM Academy Instructional and Curriculum Specialist will be responsible for building test coordination. (S)he will work with a team of teachers including the SPED/EL teacher, and two certified licensed teachers. While Year 1 there will not be any Tennessee state tests administered, this team will work with administering benchmarks assessments, coordinating computer, and schedules and attending training offered by Shelby County Schools.

The ICS and the teachers are primarily responsible for collecting and analyzing assessment data. The SPED/ELL teacher will work collaboratively with the core content teachers on the data team to help see growth and recognize data trends among special populations. Student academic data will be collected and analyzed initially in the classroom by the grade-level teacher. Teachers will daily use exit tickets and teacher made questions to analyze real-time data to inform lessons for the next day. It begins with classroom teachers analyzing the data, based on the number of students that took the assessment compared to the percentage of students scoring above mastery, mastery, approaching and below. The teacher should look at the commonalities in missed questions, verbiage of the question, number of days the student was in attendance for instruction etc. After analyzing this data during team collaboration communities' teacher compare data to identify learning or skill deficits, student misconceptions or reteaching or spiraling strategies. This information will be captured and analyzed on the data tracker. The tracker also asks teacher to reflect on what happened during the assessments: where there any surprises in scores, what would they do differently and how this does suggests you should differentiate the teaching.

The next level is for the data team to review the information from the collaboration communities and during the collaborative community teachers along with the ICS will take a deep dive into the classroom assessment scores. The communities and specialist will use the data from the data trackers determine what strategies will be need to addressed for students that did not master standards, was the assessment properly accommodated and or modified for SWD, what strategies were used to address academic deficits for "at -risk" or if professional development is needed to address instruction strategies. Also during collaborative communities teachers will submit analyzed information to the data team. The data team along with the instruction and curriculum specialist will develop a data report for the entire school. This information will be review in monthly data meetings during "faculty meeting" or professional development. The data meeting will inform the school community how students are performing on standards taught in the classroom, performance growth on the school-wide curriculum, and, how students are progressing towards state standards and school. Parents will receive updates on all assessments,

benchmarks, progress reports, and report cards. If a child has received a report card grade below a C or conduct grade below an N, there is a mandatory conference that they have to attend to create a success plan.

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

Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

Encore STEM Academy will collect data in several ways. First data from classroom assessments which will give a real time picture of student growth. Then data collected from benchmark and progress monitoring summative assessments will offer insights to how students are progressing over time. Thirdly data will be collected from intervention software which will illustrate how students are progressing in deficits skill based areas. The data teams will compile this information for classroom teachers. Teachers will receive this information during collaborative communities and during data meetings. The data team will break the data down by sub-groups (RTI tiers, SWD, ELL, Gifted, grade level and at risk students). From this data teachers will be able to see which sub-group are progressing more than others, what sub-groups will need intense and intention interventions and which students are on-par with other students in the district, city, and state.

Lastly the Instruction and curriculum specialist will determine from collaboration communities and data team meetings what professional development sessions teachers may need to assist with successfully teaching a standard and addressing the needs of sub-groups. From these meetings the specialist will also identify if additional PD's are needed to address classroom management issues, differentiation, grouping, and team teaching with special education teacher.

Encore STEM Academy's school leadership (ICS and ED) will receive support from professional development tailored to specific needs. Leadership will work with teachers to determine the strengths of the team analyzing, interpreting, and using performance data. Once they have begun the process of data management, analysis, and identification of needs, they will know where their own deficits lie in that process and be able to properly address their professional development needs.

1.6 School Calendar and Schedule

In this section:

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

Encore STEM Academy's Annual Academic Calendar is provided in Attachment A.

- (b) Explain how the annual academic calendar reflects the needs of the academic program.

Encore STEM Academy will closely align the Academic Calendar to Shelby County Schools Proposed Calendar with the TN Department of Education requirements of 180 days of instruction for students.¹¹⁸ The academic calendar reflects the needs of the academic program, families, and staff of Encore STEM Academy.

- Closely aligning with Shelby County Schools Instructional Calendar will help with attendance monitoring because families would not have to remember any nuances with a different school calendar. Families will have a stable schedule if they have children in multiple schools.
- Calendar alignment is good for teachers because it provides the opportunity for those who have children at other schools to enjoy a similar schedule and make vacation and relaxation plans.
- In cases of severe or inclement weather, Encore STEM Academy will align with Shelby County Schools for closings.

Encore STEM Academy's Instructional Calendar will have a few differences from Shelby County Schools, notably:

- There will be an additional hour of instruction to ensure time for academic interventions, RTI, extracurricular, and teacher planning.
- Teachers will have an additional week of Professional Development, beginning on Monday, July 27 - Friday, August 7, 2020.
- Progress report and report card academic nights will occur on the same day that report cards are disseminated. This way, parents will have flexible time to retrieve the report from Encore STEM Academy and another school where they may have children. This also allows ESA teachers who have children at other schools time to meet with their child's' teachers. (We will wait for SCS to send that schedule out.)
 - a. Wednesday, September 16, 2020 (not Thursday, September 17) is Parent Teacher Conferences. This way our teachers who are parents will be able to attend conferences at their child's school.
 - b. Wednesday, February 17, 2021 (not Thursday, February 18) is Parent Teacher Conferences. This way our teachers who are parents will be able to attend conferences at their child's school.
- May 25-27, 2021 are Encore STEM Academy Student Exhibitions instead of Exams.

- (c) Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day including start and dismissal times.

- (d) Explain why the above schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic

¹¹⁸ http://www.scsk12.org/communications/files/2019/20-21_Calendar-A.pdf

activities.

Encore STEM Academy School Day for Students

Time	Class Block	Activity / Break	Daily Teacher PD
7:00-7:25 a.m.	Breakfast		PD collaboration
7:30-8:00 a.m.	'Tech Talk' (socio-emotional learning)		PD collaboration
8:00-9:20 a.m.	R/LA	9:20 - 9:30 a.m. restroom, snack, learning stroll	
9:30-10:00 a.m.	RTI		
10:05-11:15 a.m.	Eureka Math		
11:20 - 11:50 a.m.	Lunch	11:50a - 12:05p brief nature walk to learning garden; visit and feed guinea pigs, etc.	
12:10 - 1:15 p.m.	Science		
1:20 - 2:15 p.m.	Social Studies		
2:20 - 3:00 p.m.	Computer Science		
3:05 - 4:05 p.m.	STEM		
4:15 p.m.	Dismissal		

(e) Describe a typical school day for a teacher and a student during the school's first year of operation.

Kindergarten student, Eddie and his teacher, Ms. Janie on a typical school day at Encore STEM Academy...

Eddie, a curious, wide-eyed kindergarten student, arrives to Encore STEM Academy around 7:30 a.m. and is greeted along with other students, by smiling, enthusiastic school faculty, from his teacher, Ms. Janie, support staff and admin who are welcoming the students and giving positive reinforcements of compliments on the dress and good behavior of the students. Eddie, along with other students is directed into the dining hall for a warm, wholesome, nutritious breakfast where nice, perky, instrumental music is softly playing in the background. Eddie gives off a sigh of a big smile as he walks through the hallway

towards the dining hall with his held high, as he adores the cleanliness and neatness of the school environment. From the shiny reflection of the buffed floors to the freshly painted walls, the organic floral aroma throughout, the bright, vivid colors that exude from the artwork that neatly and appropriately adorns throughout with pictures of children with happy faces in happy places enthusiastically engaged. It's so much for him to take in, but he's quite excited to see and experience what the day entails.

Breakfast is served and the students have until 8:00 a.m. to enjoy as support staff monitors and continue to interact with the students as his teacher, Ms. Janie and the other classroom educators depart to collaborate in morning PD. Afterwards, they tidy their respective spaces and discard any recyclables and/or leftovers. Eddie then files into the school's common area for the morning group social/emotional & motivation session, 'Tech Talk', where a staff member entertains the K-2 students with a puppet show and book about a child whose family had to make a tough decision to give up its pet dog due to the inability to afford it any longer. As the session went along, there were brief pauses to allow students to think of questions that they want answered about the situation. For the last 5 minutes, there was a brief Q&A and then the students were asked suggestions that the family could do in order to make the pet transition a win/win for them and perhaps another family within the community. They were also able to expound on the feelings and emotions that the family and children must have experienced and possible solutions that would enable the situation to have a happy, positive ending.

At 8:00 a.m. is the time that Eddie is anticipating, it's the R/LA block where he meet up with Ms. Janie and will engage in the successful phonics program, Words Their Way where he's able to build on word recognition and vocabulary that he knows he will soon utilize in his storybook reading, writing and comprehension time through the HMH, Lucy Calkins (writing) and Renaissance, Accelerated Reader programs.

After the R/LA block at 9:20 a.m., Ms. Janie takes Eddie class and they go on a brief ten-minute refresher break that includes the restroom, a snack and a visual arts exhibit stroll. The class returns to engage in RTI from 9:30-10:00 a.m. Following RTI, Eureka math lesson block begins that encompasses the use of math manipulatives, instruments, technology and journaling of the math learning and processes. At about 11:15 a.m., Eddie and his class prepare for lunch for thirty minutes. Afterwards, they go on a brief nature walk to the school learning garden to pick fresh lettuce to feed the school's guinea pigs that they visit before they return to their class for interactive, hands-on, exploratory science around noontime. At 1:15 p.m. the students move into interactive social studies until 2:00 p.m. From there, they engage in computer science from 2:00-2:45 p.m. After CS, Eddie's class explores the Engineering Design Process (EDP) in STEM through problem-solving, project-based instruction that ends by 3:30 p.m. From here, the day begins to wind down in preparation for dismissal. Students prepare for home and are escorted by Ms. Janie and her team to either the areas for car-riders, bus transport or walkers. Staff will supervise and monitor students in all categories, which include accompanying walkers to a safe and secure distance. Eddie is all smiles as he departs for the day with much of his energy expended, however, he anticipates his return for the next school day of adventure!

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

All Encore STEM Academy students will take a STEM class, which incorporates Computer Science, Coding, and Projects/Exhibitions. All students will participate in clubs on a rotating basis, once a month. They are free of charge. By the end of the year, students would have participated in ten different and diverse “Tech Exploration” activities, including:

- Robotics - Let’s program and automate machine technology together!
- Humanimals - Humans love animals and animals love humans - so let’s all hang out!
- Trash to Treasure - That’s not trash! Let’s use recycled materials to create new products!
- Creative Coding - Let’s take coding to another level!
- Nature Nurturers - Recycling, gardening, enjoying the great outdoors! Fun!
- Safety and Security Club
- Spanish - Let’s learn another language together!
- Insert 3 additional clubs that have been recommended by parents, teachers, students, or community members

STEM experiences and field trips help students to see career options, job sites, and engage with professionals. ESA Techies will minimally attend field trips once per quarter (three times per year). These experiences will be free of charge. Transportation costs have been budgeted or \$3,000 (\$1,000 per grade level). The activities are at no cost to students because of the partnerships that we have received. Potential places to attend are:

- Pink Palace
- Medtronics
- Memphis Humane Society
- The University of Memphis
- Memphis Zoo
- TO Fuller State Park

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

Encore STEM Academy will not offer Saturday school, summer, school, or after school activities.

1.7 Special Populations and At-Risk Students

In this section:

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

Encore STEM Academy will service SWD in the general education setting with their non-disabled peers. Pursuant to state and federal law, charter schools are required to serve the needs of special students and populations, including hiring licensed and endorsed special educators and licensed ESL instructors. School personnel shall participate in developing and implementing the Individualized Education Programs

(IEP's), identify and refer students for assessments of special needs, maintain records, and hire appropriate personnel as may be required by an IEP (example: Speech/Language Pathologist, Occupational Therapist, Physical Therapist, etc) Encore STEM Academy is a public charter and will accept all students regardless of their disability. If 10% or more of the student population are SWD, Encore S.T.E.M will hire needed personnel to meet the needs of the student. This includes but not limited to: an additional SPED teacher, a paraprofessional (projected hire for year 3) and school nurse. Also if a student enrolls with a health issue that requires medical care Encore will take the appropriate steps to meet the student's needs.

The special education teacher will use a selected co-teaching model to co-teach with the classroom teacher during ELA. The reason for ELA above math is due to literacy yields multiple skill deficits. Encore schedule for year one will be as such to allow the special education teacher to co-teach with all general education teachers with SWD. After Year One an additional SPED teacher will be hired to assist with grade 3 and possible increase special education population. The SWD will access the same curriculum as their non-disabled peers. However SWD will receive the appropriate accommodations and modifications outline in their IEP. The SPED teacher will work with teachers in collaborative communities to assist with providing accommodations and modifications for math. Science and social student's skill deficits are reflected in literacy deficits.

The special education teacher will schedule IEP meetings with parents at least 20 days before the IEP expires. Meeting can be held before, during or after to meet the needs of the parent. Special education teachers will also provide a draft of the IEP and prior written at least 48 hours before the schedule meeting. Students that receive direct instruction such as speech/language, vision services, OT, social emotional counseling and auditory service will be removed from class for the amount of time the IEP specifies under the services area. The main goal is to have the students with their non-disabled peers for most of the school day. Pull-outs will be utilized if the IEP states the student will spend a specified amount of time away from non-disabled peers if the student's cognitive level dictates, and for testing and progress monitoring probes.

SWD will take the same NWEA Map benchmark assessment as their non-disabled peers. The data from the benchmark (universal screener) will be used to identify tiers. SWD will take RTI and receive the following intervention and progress monitoring; Students in tier III will receive 45 minutes of small group instruction and 30 minutes of computerized instruction. Students will use Moby Max for ELA intervention and i-Ready for math intervention. Students will also use EasyCBM for progress monitoring. These are the same systems used by their non-disabled peers

Transitions/Other activities

SWD will transition through the school with their non-disabled peers unless it states in the IEP, requests a one on one for support. If the student requires a one on one, a paraprofessional will be hired for the student. However a paraprofessional will be on staff in year 3. If additional paraprofessional is needed, Encore will make that determination at that time to service the needs of the student. All students will have the opportunity to attend all extra-curricular activities with equal support unless otherwise stated in the SWD IEP. During field trips SWD will have the same access to the activities involved as their non-disabled peers

504

Students with 504 plans will also be in the same setting as their non-disabled peers with the items in their plan followed in the classroom. Ashiqua Jackson, The Encore Board Member who is a certified nurse practitioner, will work with the SPED teacher to write and implement the 504 plan. Once the plan is

written the SPED/ELL teacher will ensure the students 504 plan is followed when the student is with non-disabled peers and with disabled peers. 504 students will follow the same benchmark, intervention and progress model for all Encore Academy students. Students with a 504 plan will sit in the classroom with their non-disabled peers unless the 504 plan calls for special seating. If so the student will sit in the same area while satisfying required seating in the 504 plan. During field trips students with a 504 plan will attend with their non-disabled peers with special precautions that may be outlined in the 504 plan.

Gifted Students

Students qualifying for gifted services under Tennessee's eligibility process will receive an (IEP), formulated with input from school staff members and parents. A student potentially identified as gifted reads at two grade levels above their current grade. Some IEPs may specify that the child take part in a pull-out gifted class, but in some cases, there may be other (or additional) supports that are more appropriate. If the SPED/ELL teacher we hire does not have the appropriate credentials, we will contract with Shelby County Schools SCS gifted program, known as CLUE. Supports for gifted students K-5th grades: Students may be able to attend the pull-out CLUE class 2.5 hours/day, two days each week in their own school or another one nearby.

To ensure SWD will receive a quality education teachers will attend professional development to ensure they are complying with IDEA mandates for the state of Tennessee. The special education teacher will attend professional development at and outside of school that addresses the needs of the SWD. SPED teachers will attend PD's offered by Shelby County School that are open to public charter schools. General education teachers will also attend professional developments to understand how to meet the needs of SWD.

Encore STEM Academy is an elementary school therefore students are not of age to consider dropping out. However students with excessive absences will receive direct intervention, and parent meetings to encourage them to attend school regularly. Also the administrative assistant will work with parents to assist with getting students to school on time. Student absenteeism maybe due to lack of food, transportation issues, lack of attire, lack of personal hygiene products etc. The administrative assistant will work with wrap-around services in the community to assist parents with personal needs that will assist in the student coming to school.

(b) Describe the extent to which one or more of the founding school team members has experience working with special populations. If no founding school team members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

As a founding member of Dr. Martin Luther King Prep High School, Board Member Chanda Robinson was involved with being the college career functional school teacher. As a founding teacher and continuing teacher she instilled the school motto D.R.I.V.E. (Discipline, Responsibility, Vision and Effort) while upholding the mission and vision of the school. As a member of the SPED team (ACES-Awakening Confidence in Exceptional Students), she scored 98% on SPED folders from the state pull. The portfolio score for 2014-15 school was advanced. Last year on the MSAA two students in her class scored on target. She is the transitional coordinator for all SWD at her school, and she will coordinate the transition fair this year for students and parents to speak with service providers and colleges. She has recently become the RTI lead for King Prep. She has presented professional develop for Functional Skills, best practices to teachers at the ASD. She assisted in facilitating both school-wide and departmental professional developments. She is certified to teach middle school 4-8 and SPED K-12.

Board member and Nurse Ashiqua Jackson is well qualified to work with the 504 health populations, having served as a certified pediatric nurse practitioner at Lebonheur. She has been responsible for managing assessment, diagnosis, treatment, and overall patient health and wellness, serving as a nurse practitioner. Sandra Kimmons, ESA supporter, has also pledged to work with us. As a school nurse, she has been involved in the transportation for children with health needs, riding the bus with them to and from home daily.

Board member Ruth Martinez is active in the community, and provides bilingual customer service as an Apartment Manager. She will provide assistance with translation and serving the Hispanic families. Pre-opening activities for serving special populations include:

- Preparing Teacher trainings on special education, 504, ELL and SWD, identification and referral process, accommodations, modifications
- Teacher trainings on adverse childhood experiences (ACE'S) with Rose King, Retired School Counselor
- Review data of incoming students to determine accommodations and IEP specifications made at prior school for children in grades 1 and 2
- Coordinate with Board Member Ashiqua Jackson who will assess 504's to determine health considerations for incoming students
- Coordinate with Board Member Ruth Martinez to determine if any Spanish speaking families need translation, assistance with documentation and screening for WIDA.
- Coordinate with Shelby County Schools for Vision Services, Occupational Therapy and Physical Therapy Services, Hearing Services, Speech Therapy Services (all services that are available for charter schools for free)

(c) Describe the school's plans to have qualified staffing adequate for the anticipated special needs population and how the daily schedule, overall staffing plan, and support strategies (i.e., service providers, nursing, and educational assistants) will meet or be adjusted to the diverse needs of the students.

Encore STEM Academy will hire additional staff based on the needs of the students who enroll at our school. We have projected to hire 1 staff member Year 1 and an additional staff member Year 2 for SWD and EL. Review their WIDA, 504, and iep if they already have one, make sure they are current, follow protocols already established. We have projected to contract with Well Child for additional nursing services that may be needed. If we have to incur other employees to serve children, we will gleefully serve them in compliance with federal and state law to make sure they are given the same opportunities to progress. We will review grades and attendance from previous school report cards data, notice any irregularities and utilize the universal screener Easy CBM and then benchmark data, 2nd week of school take nwea map to determine level and next steps for success.

(d) Explain how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities, English learners, at-risk students, and gifted students.

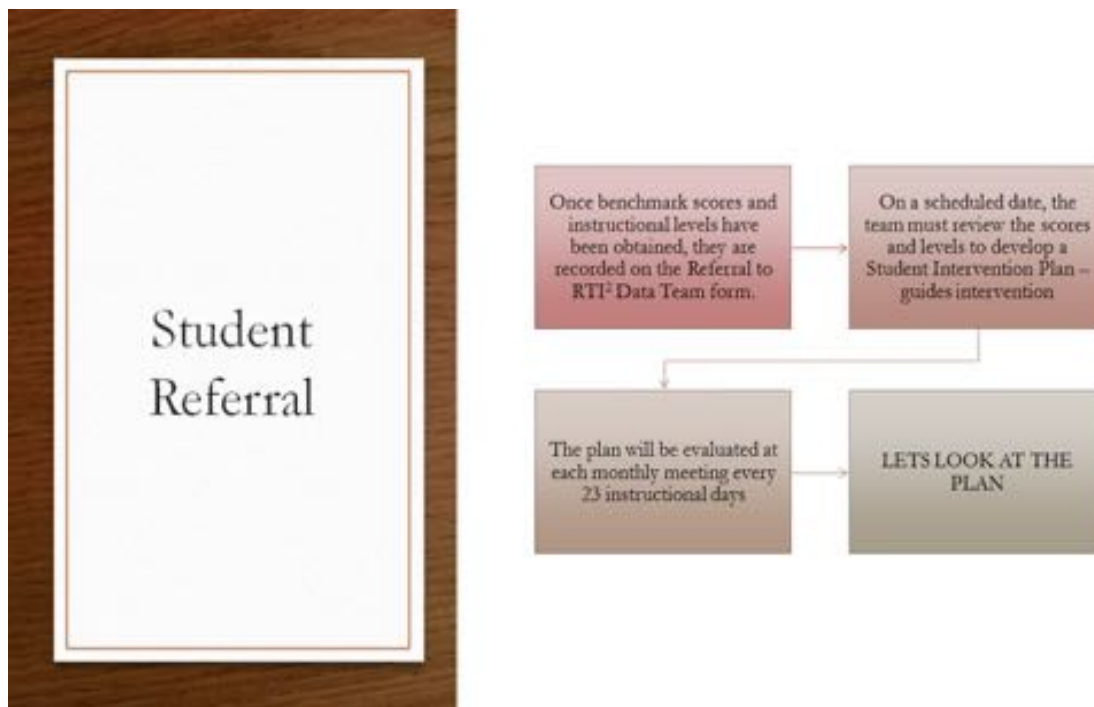
All students at Encore STEM Academy will take part of NWEA benchmark assessments. SWD that register with identified disabilities through an IEP will receive interventions through Moby Max and progress monitoring through EasyCBM probes. SWD will receive push-ins and some pull outs when necessary to receive service hours. Teachers of SWD will use immediate data to inform lessons such as Do

Now and exit tickets. Teachers will also use quizzes and assessments to track student data as well. General education and special education teachers will collaborate during lesson planning to design lessons with both general education and special education students. Changes in lessons due to date will be pre-planned as well as spiraled in by both teachers. Through the benchmark assessment SWD, at-risk, and gifted students will be identified for RTI. Gifted students will also receive tier IV RTI. SWD and at-risk students will generally score in tier I or tier II. These students will receive intervention and progress monitoring through Moby Max and Easy CBM. Tier II students will receive 30 minutes of small group instruction two times a week and 30 minutes of computerized instruction two times a week. Students in tier III will receive 45 minutes of small group instruction and 30 minutes of computerized instruction. RTI teachers will meet every 21 days.

Describe the following related to special education:

- Methods for identifying students with special needs and avoiding misidentification;

Students that register for school may bring an IEP, 504 plan or a ILP (Individual Learning Plan), or WIDA results which will provide insight to the type of setting best for the student. We will review the data to determine if the report is current. Students that exhibit skill deficits identified during universal screening, classroom work, teacher/parent referrals will be referred to the S-team. During the S-team meeting the team will review all behavioral and attendance to ensure neither are contributing to the student's skill deficits. If either are contributing or the main factor the student may be referred for RTI. If once the team has ruled out attendance and behavior the student will begin the RTI process. See Process below



- How the school will handle over-identification of special education needs;
Encore STEM Academy will handle over-identification of special education needs through training and professional development. During training sessions teachers will be provided with the information to identify the difference in behavior, social emotional needs and academic deficits of SWD. Also during

PD, teachers and administrators will participate in interactive real world scenarios to assist in understanding the differences. Next teachers will also be informed that when a student is in question or inquired if they need special education services they must fill out a referral form to begin the S-Team process. Teachers will also be informed that all students that are in the S-Team process will receive SPED services until the team reaches a decision. Lastly, teachers that instruct SWD will be encouraged to read the student's SPED file so they will have a working knowledge of the students intellectual and emotional disabilities.

- Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students;
- Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation; and

ALL Encore STEM Academy students will have access to all programs, unless their IEP stipulates they need additional time with a pull out professional. Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation; and (The LEA is Shelby County School - they have monthly compliance meetings for SPED teachers.) Although the LEA is SCS and the SPED have monthly SPED teacher meetings Encore will also monitor and evaluate all SWD in house. Through the use of Encore's school progress monitoring and intervention tools SWD progress and success will be tracked and discussed in data meetings. The SPED teacher will be a member of the data team and will be closely tracking the success of SWD. Therefore SWD data will be included in the schools data tracking process.

Students not identified to be in a LRE environment will be in an inclusion setting. The student will experience push-ins as well as accommodated and modified work from their classroom teacher. The SPED teacher will collaborate with the classroom teacher to ensure SWD will receive the appropriate accommodated or modified work while accessing the general education curriculum. The general education and SPED teacher will select a co-teaching model to ensure the SWD is receiving services without being singled out or privacy evaded. SWD will receive all services in a classroom environment except when direct services causes for service to be given in a LRE (OT, PT or any service that require a specific space). It will be Encore Academy's desire to keep all students in the inclusion classroom as much as possible. This is where the student will receive their SPED services. SWD will also attend all extracurricular activities, Tech Talks, Tech Explorations, and Coding and STEM class.

Describe the following related to English learners (EL) in accordance with state board policy 3.207:

- Methods for identifying EL students and avoiding misidentification;
- Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
- Plans for ensuring individual learning plans (ILPs) are maintained and addressed; and
- Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

Encore STEM Academy will follow Shelby County Schools and TN Department of Education guidelines to identifying EL students and avoiding misidentification and to Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.

Procedures For The Identification And Placement Of English Language Learners¹¹⁹

- Primary Home Language Survey- The parents of all students new to Shelby County Schools should complete a primary home language survey at registration. There are 3 questions about the student's home language. If all answers are English, no further action is required. If one or more responses are other than English, the student is classified as NELB and assessed for English language proficiency. (Check w/ SCS for previous test data.)
- WIDA Screener (formerly W-APT, WIDA-ACCESS Placement Test) - The results of this assessment determine if an NELB student is proficient or limited English proficient and classified as an English Learner (EL) or fluent at entry (FEP).
- Parent Notification Letter- Parents are to be notified within 2 weeks of enrollment of the status of their NELB student: EL, Exited, or Transitional. This letter also informs parents of the instructional model and what assessment was used to designate students as ELL or FEP.
- Parent Response Letter-This letter asks the parents to acknowledge receipt of the notification by agreeing or disagreeing with the ESL teacher's recommendation for placement of the student.
- Transitional Monitoring Form-The academic progress of students who have exited the ESL program is followed for 2 years. This form is completed twice yearly to document monitoring and assure the continued success of students in the mainstream classroom.

ESL COMPLIANCE REQUIREMENTS¹²⁰

- TN State Board of Education Policy 3.207 establishes minimum required compliance requirements for LEAs serving students who are identified as English Learners (EL). Approved service delivery models for ESL classes include the ESL pull-out model, push-in/collaborative teaching model, a sheltered content class, and a scheduled ESL class period for middle and high school grades.
- Each year, the district is required to document contact time with ELLs at beginning English and intermediate proficiency levels, and then report this to the TN State Department of Education. (teacher schedules).

STATE & TITLE III COMPLIANCE¹²¹

- Identify, assess, and place students who are from non-English language backgrounds.
- Provide a rigorous language instruction program that increases English language proficiency and student achievement.
- Provide instructional support and professional growth opportunities to ESL teachers in order to facilitate effective teaching and curriculum implementation.
- Provide instructional equipment, classroom supplies, and materials for effective language acquisition programs and academic development.
- Provide communication support for new immigrant parents and coordinate community outreach activities and translation services for the district.
- Collect and maintain district ELL data as required by State and Federal regulations.

¹¹⁹ <http://www.scsk12.org/esl/files/2018/3.207%20ESL%20Program%20Policy%2010-20-17.pdf?PID=1309>

¹²⁰ <http://www.scsk12.org/esl/requirements?PID=1313>

¹²¹ <http://www.scsk12.org/esl/compliance?PID=1311>

ESL SCHEDULING¹²²

- ELL students at beginning and intermediate levels of English proficiency must have a minimum of one hour per day of direct services provided by a highly qualified ESL teacher. For beginning-level elementary students (WIDA 1.0-3.5 in Overall AND Literacy), the pull-out model is often used as it provides a learning environment without distractions. This approach also allows for children from several classrooms to be served during a given instructional hour, thereby providing services that best support language acquisition. Should students at beginning WIDA levels be served in a co-teaching environment, it is advised that should these be RAELs, they are also served with an additional hour of English Language Development (ELD) within the RTI timeframe. Certainly, parallel literacy blocks (tier 1 instruction) conducted by certified ESL teachers is another option.
- Students at higher levels of English proficiency (WIDA 3.6-4.9) may have more flexible scheduling that is tailored to meet their English language development needs. Inclusion/Collaborative teaching approaches (only) are more effective with ELs at high intermediate and advanced levels of proficiency and should include joint planning time for the collaborating teachers.

TENNESSEE STATE BOARD OF EDUCATION ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM POLICY 3.207

School districts administer the Home Language Survey to all students in the district. The Home Language Survey consists of three questions that will be asked of every parent or guardian enrolling his/her child in the school district. These questions are:

- i. What is the first language this child learned to speak?
- ii. What language does this child speak most often outside of What language do people usually speak in this child's home?
- c. If the answer to any of the above questions is a language other than English, the child will be classified as NELB and assessed for English proficiency using the state's approved screening assessment for ESL. If needed, the parents should be interviewed to clarify any discrepancies in the home language survey.
- d. Step 2: Unless an NELB student has documentation from a previous state or district that he or she has met the definition of fluent English proficient (FEP), school districts must assess all NELB students with the state-approved English language proficiency screener to determine whether the student is an EL. All NELB students who are determined to be an EL shall be provided ESL services through an allowable service delivery model.
- e. Each LEA shall use the following criteria to determine entrance into the ESL

¹²² <http://www.scsk12.org/esl/scheduling?PID=1314>

program:

i. Kindergarten students who are screened in the first (1st) semester and who score 27 composite or below on the W-APT screener shall be entered into the ESL program and shall receive a minimum of one (1) hour of ESL service each day from a teacher who holds an ESL endorsement. Kindergarten students who are screened using the W-APT in the second (2nd) semester and who score 27 or below on speaking and listening; 14 or below on reading; or 17 or below on writing shall be entered into the ESL program and shall receive a minimum of one

(1) hour of ESL service each day from a teacher who holds an ESL endorsement.

ii. Students in grades one through twelve (1-12) who are screened using the WIDA screener and who score below 5.0 composite or 4.5 or below on any domain shall be entered into the ESL program.

Elementary students at the pre-functional, beginning, or intermediate level shall receive one (1) to two (2) hours per day of direct ESL service from a teacher who holds an ESL endorsement.

b. Elementary students at the high intermediate to advanced level shall have services tailored to their needs including, fewer hours of ESL direct instruction based on their individualized learning plan (ILP), skills based interventions, and other services that are differentiated for each EL. ELs at the high intermediate to advanced level shall continue to receive up to one (1) hour of direct ESL service each day from a teacher who holds an ESL endorsement until the student achieves English proficiency that allows transition to regular academic programs.

Describe the following related to at-risk students:

- Methods for identifying at-risk students through academic and behavioral processes; and
- How the proposed school will meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided

All students will be assessed through the NWEA MAP benchmark assessment. Student's data will be analyzed and students will be placed in an RTI tier. Using this information Encore data team will track all students that fall in Tier II and Tier III through progress monitoring and data team discussions. At-risk students will also be identified through classroom data trackers. Teachers will be able to identify students that consistently fall below mastery on common core standards. Also through the data tracker teachers will be able to identify sudden changes in academics. If students begin to not meet performance standards the teacher will provided one on one intervention to ensure the student is experiencing a deficit in skills instead of not understanding a standard. In the area of attendance classroom teachers will contact parents if students have been absent after 3-days. If unexcused absenteeism continues after 5 days the teacher will contact the parent again. If absences begin to continue the classroom teacher will refer the student to the administration of consistent absenteeism. Because Encore is an elementary school and attendance will be

addressed at the parent level. The administrative assistant will track behavior through a in-house behavior tracker. However the classroom teacher will track behavior data as well. During the collaborative communities teachers will create interventions to assist with consistent student behavior issues.

At-risk students will follow some the same track as tier II, tier III and SWD to improve grade –level performance. The student will receive 30-45 minutes of intervention (Moby Max or I-Ready) per day on the needed skill deficits. At-risk students will complete progress monitoring in EasyCBM every two to three weeks. Classroom teachers will indicate behavior inventions such as check-in/check-out, daily feedback, calls to parents, and rewards. If classroom interventions are not successful and the data suggest the student has exceeded a interventions attempts the student can be referred for a FBA and to the RTI^b team.

Describe the following related to gifted students:

Methods for identifying and meeting the needs of intellectually gifted students;

- Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities; and
- Plans for monitoring and evaluating the progress and success of intellectually gifted students.

Students qualifying for gifted services under Tennessee's eligibility process will receive an (IEP), formulated with input from school staff members and parents. A student potentially identified as gifted reads at two grade levels above their current grade. Some IEPs may specify that the child take part in a pull-out gifted class, but in some cases, there may be other (or additional) supports that are more appropriate. If the SPED/ELL teacher we hire does not have the appropriate credentials, we will contract with Shelby County Schools SCS gifted program, known as CLUE. Supports for gifted students K-5th grades: Students may be able to attend the pull-out CLUE class 2.5 hours/day, two days each week in their own school or another one nearby.

Describe how the school will implement Response to Instruction and Intervention (RTI²) procedures for special needs students, including a plan for how data will be collected, progress will be monitored, and instructional decisions will be made related to student performance.

RTI² represents a tiered approach to instruction based on a collaborative, problem-solving model for addressing individual student needs; it is a process, not a program. It is built on the premise that high-quality instruction and interventions are guided by student needs and performance data. •RTI² begins with an emphasis on quality Tier One instruction and continues across the continuum of differentiated support. All students with disabilities will not automatically fall in tier III but may not fall in tier I. SWD will take the universal screener as all students at Encore. Benchmark assessment data will assist in identifying tiers and skill deficits for both general education and SWD. Your SWD as mentioned will generally fall in Tier II or Tier III, these students will need: skills focused, targeted to student specific skill deficits- SWD will work in Easy CBM progress monitoring every three weeks and receive 30-minutes daily intervention time in math through I-Ready or ELA through Moby Max. Students who have deficits in both literacy and math will concentrate on one skill during each three week period. It also will depend on the students individual disability and if the student is able to handle various degrees of change.

Tier III, is more focused, intensive to student specific skill deficits. SWD will be Progress Monitoring twice a week using Easy CBM probes and 30 to 45-minutes daily intervention time through I-Ready or ELA through Moby Max. Students who have deficits in both literacy and math the team should carefully review the student's data and develop an intervention plan to be prioritize and effectively address skill deficits. (These students may require more time in tiered interventions if more than one subject has been simultaneously addressed)

Encore's RTI² Teams: School RTI² Teams meet every 20-23 instructional days, at a minimum to make data-based decisions that inform instruction/intervention. During the RTI² team meeting members will analyze data from Moby Max, i-ready, and progression charts in EasyCBM. The data will be able to determine student performance growth on skill deficits. This information will be shared with parents through a letter regarding student's progress. RTI teachers will also be evaluated through fidelity checks and walkthroughs highly trained personnel will provide interventions. Highly-trained personnel are those who are adequately trained to deliver the selected intervention as intended with fidelity.

1.8 School Culture and Discipline

In this section:

(a) Provide as **Attachment B** the Student Handbook and/or forms that will be provided to or required of students and families, including any “contracts” with students and parents.

Encore STEM Academy’s Founding Family Handbook is provided as Attachment B.

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

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

ENCORE STEM ACADEMY CREED

I AM Encore STEM Academy!

I am a critical thinker who communicates effectively and collaborates with my fellow Techies to successfully create real world solutions that change the world!

I AM Encore STEM Academy!

I am an advanced academic achiever, lifelong learner, and savvy scholar who uses STEM and Computer Science to benefit society with infinite possibilities!

I AM Encore STEM Academy!

I am an environmental steward and I respect nature, plants, animals, and the environment!

I AM Encore STEM Academy!

I am an outstanding citizen and I make decisions that positively impact myself, my fellow Techies, my family, the Historic Orange Mound Community, my nation, and my world!

WE ARE Encore STEM Academy!

We ARE Exploring New Concepts of Rigor and Excellence!

Encore STEM Academy Techies are confident, exceptional, intelligent, and magnificent. They are critical thinkers, communicators, collaborators, and creators, and they are taught by the most superb group of adults who are just as amazing. Every morning during “Tech Talk” they will be reminded of that - both students and adults. In line with our Outstanding School Culture, students and teachers will have Tech Talks (considered Morning Meetings by some schools) where they recite the school creed, learn about the upcoming events and news for the day, and get a brief mini lesson on a variety of topics. The Tech Talks will be led by rotating personnel, students, parents, industry leaders, or community stakeholders. They will all leave feeling invigorated, excited, and encouraged to have a productive day, starting Day ONE. This creates and sustains the intended culture because it promotes more ownership and accountability among a variety of stakeholders.

Most of the heavy lift to create, implement, and sustain the school culture will happen prior to Day One. With a new school, constant reinforcement and communal ownership of the mission, vision, and core

values helps with achieving and exceeding expectations and goals. Throughout the school year, strategically aligned events for Tech Talk, Safety and Security, Comprehensive Wellness, and Tech Exploration reinforce our school's values. These engaging and interactive activities provide students with opportunities to display their 21st Century Core Competencies, collaborate with peers and adults, and parents to be involved in the academic and social development.

Prior to school opening, teachers and the school leaders (Executive Director and Instructional and Curriculum Specialist) will have opportunity to review the school culture protocol, planned events, and provide input and feedback on the methodology and implementation of schoolwide policies and procedures so they will have the impetus to reinforce co-created policies. While there are established norms and procedures, teachers also have the autonomy to create personalized rewards and consequences which may be more fitting to his or her class.

During Orientation, parents and students will be provided opportunity to express feedback after the meeting and written on their handbook agreement forms, if they review the documents again and determine that there is some aspect of the policy which they have a question.

When administering consequences, once the school year commences, students and parents will have opportunities to provide input on appropriate reward and remediation actions. Examples of consequences for positive behaviors include: phone calls and letters sent home, Tech Treasures (where they can choose an item from the ED's goodie box), Tech Time (where they can choose an activity they would like to do) lunch with a chosen adult, and any other consequence which they may choose. Examples of consequences for negative actions include: Apology to offended Techie or teacher, Reflection Moment, Teacher Conference, Parent/Guardian Conference, Teacher identified Consequence, Parent/Guardian identified Consequence, Student identified Consequence. Often consequences for one student do not work for others, and this system allows for parents, teachers, and students to collaboratively decide what is best for remediation. Example - if a student does not particularly enjoy recess than a loss of those privileges is not substantiated and may not produce an improved behavioral outcome.

When a student enters ESA mid year, they will be assigned two "Tech Trainers" who can help them meet new Techies, learn more about their teachers and how school flows, and most importantly ensure they are not isolated coming into a new environment. Tech Trainers will be available to answer questions, share their experiences, and sit with them in the cafeteria (which is often the scariest part of coming to a new environment). Mid-year, students will also be given a "reset" of school culture, norms, and expectations as they are returning from the lengthy holiday break.

(d) Explain how the school culture will embrace students with special needs, including students with disabilities, English Language Learners, and students at risk of academic failure.

(e) Describe the philosophy for student discipline that supports your proposed school's model, including:

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

Encore STEM Academy is committed to providing a safe and secure and academically robust learning environment for ALL children. Our School Culture model is RCA - which is Responsible Community Action. RCA is the belief that Techies are more successful academically and behaviorally when they take ownership over their actions and school, support their colleagues, and make growth based decisions. RCA

was developed as a combination of tenets from the National School Climate Center (NSCC) Connecting Communities of Courage and Positive Behavior Intervention Systems (PBIS).

NSCC describes intentional planning; inclusive intergenerational leadership; and a commitment to continuous improvement as pinnacles for increased school inclusivity, engagement, and safety, noting that schools should be places where not only does everyone have a seat at the table, but their voices are also elevated to redesign everyday practices, and support individual and communal growth and well-being. These practices encourage inclusivity and embraces all students - those with students with special needs, students with disabilities, English Language Learners, and students at risk of academic failure. Fitting with our Core Value of Outstanding School Culture, when communal growth and accomplishments are celebrated, all are celebrated for their individual and unique contributions to the larger greater cause. Everyone has something valuable and unique that enhances the school community. NSCC describes the following tenets to develop a school community that is inclusive, safe, and engaging:

Mission:

Every school should have or develop a mission that is based on consensus among school community stakeholders, shared and promoted widely, and frequently reviewed and enhanced to ensure alignment across the priorities and programs in the school.

ESA's mission is in alignment with school activities and functions, the organizational chart and teacher/leader selection, the staff development, and community engagement. Each activity, person, and event strategically aligns with a particular Core Value and the mission and vision. ESA's mission has been shared and redefined with the input of community members and stakeholders at Envisioning Encore sessions held in Orange Mound. Every meeting (Tech Talks, Parent Orientation, Board Meetings, Envisioning Encore sessions) begin with a communal recitation of the school mission and vision and school creed. As we are chartered and open, continued engagement will be fostered among parents, students, and community stakeholders about how to actualize and operationalize the mission and Core Values. We are partnering with Tiana Pyles, Executive Director of the Orange Mound Development Corporation, on how Encore STEM Academy can honor and maintain the community branding of Melrose High School, an established community heritage landmark and source of immense pride. So impressed with our school mission and vision, and our level of community engagement, she has offered her commitment to assist us in developing ESA. Her letter of support is in Attachment E.

Wellness:

Schools are responsible for the overall wellness of the school community. This requires that each school's mission must include a focus on social, emotional, mental and physical wellness for all members of the school community, as well as promoting their will and capacity for positive and productive civic engagement.

As outlined in Section 1.1, Encore STEM Academy's Mission, Vision, and Core Values incorporate the overall wellness of the school community. Particularly the Core Values of Neighborhood and Community (promotes engagement of external partners and the Historic Orange Mound Community) and Outstanding School Culture (promotes engagement and wellness of internal entities, particularly teachers and students). We also provide many activities for family engagement, community involvement, and training on factors that can inhibit or produce social, emotional, and physical wellness (such as ACE's, healthy eating and fitness, gardening, and behavioral cues for SWD.) ESA's Safety and Security Plans, Comprehensive Wellness Plans, and Tech Explorations provide focuses on activities that are engaging and centered around wellness for the school community and stakeholders.

Safety and Security topics include: Immunization Awareness, International Day of Peace, Adverse Childhood Experiences (ACE's) Coping Strategies, Teacher and Staff Appreciation, Bullying Prevention, CyberSecurity Awareness, World Kindness, Kid and Animal Safety, National Law Enforcement Appreciation, Give Kids a Smile, Employee Appreciation, Child Abuse Prevention, and Mental Health Awareness.

Comprehensive Wellness topics include: Orange Mound Stepping (dancing), physical fitness, healthy eating and gardening, lifestyle choices, and social and psychological well being.

Tech Exploration topics include: Humanimals (Humans who love animals), Robotics, Trash to Treasure, Creative Coding, Spanish, Nature Nurturers, Reading Voyager, and three additional clubs that will be chosen by teaches, parents, students, or community stakeholders.

Innovative Implementation of Best Practices:

School leadership teams should look first to what research has shown us to be true when selecting individual and whole school improvement strategies; however, they should also use their knowledge of local context to innovate as necessary to achieve their mission.

When formulating school procedures, policies, and philosophical underpinnings, implementing proactive and restorative practices, findings from NSCC on safe inclusive and engaging schools, and PBIS strategies were the research based models adapted. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships, including both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.¹²³ NCSS findings increase diverse student engagement and collaboration with peers and adults by emphasizing student voice and ownership and continuous improvement. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success and encourage positive behavior. The focus of PBIS is prevention, not punishment, and "behavior" is taught similarly to academic content.¹²⁴ Through the review of best practices we have formulated *Responsible Community Action*:

- RESPONSIBLE - ownership of personal behaviors and the impact on the school community
- COMMUNITY - working collaboratively so fellow students are safe and included
- ACTION - making academic and behavioral decisions that inspire growth and development

Integration:

Schools should integrate best practices in social and emotional learning and school climate improvement with academic content and instruction.

When formulating the mission and vision of ESA, the 21st Century Core Competencies became the pillar of how students can experience both academic and behavioral success. With utilizing the 4C's, students are able to look inward, work outward, and work sideways with other students to produce best work. Producing projects with a team allows for students to increase their confidence and ability to push their boundaries of thinking to grapple with the complexities of core academic content and create a non-existing item that they design. The Safety and Security and comprehensive wellness activities occur during the school day, and with the leadership/input of children. When they are socially and psychologically safe at school, they are better able to perform academically.

ESA's Core Value of Outstanding School Culture emphasizes the need for teachers and students to have their unique identities and contributions to the learning environment validated so they will be successful. With the emphasis on creating and implementing activities that focus on Mission, Wellness, Innovative

¹²³ <https://www.iirp.edu/restorative-practices/defining-restorative/>

¹²⁴ <https://www.pbis.org/school>

Best Practices, and Integration of Social Emotional Learning, ESA has the foundation for an environment that will cause all stakeholders to flourish.

ESA has established school procedures with conduct mores that have academic and behavioral intentions.

We have expectations that all Techies must follow in order to have a safe environment:

- Being kind and respectful to yourself, Techies, and teachers.
- Follow your teacher’s directions.
- Keep your hands, feet, and objects to yourself.
- Do not call a Techie anything mean or say anything harmful.

Voice Levels help establish an environment where everyone will be heard and where students can help monitor themselves and each other in the school climate.

- **Level 0** silence (when appropriate)
- **Level 1** quiet whisper (classroom)
- **Level 2** regular conversation voice (classroom, cafeteria)
- **Level 3** loud talking (speaking to a group, playground)
- **Level 4** screaming (emergency)

Hand Motions provide fewer disruptions to the learning environment when a student has a minor need or request that can be handled while the class still operates smoothly. When the teacher, or the Techie who is leading the class, notices this signal, it can be given quickly and discreetly.

- **One finger** - pencil
- **2 fingers** - tissue
- **Closed fist** - restroom

Checks for Understanding allow teachers, or the Techie who is leading the group, to determine if their intended message is understood.

- **Thumbs up** - agree
- **Thumbs down** - disagree
- **Thumbs sideways** - unsure, still thinking

(Behavioral) Bullying Prevention¹²⁵

- **Flat hand in the air - “Stop sign”** Tells someone that you don’t like what they are doing. This is when the next steps of Stop, Walk, Talk are implemented
 1. Stop - Let them know that you do not like what they are doing by putting up a stop sign.
 2. Walk Away - If you show the stop sign to another Techie who is doing something that you do not like and they continue, "walk away" from the problem behavior.
 3. Talk - Report the problems to an adult.

ESA believes that rewarding expected behavior is just as important as receiving consequences for unwanted behavior. Techies will receive incentives for implementing RCA in school, at activities and events:

Encore STEM Academy Techie Rewards

<p><u>Techie Activities</u></p> <ul style="list-style-type: none"> ● Assisting Techies, students, or stakeholders ● Academic Honors or Rewards 	<p><u>Rewards</u></p> <ul style="list-style-type: none"> ● Phone calls and letters sent home ● Tech Treasures
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¹²⁵ https://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf

<ul style="list-style-type: none"> • Showing growth in the 21st Century Core Competencies • [teachers will add to this list] 	<ul style="list-style-type: none"> • Tech Time (where they can choose an activity they enjoy.) • Lunch with a chosen adult • Dress Down days • <i>Any other reward which they may choose.</i> • [teachers and students will add to this list]
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ESA expects that Techies will always choose their best behavior at all times, but there are times when their a choice that merits a consequence. The infractions and progressive action steps are listed below: [teachers will have input on these infractions]

Encore STEM Academy Techie Consequences

<p><u>LEVEL 1 Infractions</u></p> <ul style="list-style-type: none"> • Off task during instruction (<i>refusal to work, sleeping in class, head on desk</i>) • Chewing gum • Uniform violation • Disregarding common voice codes • “Mean” words • Uniform Violations 	<p><u>LEVEL 1 Consequences</u></p> <ul style="list-style-type: none"> • Apology to offended Techie or teacher • Reflection Moment • Teacher Conference • Parent/Guardian Conference • Teacher identified Consequence • Student identified Consequence • Parent identified Consequence
<p><u>LEVEL 2 Infractions</u></p> <ul style="list-style-type: none"> • Disrespect to adults • Threatening language or gestures • Disruptive behavior [teachers will better describe behaviors] • Offensive teasing/checking (without <i>use of profanity or harsh words</i>) • Kicking, pushing, “play fighting” • Cheating 	<p><u>LEVEL 2 Consequences</u></p> <ul style="list-style-type: none"> • Apology to offended Techie or teacher • Reflection Moment • Parent/Guardian Conference • Teacher identified Consequence • Student identified Consequence • Parent identified Consequence • Loss of Privileges <p>Progr</p>
<p><u>LEVEL 3 Infractions</u></p> <p><i>Removal from class to receive consequence:</i></p> <ul style="list-style-type: none"> • Destruction of school property • Hitting/Physical violence • Profanity aimed at another Techie • Obscene profane gestures • Possession of a weapon on school property <p><i>(cause for immediate suspension or expulsion)</i></p> <ul style="list-style-type: none"> • Theft 	<p><u>LEVEL 3 Consequences</u></p> <p>Discretion of Executive Director. The consequences will include mandatory:</p> <ul style="list-style-type: none"> • Apology to offended Techie or teacher • Behavioral Plan • Parent/Teacher/ED Conference and identified consequence <p>Other potential consequences include but are not limited to:</p> <ul style="list-style-type: none"> • Parent shadowing • Out of school suspension (3-5 days) • Loss of major events such as clubs, extracurricular, field trips
<p><u>Zero Tolerance Offenses</u></p> <ul style="list-style-type: none"> • Cyber bullying/Bullying • Possession of a weapon on school property <p><i>(cause for immediate suspension or expulsion)</i></p>	<p>ESA will investigate all acts of bullying and cyberbullying, following protocols established by Shelby County Schools.</p>

<ul style="list-style-type: none"> ● Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee; ● Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity; ● Unauthorized possession of a firearm on school property or at a school sponsored activity. 	<p>The consequences are Expulsion/Suspension between 11 and 180 days</p>
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Right to Appeal Discipline Consequences

Parents or guardians who would like to appeal consequences have the right and will be informed immediately (simultaneously) when administered a consequence. This notice is located in the Founding Family Handbook, Attachment B:

If your child receives a suspension beyond 10 days (11-180) or an expulsion, as a parent or guardian, you have a right to appeal that decision, and you will be given a written copy of the appeal procedure with your paperwork. Upon expulsion, you may contact Board Member Myra Hamilton [ESA will insert contact information] and explain the situation and your preferred outcome. She will take that information to the board, and you will have a response to your request within 2 business days.

If the ESA Board of Directors has not adequately addressed your concern about the discipline consequence, we ask that you contact Shelby County Schools Office of Charter Schools: Mr. Alexander Roberson Advisor, School Governance & Compliance, 160 South Hollywood Street, Room 138 Memphis, Tennessee 38112 (901)416-4667 robersonab@scsk12.org

- If not included in the discipline policy, a list and definitions of the offenses for which students in the school must (where non-discretionary) and, respectively; procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion;

ESA has adopted components of the SCS Discipline Policy to determine actions that are Zero Tolerance Offenses. The offenses where students **MUST** (non discretionary) be suspended or expelled are. When the term MUST is used, there is still consideration of the following, because this is an elementary population:

1. Possession of a weapon/firearm on school property - Possessing a weapon is cause for immediate suspension or expulsion, depending on the circumstance, intent, and explanation (example - is the weapon a pocket knife left in the backpack from the weekend? Is it a tool that was used over the weekend in a project and is still in the backpack? etc)
2. Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee - In the case of perpetrating violence without cause. Was the student bullied? Was the student defending him/herself?
3. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity. Was the bag used by someone else over the weekend? Were the drugs prescription medication or illegal substances?

The offenses where students **MAY** (where discretionary) be suspended or expelled:

1. Cyberbullying/Bullying - Bullying includes any physical or verbal threats, intimidation, harassment, or encounters that make a student feel physically or socially unsafe in this environment. ESA also has a policy against cyber bullying, which includes electronic acts that create a “clear and present danger” of physical harm, “substantial interference” with education, a “hostile educational environment” or “substantial disruption” of the school. The prohibited “electronic acts” include off-campus communication that is “directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose.” This bullying or cyberbullying may occur on or off campus, but if it affects another student in a negative way, it will be investigated. ESA will investigate all acts of bullying and cyberbullying, following protocols established by Shelby County Schools, included in Attachment B.

2. Possession of Contraband - Contraband items that warrant suspension include (but are not limited to):

Weapons or any items that can be used as weapons, Drugs (including illegal drugs, prescription medications, over-the-counter medications), and inappropriate materials (e.g., graphic comic books)

TCA § 49-6-3401(c)(4)(B) requires that schools give parents or guardians immediate written or actual notice of the right to appeal a decision to suspend a student for more than ten (10) days. It is critical that charter schools should include the right to appeal and instruction regarding how to do so on the notice of expulsion. This information is included in The Encore STEM Academy Founding Families Handbook:

Right to Appeal Discipline Consequences

If your child receives a suspension beyond 10 days (11-180) or an expulsion, as a parent or guardian, you have a right to appeal that decision, and you will be given a written copy of the appeal procedure with your paperwork. Upon expulsion, you may contact Board Member Myra Hamilton [ESA will insert contact information] and explain the situation and your preferred outcome. She will take that information to the board, and you will have a response to your request within 2 business days.

If the ESA Board of Directors has not adequately addressed your concern about the discipline consequence, we ask that you contact Shelby County Schools Office of Charter Schools: Mr. Alexander Roberson Advisor, School Governance & Compliance, 160 South Hollywood Street, Room 138 Memphis, Tennessee 38112 (901)416-4667 robersonab@scsk12.org

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

Encore STEM Academy will follow these procedures for Students With Disabilities (SWD) in disciplinary actions and proceedings:¹²⁶

Any eligible student is subject to Encore STEM Academy’s student code of conduct. The student’s plan may include a behavior management plan, which outlines disciplinary options to be used. In some cases, inappropriate behavior may cause the student to be removed from classes and/or school for a few days or to be sent to an alternative education program, such as a supervised setting separate from regular classes or in-school suspension. In either case, the student must be given the opportunity to complete assignments and earn course credit.

¹²⁶ https://www.tn.gov/content/dam/tn/education/legal/legal_section_504_guide.pdf

When it is determined that the disabled student's misconduct is caused by the disabling condition, the student may not be suspended or expelled from school. The review committee will then determine whether the student's current educational placement or accommodation plan is appropriate. OCR interprets Section 504 as requiring LEAs to develop an individualized behavior management plan for a student with a disability when the student's behavior significantly interferes with his ability to benefit from his education. The purpose of the behavior management plan is to maintain the student's placement in the least restrictive environment to meet educational needs. Removal for more than 10 days requires the same guidelines as for special education students. The student is entitled to due process protections.

The review committee must conduct a manifestation determination when a student with a disability commits a disciplinary infraction that may result in expulsion or suspension from school for more than 10 consecutive school days or when a series of suspensions create a pattern of exclusions that constitute a significant change in placement. The determination must be based on current information. The determination of whether a series of suspensions is a significant change of placement will be made on a case-by-case basis by the review committee. The factors that will be considered will be the length of each suspension, the proximity of the suspension to one another, and the total amount of time the disabled student is suspended from school. The review committee must then determine whether the student's current educational placement is appropriate. If it is determined by the review committee that the misconduct is not caused by the student's disabling condition, the student may be disciplined in the same manner as a non-disabled student, including expulsion from school.

If it is determined by the review committee that the misconduct is caused by the disability, the student may not be expelled.

- A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level); and
- Discuss how students and parents will be informed of the school's discipline policy.

ESA Discipline policies will be carried out by the Executive Director/Co-Founder. Primarily managing Safety and Security, Transportation, School Operations, and STEM, the role of carrying out discipline policies best fits his acumen and scope of responsibilities. Mr. Bradley has administrative experience managing student behaviors, appointed by a previous Principal. Mr. Bradley is well informed on how to balance the needs of the families and the schools, having twenty years experience as a classroom teacher. He will attend SCS trainings on discipline policies and procedures to increase capacity, and will implement with fidelity. He will work collaboratively with the SPED/EL teacher in situations that involve SWD to ensure that their needs and rights are not in violation when administering a consequence. Attachment E contains letters of support from former parents Mario Ingram, Nilene Woods, and Zina Jordan which highlight his work ethic, professionalism, follow-through, and commitment to providing the best level of service to families.

ESA students and families will be informed of the school's discipline policy during Orientation, where they will be provided written copies that we ask that they review, sign, and provide feedback if they have additional questions. The Executive Director, as primary discipline manager, will share information about RCA, provide proper and improper discipline examples through role play, and highlight Zero Tolerance offences. The emphasis will be to ensure that parents and the school work proactively to implement the Safety and Security Plan that mitigates the propensity of discipline issues occurring. Discipline policies will also be discussed at the Open Board Meetings, where parents are encouraged to provide feedback to

policies and procedures of ESA. TCA § 49-6-4002 requires that a discipline policy be adopted by each governing body and 49-6-4007 requires that policy be posted on the school website, in addition to being supplied to all school counselors, teachers, administrative staff, students, and parents. Discipline policies will be posted visibly in the school and on the website (www.encorestemacademy.org) for continual access.

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

Encore STEM Academy's Student Discipline Policy is provided as Attachment C.

(g) If you plan to adopt the local district or another school's policy, explain how this policy aligns with your mission, vision, and goals.

Encore STEM Academy has adopted the following policies and procedures from Shelby County Schools Student Code of Conduct.¹²⁷ They are modified and listed in the Founding Families Handbook under "Zero Tolerance Offenses." We chose to adopt this policy to be in compliance with SCS guidelines and to ensure students understand the consequences to certain actions. These Zero Tolerance offences contradict the Core Values of Outstanding School Culture and the behavioral expectations of RCA. We carefully selected these infractions from a larger list of violations due to the extent of the harm inflicted.

The infractions of school discipline in the Shelby County Schools listed below are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all-inclusive. For infractions not specifically listed below, school principals shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category.

Category A – State Zero Tolerance Offenses

1. Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee;
2. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity;
3. Unauthorized possession of a firearm on school property or at a school sponsored activity.

Penalty for Category A Offenses:

- Expulsion/Suspension for 180 days

Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the Superintendent.

Category B

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school--sponsored activity;
2. Evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity;
3. Gang activities -- Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;

¹²⁷ <http://www.scsk12.org/schools/whitestation.ms/site/documents/CodeofConduct.pdf>

4. Evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled; substance or prescription drug, and/or medical preparations without proper medical authorization;

5. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee;

6. Continuous and/or severe Category C Offenses.

Penalty for Category B Offenses:

• Out-of School Suspension • Expulsion (11-180 day)

When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the Superintendent or the Disciplinary Hearing Authority.

1. 11 **Marketing, Recruitment, and Enrollment (prior to school opening)**

In this section:

(a) Provide as **Attachment D** the school Enrollment Policy, which should include the following:

- Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms (considering the LEA's open enrollment and lottery schedule);
- Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;
- Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113;
- An explanation of the purpose of any pre-admission activities for students or parents; and
- Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.

The Encore STEM Academy School Enrollment Policy is detailed in Attachment D.

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

(c) Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment

practices over time.

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

(e) What established community organizations would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

(f) Describe what has been done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

Encore STEM Academy has conducted “Envisioning Encore” sessions at the Cherokee Library, Orange Mound Community Center, Orange Mound Gallery, Orange Mound Community Development Corporation, Bibleway Church, and My Cup of Tea Orange Mound which have involved parents, community members, daycare owners, parishioners, university representatives, business leaders, industry professionals, board members, and concerned stakeholders who have provided input, questions, and feedback regarding the Mission, Vision, and Core Values of the school. Community members who specifically live, work, worship, and are from the Orange Mound Community have significant investment and hopes for its’ continued development. They have also overwhelmingly expressed emphatic support for the Co-Founder, an Orange Mound native and Melrose High School graduate, to work *with the community* in educational reform and development because of the connections and drive to increase educational opportunities and access normally given to students in an optional school. Four Board Members and the Co-Founder are from Orange Mound and have strong family and community ties, relationships, and commitment. Parent and community demand has begun with grassroots discussions, formulation of ideas and strategic marketing, engaging families at sessions, and preparing for outreach and activities for families.

Envisioning Encore sessions have been open to people of all ages to enlist multigenerational and diverse, often divergent opinions for what is best for Orange Mound and education. Key community support and input has come from people as young as four years old (Nicholas Harris) and as young at heart as 82 years young. (Juanita Shields Tate, whose letter of support is in Attachment E.) Mary Mitchell, a staunch Orange Mound advocate and octogenarian, known as the Historian, has been instrumental in our outreach, introducing us to key community members, daycare owners, activists, grandparents, and providing vocal and written endorsement for Encore STEM Academy, which has allowed more open doors and access. Her letter of support is in Attachment E.

Encore STEM Academy will enroll all students who are entering grades K, 1, and 2 in 2020, with the goal of enrolling 120 students in Year One - 40 in Kindergarten, 40 in First, and 40 in Second grades. Encore STEM Academy will abide by the nondiscrimination policy in student enrollment where all students are welcome pursuant to T.C.A. § 49-13-107. The Orange Mound community, unfortunately, is a high poverty urban community with over 80% of students eligible for free and reduced lunch. We anticipate that the majority of students will come from the neighborhood and surrounding areas and will represent that level of income, families in poverty. Outreach is strategically targeted to the residents, local citizens, parishioners, and community which is inclusive of families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

Encore STEM Academy Board Members Chanda Robinson and Ruth Martinez will specifically assist with

parents of students with disabilities, those at risk of academic failure, low-achieving students, and English learners. These parents may have questions about enrollment, support, and specific concerns upon learning about a new charter school with a STEM focus. Ms. Robinson, a certified and endorsed special education teacher from Orange Mound, and Ms. Martinez, who is bilingual (Spanish and English) will assist with translation, sharing information about the school which may seem unfamiliar, and discussing how their children can specifically benefit and thrive at Encore STEM Academy. Mauricio Calvo, Executive Director of Latino Memphis, has allowed us to come to their offices for recruitment and marketing. As the premier location in Memphis that serves English Language Learners, this is an epicenter for the Hispanic community. We will host Envisioning Encore sessions at Latino Memphis and provide mini-sessions of STEM activities to display the school's focus. Mr. Hernandez has also offered to provide assistance when we are working with Hispanic families.

The Orange Mound Community Center offers tutoring to students in all grade levels, including those who are in poverty, academically low-achieving, have disabilities, and other students at risk of academic failure. They have allowed us access to provide a pilot program to students to market the STEM focus during their summer camp activities, which we anticipate will reach a minimum of 20 children entering grades K, 1, and 2. There will also be STEM and Coding demonstrations at the daycare outreaches, Bibleway Church, Pink Palace, and apartment complexes. The Core Value of Environmental Stewardship will be demonstrated at the Memphis Zoo, Memphis Humane Society, Orange Mound Community Center, and Orange Mound Park. These events will showcase the unique aspect of our school, engage the families in activities, and allow them to ask questions and become more familiar with the STEM course and extracurricular activities in which they will be involved.

During the pre-opening year of Encore STEM Academy, the marketing will become more intensified because the charter application will be approved and we will have a more firm message to send to parents to inform them that the school is approved to open instead of being *proposed* to open. We will also have more indication of where more parents will come from and where we can place stops for the school bus depending on the demand of certain areas. We will be able to enrich the student recruitment activities and begin the process of enrollment.

Because the majority of future students will come from daycares, we have made connections with the Directors of Children's Cottage, Early Childhood Enrichment Center, Shining Star DayCare, ABC Child Care Center, Red Robin Academy, Magic Kidz Learning Center, Community Childcare and Referral Services Center, and Chase Learning. The directors of these daycares have allowed us to disseminate information and will allow continued engagement with families. As community engagement increases and continues, we will reach out to more daycares including: Magic Kingdom Learning Academy, Around the Clock Learning Center, Just For Little People, Other Mother Child Care Center, Supreme Learning Center, and Day and Night Childcare. Mrs. Carolyn Goodlett Willett, Owner of Kiddie Kollege, and Chairman of the Trustee Board of Magnolia Baptist Church, has provided a Letter of Support in Attachment E detailing that she will allow us access to market to her children as well as introduce us to other daycare owners and church members.

The Encore STEM Academy Team will market to apartment complexes, churches, and beauty and barber shops located in the 38111 and 38114 zip codes. We will meet with apartment complex managers to discuss disseminating information, hosting sessions, and to determine the age groups of the populations

that they primarily serve and best places for bus stops. Board Member Ruth Martinez is an Apartment Manager and has contacts with other apartment managers who can assist with our recruitment and marketing. The apartment complexes are: Thompson Courts, Willow Oaks Apartments, Crane Manor Apartments, El Dorado Apartments, Cherokee Square Apartments, Salem Manor Apartments, Hillview Village Apartments, Barron Court, Lamar Crossing Apartments, Cooper-Young Apartments, Lapaloma Apartments, Rivertown Square Apartments, Edgewood Townhomes, Whispering Pines Apartments, Pendleton Place Apartments, Pendleton Court Apartments, Commons At Brentwood, Lamar Crossing Apartments, Los Feliz Apartments, Pendleton Arms Apartments, Miracle Manor, Alcy Garden Apartments, Thompson's Apartment, Harmony Park Apartments and Townhomes, Melrose Place Apartments, Cherokee Cabana, Brentwood Place Apartments.

Peggy West, Encore STEM Academy Board Member and Orange Mound homeowner will lead the outreach to local churches so that we can increase community engagement and endorsements, meet future families, and learn more about their work in the Orange Mound community. Mrs. Betty Neal, member of St. John Missionary Baptist Church will work with us on meeting with their church family. Amber Prewitt will facilitate a meeting with her church family, St. James Church of God in Christ. Their letters of support are in Attachment E. The churches are: Buntyn Presbyterian Church and Preschool, St. James Church, The Word Church, New Bethel Temple Church of God in Christ, Robinhood Lane Baptist Church, Greenwood CME Church, Holy Trinity Episcopal Church, Mt Moriah East Baptist Church, Monument of Love Baptist Church, Beulah Baptist Church, Annesdale Cherokee Baptist Church, New Era Baptist Church, Charjean Baptist Church, and St Matthew Missionary Baptist.

Traditionally, beauty and barber shops are community staples where people commune, fellowship, and talk about the latest news. Katrenia Dickerson, Owner of Trenia's, has provided a Letter of Support in Attachment E detailing how she will allow us to market and recruit with her clients, introduce us to other entrepreneurs and Orange Mound residents, and even bring her grandchild to Encore STEM Academy in the future! (Maiko is 1 years old now.) As part of our outreach, we will visit local beauty and barber shops to disseminate and post information about Encore STEM Academy. The beauty and barber shops in 38111 and 38114 are: Empire Beauty School, Watson's Barber & Beauty Shop, Milton's Barbershop, House of Styles Barber Shop, Next Level Barber Shop & Boutique, Airway's Barber Shop, Blitz Barber Shop & Salon, The Fade Genius, Washington's Cut & Care, Kutt Kreators, Ego Barber Shop, Guinn's Barber Shop, Phil For Hair, Dorothy's Beauty Salon, C & L Enterprise Styling Salon, Ashe Natural Haircare Salon, Ron's Crowne Beauty Salon, Jones Barber Beauty Salon, The Hair Affair Memphis, Xclusive House of Kutz, Giboney's Barber-Styling Salon, Headnappers Barber Shop, Milton's Classic Cuts, and Highland Park Prgrssv Barber.

In marketing Encore STEM Academy, we will host family friendly events at Memphis attractions that are free of charge including the Pink Palace, Memphis Zoo, National Civil Rights Museum, Orange Mound Gallery, and the University of Memphis. These events will allow our community partners and stakeholders to engage with future families and share why they have become invested in the schools' mission and vision. The Orange Mound Community Center serves a multigenerational community, and we will be able to meet grandparents, parents, and students in one place.

The Encore STEM Academy Marketing, Recruitment, and Enrollment Strategies chart highlights how parents and community members will be informed about Encore STEM Academy to recruit students

during the pre-opening year and to sustain enrollment practices over time after opening. ALL events are at no cost to participants and are open to friends and family of any ages. These activities engage community partners, stakeholders, and board members in fun and family friendly events which highlight many of the great Orange Mound and Memphis jewels which are right in the community. In addition to recruitment, it is our hope to shine light on the assets and strengths of our Neighborhood and Community, fitting with our Core Value of Neighborhood and Community. It is our belief that going into the communities will be beneficial as we engage families.

Encore STEM Academy Marketing, Recruitment, and Enrollment Strategies

Timeline Responsible Parties ¹²⁸	Strategy, Activity, Event	Benchmark, Goal
Beginning March 2019 Peggy West	Daycare Outreach Through connections with daycare owners throughout the community, we will disseminate information, meet parents, provide Envisioning Encore sessions, and meet future parents and students. This will facilitate further opportunities and inroads for community support and networking. This will also help determine needs for transportation and the largest potential student population concentration area.	Meet at least 100 families. Enroll at least 80 students
Beginning April 2019 Zain Noorden	Social Media, Website www.encorestemacademy.org Instagram encore_stem_academy Twitter @EncoreStem Encore STEM Academy Linked In The website will have information about enrollment, upcoming events, board members and meeting dates, community information, and a contact form for people who have questions. The website will be updated weekly. The instagram and twitter will be utilized to send updates and reminders of events, and will be updated twice weekly.	Increase followers Disseminate Information
May 2019 Co-Founders Ongoing	Envisioning Encore at the Cherokee Library The Encore STEM Academy Team will engage community members and families in marketing and recruitment sessions.	Meet at least 5 families per session.

¹²⁸ These responsible parties are community supporters who have provided a letter of support in Attachment E and Board Members

Beginning June 2019 Peggy West	Envisioning Encore with Churches Peggy West, Encore STEM Academy Board Member and Orange Mound homeowner will lead the outreach to local churches so that we can increase community engagement and endorsements, meet future families, and learn more about their work in the Orange Mound community.	Meet at least 10 Pastors
After authorization Co-Founders Board Members Volunteers	Door to Door with Encore Door-to-door marketing is effective and allows for a personalized conversation, question and answer, and connection with community members. As we are recruiting, we have enrollment benchmarks to determine the number of students, how to increase recruitment efforts, and the next steps to secure additional enrollment. We also continue to refine what is essential for Orange Mound residents.	Knock on at least 200 doors and meet with families.
July 2019 Sarah Buford Cathy Justis Kate Friedman Matt Womack Janet Boscarino Zain Noorden	Encore STEM Academy Pilot Program at the Orange Mound Community Center Sarah Buford of the Orange Mound Community Center will coordinate STEM activities into their summer programming with Encore STEM Academy Co-Founders and Supporters: Cathy Justis of the Wolf River Conservancy, Kate Friedman of the Memphis Kids in Nature, Matt Womack of the Memphis Humane Society, Janet Boscarino of Clean Memphis, and Zain Noorden of Medtronics	Provide STEM activities to 20 children in Orange Mound.
Beginning July 2019 Co-Founders Board Members Peggy West Ruth Martinez	Envisioning Encore and Recruitment at Apartment Complexes The Encore STEM Academy Team will meet with Apartment Complex Managers to discuss disseminating information, hosting sessions, and to determine the age groups of the populations that they primarily serve and best places for bus stops.	Meet at least 10 families per complex
Beginning August 2019 Co-Founders Board Members	Beauty and Barber Shop Outreach The Encore STEM Academy Team will reach out to local beauty and barber shops to post information and share flyers with clients.	Disseminate Information
August 2019 Kate Friedman	Envisioning Encore at the Memphis Zoo The Memphis Zoo has free admission on Tuesdays. Kate Friedman, who is the Executive Director of Memphis Kids in Nature and an Encore STEM Academy Board Member, is a Former Board Member for the Memphis Zoo and will have exhibitions with the mammal department.	Meet at least 20 families
September 2019 Beverly Alexander	Envisioning Encore with the Orange Mound Steppers The OM Steppers meet Tuesdays and Thursdays at 6:30 at the Orange Mound Community Center. Beverly Alexander, a Member of the Steppers and an Encore STEM Academy supporter will teach a mini-lesson on stepping.	Meet at least 20 families

<p>Beginning October 2019</p> <p>Mauricio Calvo Ruth Martinez Pedro Hernandez</p>	<p>Envisioning Encore at Latino Memphis</p> <p>Latino Memphis is the epicenter for the Hispanic community in Memphis, TN. Mauricio Calvo, Executive Director, and Encore STEM Academy supporter, has provided space for us to market, host sessions, and recruit families. Ruth Martinez, Encore STEM Academy Board Member, will assist with translation.</p>	<p>Meet at least 20 families</p>
<p>November 2019</p> <p>Pastor Bowie Mark & Annette Clark Co-Founders</p>	<p>Envisioning Encore at Bibleway Church</p> <p>Pastor Bowie and Mark and Annette Clark, Encore STEM Academy supporters, will engage prospective families in marketing and recruitment sessions about Encore STEM Academy.</p>	<p>Meet at least 10 families</p>
<p>December 2019</p> <p>Carey Moore</p>	<p>Envisioning Encore at My Cup of Tea, Orange Mound</p> <p>Encore STEM Academy Team will meet with the staff at My Cup of Tea, Orange Mound, to market and recruit. This is a all female staff of mothers and grandmothers who live in Orange Mound.</p>	<p>Meet at least 5 families</p>
<p>Beginning January 2020</p> <p>Mary Mitchell Board Members</p>	<p>Recruitment at the Orange Mound Art Gallery</p> <p>Encore STEM Academy Team will set up a recruitment booth at the Orange Mound Art Gallery twice a month. The gallery is conveniently located in the Lamar shopping center, next to the Save-A-Lot grocery store.</p>	<p>Meet at least 40 families.</p>
<p>February 2020</p> <p>Mary Mitchell Bertha Looney</p>	<p>Envisioning Encore at the National Civil Rights Museum</p> <p>The National Civil Rights Museum is free to the public on Mondays. We will convene at the museum, tour, and discuss the events from the perspective of someone who experienced it: Mary Mitchell and Bertha Looney, Encore STEM Academy supporters.</p>	<p>Meet at least 10 families</p>
<p>March 2020</p> <p>Dr. Cheryl Goudie Dr. Lenwood Fields Bertha Looney</p>	<p>Envisioning Encore at the University of Memphis</p> <p>Dr. Goudie and Dr. Fields are Professors at the U of M in the Biology and Engineering Departments and Encore STEM Academy supporters. We will engage prospective families on a tour of U of M and make a special stop at the marker for the “Memphis State Eight,” which highlights the works of Bertha Looney one of the 8 African American students who integrated the U of M.</p>	<p>Meet at least 10 families</p>
<p>April 2020</p> <p>Alex Eilers</p>	<p>Envisioning Encore at the Pink Palace</p> <p>The Pink Palace has free admission on Tuesdays. Alex Eilers, who is the Education Director and an Encore STEM Academy Supporter, has designed a presentation which will discuss transition into Kindergarten and highlight the Bicentennial Museum Activities.</p>	<p>Meet at least 20 families</p>
<p>Ongoing Community</p>	<p>Continue recruitment with Daycares, Latino Memphis, Orange Mound Gallery, Apartments, Cherokee Library,</p>	<p>Become fully enrolled.</p>

Stakeholders	Churches, Social Media, and Door to Door with Encore	
Activities After Opening to Sustain Enrollment		
Teachers/Staff	Teacher Orientation - Phone calls to each family.	
1st Day of School - August 2020 ESA Staff	Determine if parents who have signed up actually arrived Day One, if not, contact them to determine their needs	Each class and grade level is fully enrolled.
1st Month of School Executive Director Administrative Assistant/Teachers	Maintain enrollment OR Increase enrollment	Maintain consistent attendance, monitor transportation routes.
20 Day Enrollment Verification	Attendance Monitoring	Maintain Enrollment
Monthly	Attendance Monitoring	Maintain Enrollment
January 2021	Attendance Monitoring This is the time that many parents move.	Maintain Enrollment
February 2021	Re-Enrollment for Next Year	Maintain Enrollment
April/May Daycares Peggy West	Recruitment for incoming grade K	Recruit 40 students for Kindergarten

(g) Provide the following as **Attachment E**:

- Any documentation of pledged support from prospective partners; and
- Letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.

Encore STEM Academy has received pledged support from prospective partners, letters of support, memorandums of understanding, and contracts that indicate that we are welcome by the Orange Mound Community, viewed as an attractive educational alternative, and reflects the community's interest and needs. Details of each documented letter are listed below.

Encore STEM Academy List of Pledged Support in Attachment E

<u>Organization and Name</u>	<u>Pledged Support</u>
<i>Letters of support that indicate that Encore STEM Academy is welcomed by the Historic Orange Mound community, is viewed as an attractive educational alternative, and reflects the community's needs and interests.</i>	<i>These letters reflect commitments and pledges from people specifically from the Historic Orange Mound Community.</i>
Orange Mound Historian Orange Mound Gallery Mary Mitchell Articles about Mrs. Mitchell Included	Orange Mound Support Marketing and Recruitment
Orange Mound Archivist Juanita Shields Tate	Orange Mound Support Core Value: Neighborhood and Community
Alexander Global Group Orange Mound Steppers Beverly Alexander	Orange Mound Support Family Engagement
A Square Meal on Wheels Chefs Derrick and Laquanta Clark	Orange Mound Support Comprehensive Wellness
Bibleway Church Pastor Larry Bowie	Orange Mound Support Proposed facility Core Value: Neighborhood and Community
Consolidated Management Taxes Thurman Gray	Orange Mound Support Family Engagement
Harlem Children Zone Laila Mustafa	Orange Mound Support Core Value: Neighborhood and Community
Hersheys Corporation Mario Ingram	Orange Mound Support STEM Support, Exhibitions
Kiddie Kollege Magnolia Baptist Church Carolyn Goodlett Willett	Orange Mound Support Core Value: Neighborhood and Community
Lane College Student Accounting Major St. James Church of Christ Church Member Amber Clark	Orange Mound Support Volunteer Tutor Core Value: Neighborhood and Community
Legendary Physical Therapy and Wellness Dr. Louie Watkins	Orange Mound Support Comprehensive Wellness Plan
Love Alive Mark & Mildred Clark	Orange Mound Support Core Value: Neighborhood and Community

Memphis Police Department Lieutenant Frankie Bradley	Orange Mound Support Safety and Security
My Cup of Tea, Orange Mound Carey Moore	Orange Mound Support Marketing and Recruitment Contact Core Value: Neighborhood and Community
Orange Mound Community Parade President Memphis Police Department Retired Captain Claudette Boyd	Orange Mound Support Safety and Security Core Value: Neighborhood and Community
Orange Mound Development Corporation Tiana Pyles	Orange Mound Support Core Value: Neighborhood and Community
Orange Mound Teacher Paris Wright	Orange Mound Support Letter of Recommendation
Retired Teacher St. John Baptist Church Member Betty Neal	Orange Mound Support Core Value: Neighborhood and Community
School Nurse Sandra Kimmons	Orange Mound Support Comprehensive Wellness Plan
Trenia's Salon Katrenia Dickerson	Orange Mound Support Core Value: Neighborhood and Community
<i>Letters of support for Encore STEM Academy that include volunteers for school activities and industry representatives who view Encore STEM Academy as an attractive educational alternative/addition for Shelby County Schools and Orange Mound.</i>	<i>Tennessee Code Annotated 49-6-1105 STEM Partner Organizations stipulates that TSIN shall seek STEM partner organizations, to find ways to collaborate on STEM education programs and opportunities.</i>
Centers for Disease Control and Prevention Shelby Alexander	Comprehensive Wellness Plan
Clean Memphis Janet Boscarino	STEM Support, Exhibitions Core Value: Environmental Stewardship
Department of Human Services Lanita Conley	Comprehensive Wellness Plan
First National Realty Industrial Engineer Angela Blakely	STEM Support, Exhibitions
Florida Department of Health Dr. Jamila Pope	Comprehensive Wellness Plan
Hope Church Environmental Scientist Dr. Timothy Jackson, Jr.	STEM Support, Exhibitions Core Value: Environmental Stewardship

Humane Society of Memphis and Shelby County Matt Womack and Ashley Moore	STEM Support, Exhibitions Core Value, Environmental Stewardship
Jackson State University Education Major Moriah Turner	Letter of Recommendation
Latino Memphis Mauricio Calvo	Marketing and Recruitment Support
Middle Tennessee State University Biotechnology Major Ariel Avent	STEM Support, Exhibitions Core Value: Neighborhood and Community
One 13 Designs Kwaku Amuti	STEM Support, Exhibitions
Pastor Pedro Hernandez	Recruitment, Marketing, Spanish Translation and Interpretation
Pink Palace Museum Alex Eilers	STEM Support, Family Engagement Core Value: Neighborhood and Community
Retired School Counselor Rose King	Comprehensive Wellness Plan
Self + Tucker Architects Jimmy Tucker	STEM Support, Exhibitions
Southwest Tennessee College Bertha Looney Living Legend - Memphis State Eight	Exhibitions Core Value: Neighborhood and Community
Tennessee State Parks Sarah Green Examples of Activities Included	TO Fuller State Park Retreat Core Value: Environmental Stewardship
Teo's Flooring Mynor Teo	Recruitment, Marketing, Spanish Translation and Interpretation
The Great Girlfriends Sybil Amuti	Family and Parent Engagement
United Parents and Students Jade Thornton	Family and Parent Engagement
University of Memphis Dr. Lenwood Fields Example of STEM Teacher Training Activities Included	STEM Support, Exhibitions
University of Memphis Dr. Cheryl Goudie	STEM Support, Exhibitions Core Value: Environmental Stewardship

Veterinarian Technician Iris Rain	STEM Support, Exhibitions Core Value, Environmental Stewardship
Wolf River Conservancy Catherine Justis Example of STEM Activities Included	STEM Support, Exhibitions Core Value: Environmental Stewardship
Women of Stamina Beverly Watkins	STEM Support Core Value: Environmental Stewardship
<i>Professional Letters of Recommendation for Encore STEM Academy's Co-Founders</i>	
Facing History Marti Tippens Murphy	Letter of Recommendation
Methodist Healthcare Zina Jordan	Letter of Recommendation
Retired Teacher Yolanda Toney	Letter of Recommendation
TBC Corporation Nilene Woods	Letter of Recommendation
<i>Memoranda of understanding, or contracts for Encore STEM Academy</i>	
Charter School Development Corporation	Correspondence About Funding
COR Mundi Investments Steve Bowie	Facility Option Correspondence about St. Anne Church
Easy CBM	Academic
Ed Tec Jenny Tabor	Back Office Support Budget
Eureka Math	Curriculum
Houghton Mifflin Harcourt	Curriculum
Harmony Transportation	School Transportation
High Tech High Graduate School of Education Stacey Lopaz and Tony Simmons	Start Up Funding and Support
Lucy Calkins	Curriculum
Moby Max	Academic
NWEA/Map	Academic
Raptor	Safety and Security
Renaissance Learning	Academic

Teach for America	Staffing
Walton Family Foundations	Start Up Grant Program Eligibility
Words Their Way	Curriculum
Xtreme Clean Ron and Melody Johnson	Letter of Recommendation School Maintenance

1.12 Community Involvement and Parent Engagement (after school opens)

In this section:

(h) Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

After Encore STEM Academy has opened, student recruitment will be more tailored to provide an actual experience with the school - including tours, meeting with other parents and students, invitation to school events, and discussions with ESA Board Members and Co-Founders. Student recruitment will be more focused on enrollment in addition to marketing and gathering support for the school vision. Pre-opening recruitment provided us the ability to share ideas, receive feedback, gather support, and provide information about proposed timelines and location. After the opening, the focus on enrollment will be based on:

1. Student recruitment will be specific to grade levels and imminent enrollment needs and filling any open seats.
2. Student recruitment will be tailored to families who are enrolled ie. asking them to engage their families, their churches, their personal and professional networks, and contacts so that they can provide a concrete recommendation.
3. Student recruitment will be tailored to the location and specific - having a firm place of operation and school site to
4. Student recruitment will work with apartment complexes and daycares for potentially new residents to Orange Mound.
5. Student recruitment will include site based tours and classroom visits, meeting teachers and school staff and contextualizing the learning environment at Encore STEM Academy.

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

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

(k) If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

Encore STEM Academy's parents will be informed and educated on all school policies and volunteer opportunities at Orientation Meetings, on the website, and through school communications via monthly newsletters, social media, and flyers. Parents and community members will be informed and reminded of Board Meeting Dates and agendas and invited to attend. Governing bodies of public charter schools must

include at least one parent from one of the schools operated by the governing body, and charter school governing bodies must comply with open meetings and public record laws. After Year One, we will have a family member to join the board and lead a parent advocacy committee to provide insight into their needs, in January 2021. Parents are invited to volunteer during the school day, at extracurricular activities, progress and report card nights, and community events. Volunteering will not be required, but it will be encouraged, supported, and communicated to enhance family partnerships with the school. We will request that families volunteer, attend events and meetings, or participate in school activities at flexible hours for at least ten hours per school year, 5 per semester. This gives an attainable goal for parents and families who are often working or have multiple responsibilities. Parents will be informed and educated on school policies at the Orientations, at school meetings, and the information will be posted on the website and available in the office. There will be three Orientations offered at flexible times prior to school opening.

Seeking to serve a diverse population of students (particularly Hispanic) and properly provide leadership and support for them, we have recruited Ruth Martinez for the Encore STEM Academy Board. We have a community partnership with Mr. Mauricio Calvo, Executive Director of Latino Memphis which allows us access to share Envisioning Encore, provide STEM exhibitions, market, and recruit to Hispanic families. Mr Pedro Hernandez and Mr. Myner Teo have also pledged to support the schools’ efforts to increase diversity and serve all families. They have pledged to work with us to recruit, market, and promote our school among the families that they serve.

In addition to the activities for marketing and recruitment highlighted below, Encore STEM Academy will involve parents and community members in the life of the school through many meaningful activities which will enhance academic and social support, school engagement and participation, and facilitate increased positive relationships. These activities will benefit students and support Encore STEM Academy’s Mission, Vision, and Core Values.

Encore STEM Academy Programs Offered to the Parents and Orange Mound Community

Encore STEM Academy Parent and Community Engagement Activities Person Involved	Student Benefit	School Core Value Focus
Board Meetings Board Members	Parents and community members will be invited to attend board meetings, which are open to the public. The student benefit is that additional levels of input can provide insight into the best way to serve children.	Neighborhood and Community
United Parents and Students Jade Thornton	Parents and students work together with this agency to determine what challenges the community needs to tackle in order for students to do better in school. The students benefit is that they a voice and advocacy agency to support comprehensive community upliftment.	Neighborhood and Community

<p>Orange Mound Historical Journey Mary Mitchell Juanita Tate Shields Claudette Boyd</p>	<p>Orange Mound Living Legends will share their experiences growing up and thriving in the community. The student benefit is increased community pride.</p>	<p>Neighborhood and Community</p>
<p>Safety and Security Focus Lieutenant Frankie Bradley Rose King LaNita Conley Ashiqua Jackson</p>	<p>The Safety and Security Focus includes activities that engage teachers, families, and the community in activities. The student benefit is to ensure a physical and psychologically safe school environment.</p>	<p>Outstanding School Culture</p>
<p>Comprehensive Wellness Dr. Jamila Pope Rose King LaNita Conley Ashiqua Jackson Derrick & LaQuanta Clark Sandra Kimmons Dr. Louie Watkins</p>	<p>Parents, teachers, students, and community stakeholders will be involved in seminars and sessions about Adverse Childhood Experiences (ACE's), health and wellness, physical fitness, healthy eating and gardening, and social and psychological well being. The benefits to students are to aid in the development of social emotional well being and the "whole child" which has positive academic effects.</p>	<p>Outstanding School Culture</p>
<p>Encore Exhibitions All stakeholders</p>	<p>Parents and community stakeholders will experience Student Exhibitions at the end of the year where students share their projects and display their development of the 4 C's. The student benefit is that students confidently display their work and receive feedback and engagement with adults.</p>	<p>Rigorous Curriculum 21st Century Core Competencies</p>
<p>Financial Literacy and Tax Information Stacy Hollingsworth Thurman Gray Erick Shelley</p>	<p>Supporters and partners share information that will help parents and students with financial literacy and taxes. The student benefit is that parents and students in a high poverty neighborhood learn more about finances.</p>	<p>Neighborhood and Community</p>
<p>Real Estate and Home buying Seminars Angela Blakely Peggy West Ashiqua Jackson</p>	<p>Partners share information about real estate and home buying. The student benefit is that families in a high poverty neighborhood learn more about the details of home ownership.</p>	<p>Neighborhood and Community</p>
<p>Entrepreneurship Seminar Sybil Amuti Ron and Melody Johnson</p>	<p>Partners share information about entrepreneurship. The student benefit is that families learn information about expanding on their</p>	<p>Neighborhood and Community</p>

	ideas for developing businesses.	
Animal Adoption and Well Being Matt Womack Ashley Moore Kate Friedman Cathy Justis Iris Rain	Partners will share information about animal adoptions, display fun and unique animals (snakes, crawfish, turtles, owls, guinea pigs, bearded dragon, etc.) and discuss animal well being and care. The student benefit is the interest and enjoyment in new and exciting animals!	Environmental Stewardship
Report Card and Progress Report Nights - Academic and STEM Nights Teachers:	In order for families to retrieve student progress report and report cards, they must come to the school to academic nights. ¹²⁹ The student benefit is that families communicate with teachers about academic progress and they get to participate in Academic Nights.	Rigorous Curriculum
Lunch and Learn Mr. Bradley and STEM Teacher Teachers	Mr. Bradley and the STEM teacher will hold mini sessions where parents can enjoy lunch and activities at the school. The student benefit is family engagement and having their families involved in activities that they learn.	21st Century Core Competencies
<i>Additional programs that parents, community members, and students desire to create and participate in.</i>	Parents and community stakeholders will share their ideas, which may include local parades, festivals, or other engaging events. The student benefit is having their school involved in activities that their families enjoy, and having input into the activities.	Neighborhood and Community

Parents are invited and welcome to attend Tech Exploration, school clubs that are held once monthly. They may even initiate a club, if they want to share activities with children. There is space for additional clubs recommended by parents, teachers, students, or community members.

Encore STEM Academy Student Tech Explorations

- Robotics - Let's program and automate machine technology together!
- Humanimals - Humans love animals and animals love humans - so let's all hang out!
- Trash to Treasure - That's not trash! Let's use recycled materials to create new products!
- Creative Coding - Let's take coding to another level!
- Nature Nurturers - Let's have fun Recycling, gardening, enjoying the great outdoors!
- Safety and Security Club - Safety is everyone's responsibility! Let's help Techies use RCA to make sure we are all safe!
- Spanish - Let's learn another language together!
- Book Club - Let's take a voyage through Reading!

¹²⁹ If a parent is unable to retrieve the report after one week, it will be sent home with the child.

In addition to the programs listed above, Encore STEM Academy will invite parents and community members to share their ideas for programs and activities that may not be mentioned above but which they have a strong interest. It is our goal to continuously work with the parents and community to ensure that we are providing a mutually beneficial option in conjunction with the needs of families and the Orange Mound Citizens.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

- (a) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
- (b) Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.

Encore STEM Academy has assembled a talented and committed team of people who are dedicated to see this school, the Orange Mound community, and Shelby County Schools flourish. They are a diverse group of individuals who are combining divergent talents for one common goal and to keep the mission at the forefront because of their commitment to education and Memphis, TN. The Co-Founders have significant experience in education - twenty years each, and substantial community experience. Mr. Bradley was born and raised in Orange Mound and graduated from Melrose High, has over twenty years of experience in the classroom teaching STEM and Science, and has close connections with key stakeholders. Dr. Bradley has engaged several diverse community supporters for wraparound services, has fifteen years of experience in charter administration and set-up, and worked as a Disc Jockey at a local radio station which has helped facilitated positive relationships, recognition, and community engagement.

While the Co-Founders have significant experience, they have gained support from individuals who have helped to develop the Mission, Vision, and Core Values of Encore STEM Academy. The Board members fill in expertise needed to successfully oversee a school and provide checks and balances, governance, and oversight. They take an active approach to overseeing the organization to increase our community presence, stakeholder engagement, and supporters. They have credentials in their areas of expertise, and share their professional skills and talents to help the school be successful, transparent, and ethically sound in handling public tax payers money and educating children. This group has the capacity to develop and execute a sound academic and business operation, design and implement an academic program, operate a business, be a good steward of public trust and funds, and prepare students for success in education.¹³⁰

Currently, the Founding Board of Encore STEM Academy is composed of 11 members who have relevant skills, expertise, and community connections for starting the school. The board will have no fewer than five and no more than 15 members, and will maintain an odd number for voting purposes. The Co-Founders do not have the rights to vote. As a Founding Board, this number and diversity of expertise will ensure an active and effective representation of key stakeholders as 4 of the 11 members and the Co-Founder (Mr. Bradley) are from the targeted community of Orange Mound (Ashiqua Jackson, Peggy West, Chanda Robinson, and Myra Hamilton). Educationally, there is a Special Educator, Retired Teacher, STEM School Support, and English Language Learner Support. Operationally, there is a lawyer, two bankers, human resources personnel, and school facilities/project management expert. Many of the Encore STEM Academy Board Members bring multiple talents, interests, and strengths. While we have secured key Board Members, we still seek someone with expertise and experience in fundraising, grant writing, and attaining philanthropic funding. In order to fill that space, Board Members are leveraging community contacts, professional relationships, and work/business colleagues. The expectation is to have that position added on or before the Parent Member is added in January 2021.

Encore STEM Academy will follow compliance standards for governance. According to TCA 49-113-111 (a)(1), a public charter school shall operate as a public, nonsectarian, non-religious school, with control of

¹³⁰ TN Charter School Start Up Checklist, page 1

instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the charter school law. Governing bodies must comply with open meetings and public records laws. Charter school governing bodies need to hold meetings in compliance with TN open meeting laws which are intended by the legislature to promote openness and accountability in government and to protect the public against closed door meetings at every stage of governments body's deliberations.¹³¹ As advised to us at the TN Charter School Board compliance Training, Encore STEM Academy Board Meetings, which will be open to the public, will have time allotted for each interested person who would like to share comments to speak for two minutes each, for a total of ten minutes - a maximum of five speakers per board meeting.

As a founding board, the governance model and philosophy is to provide oversight and guidance into the successful start up operations, and continued success as we grow and develop, making key critical and strategic decision. Similar to the Core Values of Shelby County Schools, the Founding Board believes that Encore STEM Academy will be a high performing, accountable, and transparent organization.¹³² The board has committees to perform duties which are beneficial to the successful operation of a non-profit organization-a charter school. The committees that have been developed for start up operations and planning are in the critical areas of Academics, Facilities, Marketing and STEM, Finance and Legal, and Recruitment and Community Engagement.

Encore STEM Academy Governance Committee One:

Academics, Special Education, and English Language Learners

Ashiqua Jackson (Nurse Manager), Chanda Robinson (SPED Teacher/Formal Banker), and Ruth Martinez (Bilingual - Spanish and English- Apartment Manager)

This Committee has the responsibility to review and regulate plans for academic achievement, data and assessment, curriculum, Response to Intervention, special education, and English Language Learners. This committee will provide significant insight into the needs of special populations and subgroups, including factors which affect academic achievement such as health, socio emotional learning, safety and security, and the effects of trauma and adverse childhood experiences (ACE's). Their tasks include providing oversight for students with disabilities, translation of documents into Spanish, providing support for parents and students with special education and health needs. This committee will review structures, extracurricular activities, and wraparound services that support academic growth and achievement.

Encore STEM Academy Governance Committee Two:

Facilities - Peggy West (Real Estate Agent) and Mario Walker (Architect and School Facility Design)

This Committee has the responsibility to assist with the securing of a facility which meets school compliance standards, has the capacity to serve the expanded full enrollment, and financial plans for coding, compliance and timely acquisition for opening on time. This includes reviewing existing potential facilities, determining cost efficiency, and canvassing the community for viable facility options. This also includes determining parameters of lease requirements and facility improvements

Encore STEM Academy Governance Committee Three:

Finance, Budgeting, Legal, and Compliance- Erick Shelley (Branch Manager), Stacey Hollingsworth (Branch Manager), and Myra Hamilton (Attorney)

This committee has the responsibility to ensure that fiscal responsibility, management, budgeting, and

¹³¹ TN Charter School Application Reference Guide, page 2

¹³² <http://scsk12.org/communications/files/2016/MissionVision.pdf>

projections are in alignment with school goals. They will work with the Back office provider (Ed Tec), ensure budget expenditures are aligned, accounted for, and properly managed. They will ensure that the school has worked diligently to be a good steward of finances and manage the annual audit process. This committee will also ensure that the school adheres to all legal regulations and compliance standards from Shelby County Schools, the Tennessee Department of Education, and the federal government.

Encore STEM Academy Governance Committee Four:

Marketing and STEM - Zain Noorden (Engineer and Marketing) and Phil Hamilton (Engineer and Human Resources)

This committee has the responsibility to provide insight into the STEM curriculum, student STEM activities and field trips, and connecting with engineers and industry representatives. They also work with strategic marketing plans to recruit for students, teachers, and the Principal, and spearheading the advertising campaign. This committee will provide name recognition, visibility, and branding which will increase community knowledge, internet traffic, marketing materials, and ultimately enrollment of 120 students.

Encore STEM Academy Governance Committee Five:

Recruitment and Community Engagement - Peggy West (Orange Mound Resident, Retired Teacher) and Kate Friedman (Environmental Champion)

This committee has the responsibility to provide oversight for community engagement and recruitment events that connect to Orange Mound citizens and stakeholders in Memphis. They provide oversight into ground operations and actual events that engage families and provide interaction and connections. These events include outreach to churches, beauty shops, apartment complexes, and environmental organizations.

These committees will work individually, yet cohesively, to provide start up and foundational support and governance for Encore STEM Academy. Key community stakeholders have provided significant insight, advice, and support for the development and foundation of Encore STEM Academy including Mary Mitchell, Janet Boscarino, Juanita Shields Tate, and Carey Moore. They have assisted with work done by Committees Four and Five. In addition to community involvement, the eventual addition of parents is legal and also critical to ensure that their ideas are shared and implemented when making policy, assisting with shared accountability.

Governing bodies of public charter schools must include at least one parent enrolled in Encore STEM Academy, and the board must comply with open meetings and public record laws. As the school opens, we will have a more formal role for parents to play a key role in the governance of Encore STEM Academy. During Year One, we will have a family member to join the board and lead a parent advocacy committee to provide insight into their needs, in January 2021 in accordance with T.C.A. § 49- 13-109. This will provide families ample time to examine operations, academics, and community support while still being integrally involved in governance Year One.

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

The Encore STEM Academy Board will provide valuable insight into the success of the school, school leader, and self reflection. To create a healthy and productive work environment, it is imperative for the board to adopt practices based on trust, differentiation of roles, and division of responsibility. Exceptional

boards are not just outside examiners, but also powerful forces supporting the organization and its Chief executive. While respecting this division of labor, exceptional boards become allies with the chief executive in pursuit of the mission.” Part of that division of labor involves the board’s responsibility to establish policy for chief executive performance evaluation and compensation and then conduct annual performance and compensation reviews. Even in the division of labor, the role of ally and evaluator exist in tandem as the board exercises its oversight responsibility and seeks to set the Executive Director, Principal, and the organization up for success. In fulfilling the mission of Encore STEM Academy comes the mandate and responsibility of holding the Executive Director and school leadership and staff accountable for academic performance, fiscal and operational management, ethical and sound dealings, and professional and satisfactory community engagement and representation. The end result - student achievement.

The Encore STEM Academy Board will hold a minimum of six meetings per year during Year One of planning, with weekly check ins and communication. Committees may meet more frequently, depending on the nature and immediacy of their assignment. For example - prior to school opening, it is expected that Committees Two (Facilities) and Three (Finance, Budgeting, Legal, and Compliance) will have frequent communications regarding facilities and finance. Committees Four (Marketing and STEM) and Five (Recruitment and Community Engagement) will have frequent communications regarding enrollment and marketing. Committee Four will market for teachers and the Principal and as they are identified and positions are filled, they will decrease communication and begin work on another task. As the school progresses and 120 children are enrolled, Committee One will communicate more frequently as students are being enrolled.

The success of Encore STEM Academy, the school leaders, and the performance of the Board will be evaluated for academic achievement, fiscal responsibility, operational stability, and management and governance support. One such evaluation tool is through compliance with LEA guidelines. The Shelby County Schools Charter Schools Office provides an Operation Scorecard¹³³ which provides rigorous oversight to all SCS district managed charter schools, focusing on eleven key indicators: Benefits, English Language Learners, Exceptional Children, Health Services, Human Resources, Federal Programs, Students Mobility, Student Discipline, Student Information, Student Support Services, and General Compliance. Compliance monitoring is September, January, and June. This tool helps to ensure healthy and complaint school operations. Additionally local communications such as Charter Chatter and state communications from the Tennessee Charter School Center and Tennessee Department of Education provide information on trainings, events, and compliance mandates and reminders on the school and board level. These documents will be reviewed by the Executive Director to ensure adherence and timely submission of documents and completion of necessary paperwork.

Fiscal responsibility is essential to the health and development of Encore STEM Academy. The ability to properly handle funding, working with Ed Tec back office support, and to review financial statements and prepare a budget to present at board meetings is essential. While there are three Board Members with banking and financial industry expertise (Erick Shelley, Stacy Hollingsworth, Chanda Robinson), we are seeking an additional board member who has insight into securing grants and philanthropy, and obtaining funding from other local and national sources.

¹³³ SHELBY County Schools Operation Scorecard page 3

Academic achievement will be reviewed by the Board through reports from the Principal and Academic Director about successes and strengths per grade level, including assessments, report cards and progress reports, subgroup data, data regarding SPED and gifted populations and teacher and staff retention. Community engagement and stakeholder support will be considered as we are seeking to continue to maintain a highly visible and positive level of community support. They will also review behavioral, enrollment and attendance, and updates on school based activities and event. Mission, Vision, and Core Value alignment will be discussed and attainment for future goals of preparing for the upcoming grade levels, curriculum and assessment plans for the 3rd, 4th, and 5th graders. STEM and 21st Century Core Competencies and preparation for future goals of preparation for state tests in Year Two, and being accredited by the Tennessee STEM Innovation Network (Like Whitehaven Elementary) and the Advanced Ed STEM Designation (Like Oak Ridge Schools) After review, plans for continued progress and support will be discussed and any specific concerns or best practices highlighted.

The Board will conduct an annual formal evaluation of the Executive Director and Principal, and Board Assessment. At the annual retreat, they will assess the effectiveness of policies and procedures, any grievances and how they were handled, goals and plans for growth and development of Encore STEM Academy (including facilities, adding grade levels and teachers, community activities), adherence to compliance and Operational Scorecards from Shelby County Schools.

- (d) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- (e) Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- (f) Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13- 111 (o) requires annual board training, as certified by the Tennessee Charter Schools Association; documentation of this training must be provided to the chartering authority.
- (g) How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents, and/or stakeholders.
- (h) Explain plans for board member attrition.

Encore STEM Academy's Founding Board consists of members who have been in the early development of our school, from conceptual thought partners sharing ideas and examining best practices to canvassing the community to determine need and best fit, to developing the charter application. Board members have worked on many milestones through this process including community relations, marketing, charter application, and planning. The plans for increasing the capacity of the governing board include adding expertise with grant writing, fundraising, and philanthropic connections. The current founding board will transition to a governing board upon approval, within a month after the charter is authorized by Shelby County Schools.

Encore STEM Academy Board Members have participated in information meetings, training, and sessions to strategize on the school's foundation. The Assisi Foundation in Memphis, TN provides "Before You Ask" sessions, free of charge, which provide insight into governance, fundraising, and essential fundamentals for non-profit organizations.¹³⁴ The Co-Founder participated in the twelve week session, and

¹³⁴ <https://www.assisifoundation.org/community-initiatives/before-you-ask/>

the other Co-Founder has enrolled in the upcoming session of Before You Ask. Board members will be invited to participate in these sessions, as one guest is allowed to come. The session topics include: define and analyze mission, engaging and meeting community needs, business and strategic plans, engaging the board, fundraising, grant writing, ethical dilemmas, collaboration, building a continuous learning organization. There are also valuable resources disseminated such as, “What every board member should know - a guidebook for Tennessee non-profits.”

Encore STEM Academy Founding Board Members have received training and sessions on charter school compliance, Shelby County Schools operations, and community engagement beginning December 2017.

- Encore STEM Academy began engaging Founding Board Members on the concepts, goals, vision, core values, and commitment to open a Charter School to serve students in the Orange Mound community.
- Founding Board Member Peggy West attended a Shelby County Schools Charter School Submission Informational Meeting.
- All Board Members attending Envisioning Encore sessions and engaged with community stakeholders.
- Founding Board Members attended the TN Legislative Breakfast, sponsored by the Tennessee Charter School Center.
- Founding Board Member Attorney Myra Hamilton attended Charter School Management: Maintaining Compliance with District and State at Adams and Reese, LLP, sponsored by the Tennessee Charter School Center.
- Founding Board Members reviewed documents including: A Checklist for Developing A Successful TN Charter School, the TN Charter School Application, Model Charter School Performance Framework, and pertinent documents regarding legislation such as the Future Workforce Initiative, GIVE¹³⁵, STEM Strategic Plan, Computer Science Standards, Charter 101: The Basics of TN Charter Schools and Application Process, and Charting A Course for Success.
- Weekly communications regarding application status, community support, and ongoing progress.

After authorization, Encore STEM Academy Board Members will receive board training through the Tennessee Charter School Center which offers Board Smart, the governance training program. Board Smart will assist Encore STEM Academy with meeting training and certification requirements, pursuant to TN Code Annotated 49-13-111(o), which requires that all boards members participate in two hours of training and receive certification through the Tennessee Charter School Center annually. In order to achieve compliance, the Board Smart program will provide both training and certification. Each board member will complete a post-training evaluation for both of the trainings as proof of trainings for certification. Through Board Smart, the trainings are verified by the Tennessee Department Of Education, meet compliance standards, and are at a substantially lower price - 1/3 the price of independent trainings. Board on Track offers four, one-hour sessions, and our board can choose two to complete to meet training requirements. They are:

1. Board Structure: Get the Scaffolding Right
2. Finding, Recruiting, and Retaining Exceptional Board Members
3. Reactive to Strategic: Get Your Board on Track
4. Fundamentals of Trusteeship

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<https://www.tn.gov/governor/news/2019/2/5/gov--bill-lee-announces-the-governor-s-investment-in-vocational-education--give-initiative-.html>

The Tennessee Charter School Center begins the trainings in April, and upon charter approval we will enroll the Encore STEM Academy board in the Board Smart trainings.

The Encore STEM Academy Board Members are committed to being a viable and visible school governing board that takes each and every complaint raised by students, parents or guardians, and stakeholders seriously, and as an opportunity to reflect and improve school practices. No complaint is too small, no individual is insignificant, and a clear process for handling and resolving complaints will be adhered. Establishing an open, mutually respectful, and solutions oriented school environment will ensure that on the school and board level, people will feel comfortable that they are able to raise an issue and receive positive communication, feedback, and response which is in the best interest of the students' growth and development.

Parents have open access to Board Members, and this process for raising concerns is highlighted in the Founding Families Handbook (Attachment B):

- You are invited to all Board Meetings which will be held on the following dates: [ESA will Insert Dates] All meetings are open to the public. Agendas and dates are posted on the website: www.encorestemacademy.org
- In January of 2021, we will have an opportunity for a parent to join the board! If you are interested, contact Zain Noorden.
- If you have a concern and the teacher has not adequately addressed it, we ask that you share your concern with the Executive Director. Please allow 48 hours (two business days) for a response to your concern.
- If the Executive Director has not adequately addressed your concern, we ask that you share your concern with one of the Board Members. Their contact information, and specific areas of expertise are below. For general concerns that may not fit any category, please contact Board Chair, Zain Noordin. Please give them one week (five business days, excluding weekend days or holidays that may fall within the time frame) to respond.
- If the ESA Board of Director has not adequately addressed your concern, we ask that you contact Shelby County Schools Office of Charter Schools: Mr. Alexander Roberson Advisor, School Governance & Compliance, 160 South Hollywood Street, Room 138 Memphis, Tennessee 38112
901-416-4667 robersonab@scsk12.org

The Encore STEM Academy website will have pertinent information regarding board members and meeting date, time, and locations. TCA § 49-13-139 requires that each public charter school maintain a website with the following information: Current public notice of meetings of the governing board, agendas for the meetings of the governing board, policies adopted by the governing board, names and contact information of governing board members. Contact information for Encore STEM Academy's Board is available online and will be posted in a prominent position within the school office for people without internet access who need to reach them. It is also in the ESA School Handbook, Attachment B. The Board's goal is to be an accessible and visual governing body, active in school events and available to families. The dates and times of Board Meetings will be on the website and posted in school, and families will be encouraged to attend. Each board meeting will have ten minutes set aside at the end of the meeting for public commentary, which will be allotted as a maximum of two minutes for each individual who wishes to comment.

The faculty and staff of Encore STEM Academy will have an open door policy of parent communication,

with the goal of being responsive and reflective of the needs of families and students. We will have a suggestion box available, visible contact information, seven academic focused content meetings which provide proactive conversations regarding performance and growth. It is our goal that with such an open door proactive and family friendly communication style, that Encore STEM Academy students, parents, and stakeholders will not only utilize Board Meetings to discuss complaints but also to share positive feedback and suggestions for continual improvement. If a student or parent has a complaint that (s)he does not believe was properly handled by the teacher or the Principal or Executive Director on the school level, they will be referred to share the complaint with the Board. They can call or email the Board Chair and share the complaint, and expect a response depending on the severity of the complaint, within five business days. If the resolution is not satisfactorily handed by the Board, the parent may share the complaint with the Shelby County Schools Office of Charter Schools who will then discuss the issue with the school leadership and determine a resolution that works for the family and the school, and ultimately the best interest of the student.

Encore STEM Academy Board Members are volunteering their time, expertise, community influence, skills, advice, and support to advance the mission and vision of the school, increase engagement and the school’s presence in Memphis, and help advance educational opportunities for children in Memphis. They are working to provide governance, transparency, accountability, fiscal and operational responsibility to ensure that we provide the best school environment. The Board Members will be asked to serve for a minimum of three years after approval - during the Planning Year (Year 0), the First Year of Operations, and the Second Year of Operations. If a Board Member is unable to commit and perform functions of the board, we request that (s)he provide a written letter to the Chair about the reason for withdrawing membership. At that time, we will take suggestions for a Board Member to fill that open position. We will maintain an odd number of members for voting, not to exceed 13 board members.

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

According to the Tennessee Department of Education Checklist for Developing a Successful Tennessee Charter Schools, “Successfully launching a school requires significant effort, and a founding leadership team capable of developing and executing a sound academic and business operation.” We are confident that the Founding Board Members possess the necessary skillsets, ideologies, and expertise necessary to develop Encore STEM Academy as a successful charter school in Shelby County Schools.

Encore STEM Academy Founding Board Members

Name and Contact Information	Employer	School Support
Zain Noordin, Board Chair	Product Development Engineer, Medtronic	STEM, Website and Marketing
Ashiqua Jackson, Board Vice-Chair	Nursing Management	Health, 504 Plans
Kate Friedman, Board Secretary	Executive Director, Memphis Kids in Nature	Extracurricular Activities

Peggy West, Board Treasurer	Real Estate Professional, Adaro	Community Stakeholders, Buses
Myra Hamilton, Esq	Founder, Hamilton Entertainment & Employment Law, LLC	Legal, Compliance, Discipline
Phil Hamilton	Engineering Manager, Medtronic	Teachers, Staff, Human Resource
Stacy Hollingsworth	Branch Manager, BanCorp South	Fundraising, Budgets
Ruth Martinez	Apartment Leasing Manager	Hispanic Families
Chanda Robinson	Special Education Teacher, Dr. Martin Luther King, Jr. High School	Sped Population, Academics, RTI
Erick Shelley	Branch Manager, Regions Bank	Fundraising, Budgeting
Mario Walker	Architect, Self +Tucker Architects, Inc.	Facilities, Safety and Security, Cafeteria

Encore STEM Academy has posted Governance Documents as Attachment F.

2.2 Start-Up Plan

(a) Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals).

Encore STEM Academy is prepared to launch a successful school, and to work to mitigate challenges that may occur. Upon charter approval, Encore STEM Academy will continue many of the activities which we have begun pre- approval, including Envisioning Encore community sessions, board meetings, facility planning, and visiting high quality schools (proposed school visits include RePublic and Oak Ridge). Post approval, we will expand activities to be more specific to the needs of school opening, outlined below. These plans include the expertise of Founding Board Members, Co-Founders, Community Partners, and Board Governance Committees. We believe these plans will get us ready for the First Day of School! Fully staffed and enrolled and ready to go!

Encore STEM Academy Start Up Plan Abbreviations, Person(s) Responsible, and Compensation

Abbreviation	Person(s) Responsible and Compensation ¹³⁶
GB	Encore STEM Academy Governing Board (N/A)
GC1	Encore STEM Academy Governance Committee One: Academics, Special Education, and English Language Learners (N/A)

¹³⁶ If there is no compensation, N/A is listed.

GC2	Encore STEM Academy Governance Committee Two: Facilities (N/A)
GC3	Encore STEM Academy Governance Committee Three: Finance, Budgeting, Legal, and Compliance (N/A)
GC4	Encore STEM Academy Governance Committee Four: Marketing and STEM (N/A)
GC5	Encore STEM Academy Governance Committee Five: Recruitment and Community Engagement (N/A)
CF	Co-Founders * Mr. Bradley (ED) is one of the CF. His salary is listed as ED.
ED	Executive Director \$70,000
ICS	Instruction and Curriculum Specialist Year Zero \$30,000, Year One \$60,000

Encore STEM Academy Start Up Plan: Specific Tasks, Timeline, and Responsible Individuals

Specific Tasks	Timeline	Responsible Individuals
Facility: Securing the facility, ensuring it meets coding guidelines	Currently until facility firmly secured	GC2 CF
Financing: Seeking grant funding and additional partners for school finance	Currently, ongoing	CF GC3
Social Media: Website, Linked-In, Twitter	Currently, ongoing	GC4
Envisioning Encore: Continual engagement with community partners, daycares, churches, beauty shops, and businesses	May, ongoing	CF GC4
BoardSmart: Board & Governance Compliance Training	Begins in September 2019	TN Charter School Center
Recruitment: 7 Teachers	After authorization, positions to begin July 2020.	CF, ED ICS, GC5
Recruitment: Instructional and Curriculum Specialist (ICS)	After authorization, position to begin January 2020.	CF, ED GC4, GC5

Review and design academic plan, data, curriculum, STEM plans	January 2020-July 2020	ICS, ED, GC1
Creating Pertinent School Documents: safety and security plan (finalized upon securing facility), comprehensive wellness plan	May 2020	ED ICS
Recruitment and Enrolling: 120 Students	During Open Enrollment Period	ICS, ED GC4, CF, GC5
Review and finalize pertinent information re: Finance, grievance, human resources, personnel, operations	January 2020	GC3 ICS
ESA Staff In-Service Finalize staff professional development plan	June 2020	ICS ED

(b) Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

Starting a new school as with starting any new venture comes with challenges and potential setbacks. We anticipate that the MAIN challenge are facilities and funding. Additional challenges may be securing personnel, recruitment and enrollment of 120 students, board development, and increasing academic achievement while meeting the needs of diverse learners. Having experience with school start up, opening new ventures, entrepreneurship, and facing and overcoming many challenges are some of the strengths of the Founding Team. In particular: Co-Founder Menthia Bradley has worked with Memphis Business Academy Schools since Year One, and MBA has grown into six schools serving 1,550 students in grades Pre-K-12. After 14 years in the charter sector, she has worked with and overcome many challenges of school start ups - facilities, funding, hiring, recruitment, enrollment, sustainability. Co Founder Ed Bradley has been a teacher for over 20 years in Memphis City/Shelby County Schools, and has started many successful programs within schools, and for after school activities. Simultaneously, he has worked in the insurance industry, which involves self-starting, community service, and marketing and selling product.

Board Member Myra Hamilton has started her own successful award winning law practice, Hamilton Entertainment & Employment Law, LLC. Board Member Ashiqua Jackson has worked with her husband to start Hope Church in Memphis, TN working from the ground up on every aspect of formulating the church and non-profit status. Board Member Peggy West has worked in the real estate industry for Crye Leike and Adaro, having to be entrepreneurial in attaining sales goals and addressing market demand. Board Member Stacy Hollingsworth enjoyed a career as an Engineer and made the change to working in banking, experiencing much success and being promoted to Branch Manager. Board Member Ruth Martinez was denied to ability to receive college scholarships due to her DACA status, despite being top ranking in her class, and has found a career that has helped her earn a salary that she is proud of until she can afford to pay for college out of pocket. Board Member Chanda Robinson was a banker for twenty years. Never giving up on her dream to be a teacher despite her GPA of a 2.3 (2.5 was the minimum) and being told by professors that she could NEVER be a teacher, she enrolled in extra classes, earned her

120

teaching license, certification, and Masters Degree, and has been teaching students with disabilities for five years, much to her students’ delight. These 21st Century Core Competencies expressed by the Board Members, “soft skills” utilized in various industries, are useful as we collaborate to start up Encore STEM Academy. The determination, overcoming obstacles, perseverance, ability to make shifts, and ability to fulfill a vision despite setbacks--those are skills we will instill into the ESA Techies too.

Encore STEM Academy Challenges and Plans to Address

Challenge	Plans to Address	Budget
<p>Board Development Continue to develop sound, legal practices to ensure compliance, oversight, and success</p>	<p>Weekly correspondence through SCS “Charter Chatter” and the TN DOE Legislative Updates Tennessee Charter School Center provides training Before You Ask - The CF is in the cohort for this program and is able to invite GB</p>	<p>There is no cost for these programs which enhance the ESA Board.</p>
<p>Funding Ensuring that funds will adequately cover expenses</p>	<p>The ED and CF will continue to search for lucrative grant funding opportunities to support our school, including local and national sources. The GB will continue to search for an additional Board Member who can provide insight into grants and fundraising. The GB and CF will be fiscally responsible and prudent in financial decisions. The GB and CF will work with ET to continue to monitor, revisit, and strategically make financial changes as necessary.</p>	<p>ESA has conservatively budgeted for attaining funds through Walton Foundation, CSP, and BEP, detailed in Attachments E (Walton correspondence), O and P (Budget)</p>
<p>Facilities Securing the facility to house our school, with anticipated growth.</p>	<p>Bibleway House of Prayer is Option One. If that facility does not work (costs of upgrades) GC2 and GC3 will continue to canvas the Orange Mound community, churches, and other potentially usable facilities that will accommodate the school. We will concurrently explore the options mentioned in the Facility section and the lease options from SCS, highlighted in Section 2.3</p>	<p>Attachments O and P and the Facility section highlight facility considerations, contingencies, and anticipated costs. \$100,000 has been budgeted for Tenant</p>

		Improvements.
<p>Staff Recruitment Hiring 7 teachers</p>	<p>ESA will leverage existing community partners as well as advertise in these outlets at no cost: Teach 901, Latino Memphis, Chalkbeat, Teacher Fairs, Indeed.com, Google for Jobs, Glassdoor, Learn 4 Good, and City Current</p> <p>Teach for America will be utilized as a contingency.</p>	<p>Attachments O and P highlight anticipated costs of teacher recruitment of \$5,000 for advertising and \$10,000 for TFA (Y1). It includes \$2,000 for teacher fairs. Correspondence with TFA and Latino Memphis is in Attachment E.</p>
<p>Student Recruitment Enrolling 120 students</p>	<p>ESA will advertise, market, and recruit in unique ways. Sections 1.11. and 1.12 highlight a detailed plan of recruitment and family engagement events.</p> <p>The costs for advertising (\$5,000) is for teacher <i>and</i> student recruitment.</p> <p>For students, we will also send mailers</p>	<p>Attachments O and P highlight anticipated costs and \$500 for postage; most events are at no cost due to the community partnerships.</p>
<p>Increasing Academic Achievement</p>	<p>CF and GC1 will work with the ICS to review curriculum assess incoming student data points, and prepare to implement a robust academic program with fidelity.</p>	<p>The ICS will be paid \$30,000 (½ year salary) to being the academic work prior to school opening. \$5,000 has been budgeted for professional development.</p>

2.3 Facilities

- (a) Describe the school’s facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long- term facility plans. Demonstrate that the estimate included in your budget is reasonable.
- (b) Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

Encore STEM Academy recognizes the importance of securing a sound facility as one of the challenges that many charter schools face. The school facility has to be in the prime and accessible location in the Orange Mound community, provide the ample amount of space to accommodate for growth of 240 children in 2025, meet compliance for ADA, safety and security regulations, fitting into budgeting stipulations, and to be physically appealing. A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement.¹³⁷ Knowing that the facility is essential to the culture and climate, the team has begun the process of identifying a location. Based on the educational program of Encore STEM Academy, and projected enrollment of 120 children Year One, increasing to 240 children Year Four, the following facility needs would be ideal. This space would allow for our growth and expansion:

Encore STEM Academy Facility Needs, Year One through Year Four

Year One 2020-2021	Year Two 2021-2022	Year Three 2022-2023	Year Four 2023-2024 (At Capacity)
Grades K, 1, 2	Grades K, 1, 2, 3	Grades K, 1, 2, 3, 4	Grades K, 1, 2, 3, 4, 5
Enrollment 120	Enrollment 160	Enrollment 200	Enrollment 240
9 classrooms: 2 for K 2 for 1st 2 for 2nd 1 for STEM/Makerspace 1 for SPED/ELL 1 Computer Science Lab	12 classrooms: 2 for K 2 for 1st 2 for 2nd 2 for 3rd 1 for STEM/Makerspace 2 for SPED/ELL 1 Computer Science Lab	15 classrooms: 2 for 2 for 1st 2 for 2nd 2 for 3rd 2 for 4th 2 for STEM/Makerspace 2 for SPED/ELL 1 Computer Science Lab	18 classrooms: 2 for K 2 for 1st 2 for 2nd 2 for 3rd 2 for 4th 2 for 5th 2 for SPED/ELL 2 for STEM/Makerspace 2 Computer Science Labs

¹³⁷ <https://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>

Students Restrooms	Students Restrooms	Students Restrooms	Students Restrooms
Parent and Community Engagement Center	Parent and Community Engagement Center	Parent and Community Engagement Center	Parent and Community Engagement Center
1 Front Office/Welcome Area	1 Front Office/Welcome Area	1 Front Office/Welcome Area	1 Front Office/Welcome Area
2 Offices	2 Offices	2 Offices	2 Offices
1 Teacher Work Space Staff Restrooms	1 Teacher Work Space Staff Restrooms	1 Teacher Work Space Staff Restrooms	1 Teacher Work Space Staff Restrooms
1 Common Area	1 Common Area	1 Common Area	1 Common Area
Outdoor Gardening Area	Outdoor Gardening Area	Outdoor Gardening Area	Outdoor Gardening Area

Encore STEM Academy’s Ideal Space for Year One includes:

9 classrooms: 2 for K, 2 for 1st, 2 for 2nd

The Encore STEM Academy classrooms should be large enough to accommodate atleast 25 children. 550 square feet per classroom.

3, 300 square feet would be ideal.

1 classroom for STEM/Makerspace

The Encore STEM Academy STEM/Makerspace classroom is more of a lab space for the STEM class. This room provides space for creativity with tools, recycled materials and other “objects.” This place is a combination of a science lab, woodshop, computer lab, and art room.

600 square feet or more would be ideal.

1 classroom for SPED/ELL

The Encore STEM Academy SPED/ELL classroom is for testing, meetings, pull outs, RTI, and small group intervention. This classroom space does not have to be as large as the core classroom.

300 square feet would be ideal.

1 Computer Science Lab

The Encore STEM Academy Computer Science Lab is for students to complete Computer Science and Coding projects, testing and interventions, and projects. Ideally, this classroom would have enough desktop computers and outlets to serve forty students.

600 square feet would be ideal.

Students Restrooms

Encore STEM Academy Student Restrooms would fit building code requirements for serving school aged children.

300 square feet would be ideal.

Parent and Community Engagement Center

The Encore STEM Academy Parent and Community Engagement Center would provide a space for meetings, information sharing, and a space for collaboration. This room would need to be equipped with two desktop computers and a printer.

200 square feet would be ideal.

1 Front Office/Welcome Area

The Encore STEM Academy Front Office/Welcome Area provides a space to greet visitors, place their identifications into the Raptor screening technology, and attend to the main entryway. This area needs to be equipped with a desk, phone, and chairs for visitors to be seated.

300 square feet would be ideal.

2 offices: 1 for the Executive Director and 1 for the Principal

The Encore STEM Academy offices would provide 2 spaces for the school leadership to have privacy, when needed.

200 square feet each (total 400 square feet) would be ideal.

1 teacher work space with Staff Restrooms

The Encore STEM Academy Teacher work space would provide space for teachers to make copies, collaborate, and retrieve important items (in the mailboxes). Ideally, this space would be equipped with two restrooms.

400 square feet would be ideal.

1 Common Area

The Encore STEM Academy Common Area would provide space for cafeteria, auditorium, exhibitions and projects, and wellness activities, clubs, and guest speakers.

2,000 square feet would be ideal.

Outdoor Gardening Area

The Encore STEM Academy Outdoor Gardening Area would provide space for outdoor exploration, enjoyment, and planting of fruits, vegetables, and flowers.

We will utilize whatever outdoor space is available.

Year One, the total *desirable* square feet is 8,400

Year Two, 2021-2022, serving Grades K, 1, 2, 3, Enrollment 160

Add 2 additional classrooms for third grade. (550 square feet each)

Add 1 additional classroom for the SPED/ELL teacher (500 square feet)

An additional 1,600 square feet

Year Two, the total *desirable* square feet is 10,000.

Year Three, 2022-2023, Grades K, 1, 2, 3, 4, Enrollment 200

Add 2 additional classrooms for fourth grade. (550 square feet each)

An additional 1,100 square feet.

Year Three, the total *desirable* square feet is 11,100.

Year Four, 2023-2024, Grades K, 1, 2, 3, 4, 5, Enrollment 240

Add 2 additional classrooms for fifth grade. (550 square feet each, 1,100 square feet)

Add 1 additional STEM/Makerspace classroom. (600 square feet)

Add 1 additional Computer Science Lab (600 square feet)

An additional 2,300 square feet.

Year Four, the total *desirable* square feet is 13, 400.

Encore STEM Academy is fully aware that this space is contingent upon space availability of the facilities that exist, cost efficiency, and compliance with ADA. That is why we BROADLY defined the above description of a *desired* space that would be ideal, but we are aware that that type of facility in our neighborhood may be unlikely. Therefore, we would make the following accommodations:

- Priority is the Classroom Space for each grade level, adding two classes per year.
- MakerSpace can be combined with the Computer Science Lab.
- Parent/Community engagement can be held in another area such as the common area.
- Year Four we do not have to expand to another Computer Science lab and another STEM/Makerspace.
- The common area can serve multi purposes, depending on the size, including Makerspace.
- The Executive Director and Principal can share office space and utilize other available space, when needed, for meetings.

(c) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Encore STEM Academy's Co-Founders and Board Members have significant capacity and experience in facilities acquisition, management, managing build out, and renovations in both personal and commercial properties.

Board Member, Mario Walker

- Architect with 15+ years experience
- Project Manager, focus - responsible green design and mixed use development
- Project experience in managing complex teams, managing build out, managing major renovations for schools and community projects

Board Member, Peggy West

- Real Estate real estate agent with 20+ years experience from Crye Leike and Adaro
- Lease negotiation for properties
- Experience in facilities acquisition, managing build out, and renovations

Co-Founder, K. Edward Bradley

- Experience in managing renovations including financing, insurance, and contractors
- Implemented and maintained two school community gardens with Big Green at John P. Freeman and Cordova Middle Schools

Co-Founder, Menthia P. Bradley

- Managed facilities acquisition and management, managing build out and renovations, school renovations, lease negotiation, new construction, community revitalization, worked with Self+Tucker Architects,, Fleming Architects, Metro Construction.
- Managed financial negotiations for school properties, worked with Regions Bank, SunTrust Bank, Blue Hub, Hope Credit Union.
- Currently leading a New Market Tax Credit transaction, secured a total of \$10 million in credits: \$8 million in financing from Hope Community Credit Union and \$2 million from SunTrust Bank for

school renovation, purchase, and community development

- Led the implementation of school community gardens
- Jimmy Tucker of Self+Tucker Architects has provided a Letter of Support in Attachment E highlighting the multi AWARD WINNING project completed on a team including Dr. Bradley, and collaboration with the architect community.

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

Encore STEM Academy team members have canvassed the Orange Mound community and surrounding neighborhoods for viable options to house our school. Board Members Peggy West and Mario Walker have been strategically involved in the facilities process, as their expertise is in architecture and real estate. With such expertise, we are not employing brokers or real estate consultants and are, fortunately, able to conserve those costs at this time. During this process, we have identified potential options that we will explore further once the charter application is approved. The premier facility Option is Bibleway House of Prayer, 3261 Park Ave; Memphis, Tennessee 38111. This location has 18,000 square feet that formerly served as a Pre-K

and a full school. It is equipped with ADA ramps, various size bathrooms, a commercial kitchen, and a large gathering room for school meetings. The Letter of Support from Pastor Bowie is in Attachment E.

Mario Walker and Peggy West have completed a walkthrough of the Bibleway House of Prayer facility, grounds, and entire campus, including the outdoor area and parking space. Upon charter authorization, the Facilities Team plans to complete more thorough steps into securing a facility, including reviewing and comparing current options, continued canvassing of the churches in the neighborhood that might have classrooms available, lease negotiation, and solidifying an architect and construction company after a competitive bidding process.

Encore STEM Academy Facility Option One: Bibleway House of Prayer



(e) Describe the plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107. Include associated costs in budget details.

The Tennessee Department of Education Office of the State Architect, Peter Heimbach, Jr. issued a notice on 1/4/217 regarding school facility requirements, summarizing, “This is to advise that the Department of Education used to have guidelines with regard to Rules, Regulations and Minimum Standards Addressing School Construction, Expansion and Renovation in Tennessee, but did away with them in 1992. Now, all that is required is handicapped accessibility, which is law.¹³⁸ Encore STEM Academy will meet compliance with all Americans with Disabilities (ADA) requirements, all applicable city planning review procedures, and all health and safety requirements per T.C.A. § 49-13-107. If we partner with an existing facility, such as a church, we will discuss the compliance measures in place for handicap accessibility, or the necessary renovations for upgrading.

The Americans with Disabilities Act (ADA) states that new public and private business construction must be accessible to everyone. The ADA also requires that existing businesses perform “readily achievable barrier removal” to ensure that all public spaces are made accessible to people with disabilities.¹³⁹ Standards issued under the ADA Act address access to buildings, ensuring access to the built environment for people with disabilities. The ADA Standards establish design requirements for the construction and alteration of facilities subject to the law. These enforceable standards apply to places of public accommodation, commercial facilities, and state and local government facilities including schools. Examples of accessible design include: parking spaces are close to entrances, clear routes to exits in emergency situations, floor spaces and hallways are free of equipment and other barriers, alarm systems can be both seen and heard, print materials and signs are in large size font for people with low vision, raised lettering and Braille are used on signs, such as those on elevators. The following guidelines and

¹³⁸ https://www.tn.gov/content/dam/tn/statearchitect/documents/Rules_Regarding_School_Construction.pdf

¹³⁹ <https://www.tn.gov/health/cedep/environmental/healthy-places/healthy-places/health-equity/he/accessibility.html>

parameters will be utilized when ensuring compliance, under the Tennessee Department of Education Section 504 Guide and Model Policies and Procedures (page 20):

Accessibility

Facilities which are defined by Section 504 as “existing facilities” need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities. The student must be afforded an equal opportunity to enjoy the full range of services offered by Encore STEM Academy.

Facility Modifications

Encore STEM Academy can redesign equipment, reassign classes or other services to accessible buildings, assign

aides to students, deliver services at alternate accessible sites, or alter existing facilities. The school need not undertake structural changes to a building if other methods will result in compliance.

Unacceptable Accommodations

Examples given by the TNDOE Section 504 Guide and Model Policies and Procedures include:

- carry a student up stairs;
- make one particular building or part of a building accessible and place all students with mobility impairments at this location;
- have students who are disabled eat on a separate floor due to an inaccessible cafeteria; or
- deny access to certain programs because such programs are physically inaccessible by location.

Obligations for new buildings, additions, or alterations

If the start date for construction is on or after March 15, 2012, all newly constructed or altered state and local government facilities must comply with the 2010 Standards. Before that date, the 1991 Standards (without the elevator exemption), the Uniform Federal Accessibility Standards (UFAS), or the 2010 Standards may be used for such projects when the start of construction commences on or after September 15, 2010. If the construction or alteration occurred before September 15, 2010, the facilities must comply with the UFAS or 1991 Standards.¹⁴⁰

This provision covers the occasional instance where the nature of an existing facility is such that it is impractical or prohibitively expensive to renovate it in a manner that results in its being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility that is feasible.

Encore STEM Academy will comply with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures, and all health and safety requirements per T.C.A. § 49-13-107. Upon choosing The architects and construction company the primary conversation, led by our Board Members Peggy West and Mario Walker, will be concerning requirements for schools, and compliance with all applicable facility requirements.

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

The Tennessee Department of Education Office of the State Architect, Peter Heimbach, Jr. issued a notice on 1/4/217 regarding state fire marshal and health inspections, summarizing, “ The Commissioner of the Department of Commerce and Insurance is, technically, the State Fire Marshal in Tennessee who is empowered to make regulations, adopt codes and enforce them. The law delegates similar authority to local

¹⁴⁰ <https://www.ada.gov/regs2010/2010ADASTandards/2010ADASTandards.htm>

governments who have adopted the equivalent of the State Code and is capable of enforcing it and is found to be doing so...If you are inquiring about building or renovating a school facility, you should retain a licensed designer to develop and stamp your plans before the State Fire Marshal's Office reviews them. They will tell you about educational occupancy and some other educational requirements, such as windows, but nothing that says so many square feet or so many acres per student.”

Encore STEM Academy reasonably assumes that we will have facility selection, requisition, state fire marshal and health inspections, and occupation before June 1, 2020. That means, we will be IN THE BUILDING by that date! We are currently, and will continually review the options we have identified and search for alternatives. We have reached out to the Shelby County Schools and TN Charter School Center to determine the specifications for lease options of underutilized properties, detailed below. We have reached out to LIIF, Hope and the Charter School Development Corporation (CSDC) for funding information. LIIF and Hope have been phone conversations, and the correspondence for CSDC is in Attachment E. Those conversations and next steps will be more formalized after charter authorization. At that time we will begin the more formal process of securing a contractor and architect to review possible sites, who will then work with the Co-Founders and Facilities Team to determine the best fit to accommodate our budget, expansion and growth, and still within the Orange Mound community. We expect the facility decision to be finalized by August 1, 2019, providing a year for financing, all applicable inspections, and construction/renovations. In the Interim, we have several options, will have continued conversations, and continue to review possible facilities even while the charter application is under review.

- (g) Broadly describe a contingency plan, should your facility fall through.
- (h) List any properties you may have already identified as suitable to meet the school facility needs.

Encore STEM Academy will more than likely rent from an existing church facility that has adequate space. If a commercial space in Orange Mound isn't available, Encore STEM Academy has conservatively assumed that we can rent an SCS building or install modulares to provide adequate space for the school to operate. This contingency plan is built into the budget. Based on the price per square foot that other charters currently pay and the \$100K included for tenant improvements included, this would be sufficient for a comparable space. The potential difference in cost of rent in conjunction with applying the budgeted amount for building improvements towards the installation and rent of modulares makes this a feasible option. This notion has been successfully implemented in several existing Memphis charter schools and is an alternative method through which the school would execute its facility plan. Modulares, however is the last option that we would pursue due to the preexisting possibilities that exist.

Additionally, Encore STEM Academy has conservatively assumed that we can grow into a facility and pay rent on an “as utilized” basis. This notion has been successfully implemented in several existing charter schools and is the ideal method through which the school would execute our facility plan. If we cannot come to terms on a lease that operates on an “as utilized” basis, the model has conservatism built in that would allow the school to rent a facility that would fit its needs for 2-3 years and then require a move to expand the square footage available.

Encore STEM Academy has begun the process of searching for additional facilities in the Orange Mound Community, 38111 and 38114, should Option One: Bibleway House of Prayer not be a prime option. We will continue to engage community members, churches, and daycares, to search and determine an appropriate space.

In this process, we have identified the following properties that may be suitable to meet the school facility

needs.

St. Anne Catholic Church, 706 S Highland St, Memphis, TN 38111

After the University Middle School was unable to secure this location due to conflict of interest,¹⁴¹ Mr. Bradley reached out to determine more information about the location from the Real Estate Agent Stephen W. Bowie, of COR Mundi Investments, LLC. The email communication is in Attachment E.

This church has classroom building space of 42,000 square feet and the gym is 12,000 square feet. We will continue to be in conversation regarding this location, being cognizant that there may be stipulations and, being a public school, we will not have to sign a lease with a morality clause.

Nat Buring-Orange Mound Day Nursery Learning Center, 2409 Saratoga Avenue, 38114

This building has 15,000 square feet and is owned by the Orange Mound Development Corporation. Being a former day care, many of the coding requirements have been fulfilled. Executive Director Tiana Pyles has spoken to us about this property, and her Letter of Support is in Attachment E. They are ready to get this space occupied.

St. John Baptist Church 1656 Pendleton Street Memphis, TN 38114

This church has a free standing facility on its' campus. After charter authorization, we will enlist the assistance of Betty Neal, long time church member and Encore STEM Academy supporter, to introduce us to the facilities manager to review the site as a potential option. Her Letter of support is in Attachment E.

An option that Encore STEM Academy is strongly considering is to lease property from Shelby County Schools from the vacant and underutilized buildings available for charter school use document (2018-19).¹⁴² "Per TCA § 49-13-136 (c)(1), No later than October 1, in any LEA in which one (1) or more charter schools operates, the LEA shall catalog each year all underutilized and vacant properties owned or operated by the LEA and all underutilized and vacant properties within any educational facility owned or operated by the LEA. The LEA shall submit a comprehensive listing of all such properties to the department of education and the comptroller of the treasury. The department shall make an LEA's list available to any charter school operating in the LEA or to any sponsor seeking to establish a public charter school in the LEA." If we were allowed to lease property for Melrose High, East High, or Magnolia Elementary, we believe the partnership would be beneficial to all parties.

Encore STEM Academy Facility Lease Options from Shelby County School

School Location	Classrooms Available	Rationale
Melrose High School 2870 Deadrick 38114	19	Melrose High School would be the #1 option because well...it is Melrose! It is the heart of the community, and it is where the Co-Founder graduated from in 1989. They have 19 classrooms available, which is ample space, but we are aware that they may

¹⁴¹

https://www.bizjournals.com/memphis/news/2019/03/18/morality-clause-stops-u-of-ms-middle-school-from.html?utm_source=newsletter&utm_medium=email&utm_campaign=cb_bureau_tn

¹⁴² https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/vacant_underutilized_SCS.pdf

		be filled due to recent rezoning. ¹⁴³ Programatically, if Encore STEM Academy could be housed at Melrose, we would be able to share resources (many of our community partners work with high school students) which could provide high schoolers with increased STEM access. Those were some request made in the rezoning plans - to increase academic options for the students there. This is a great historic and monumental neighborhood option.
East High School 3206 Poplar 38111	35	East High School would be the #2 option because it is not as close to the community, however we have budgeted for transportation. It would be a viable option because they have 35 classrooms available, they are an amazing STEM school, and our students could potentially have access to high school mentors and STEM support. It could increase the STEM feeder pattern that currently lacks an elementary option within a reasonable proximity. The school is absolutely beautiful and would show students a great option.
Magnolia Elementary 2061 Livewell Cir. 38114	11	Magnolia Elementary would be the #3 option because they have 11 classrooms, and they are an elementary school, like us. It is still a great option, however, because we share STEM access. This partnership would not be a competition, but a collaboration.

¹⁴³

2.4 Personnel/Human Capital

(a) Describe the school's proposed leadership structure. Include a copy of the school's organizational chart at Year 1 and at full capacity and highlight the areas of this structure that relate directly to the school's vision and mission as **Attachment G**. The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school.

Encore STEM Academy's Organizational chart is in Attachment G.

Years One and Two indicate that the TN Department of Education provides ultimate authority, then Shelby County Schools (both the Board and the Office of Charter Schools), then the ESA Board of Directors. The Parent Advisory Board is a subsidiary of the Board of Directors, while a parent will become a member of the ESA Board of Directors in January of 2021. The Executive Director (ED) answers to the Board of Directors. The Instructional and Curriculum Specialist (ICS) reports to the ED. All of the teachers report to the ICS, however the STEM teacher reports to both the ED and ICS. The Co-Founder reports to the ED and ESA Board of Directors. Teachers report to her IF the ICS needs support with TEM evaluations. The Administrative Assistant reports to the Teachers.

Years Three, Four, and Five, additional teachers are added who continue to report to the ICS. There is an additional position - teacher assistant, who reports to the teachers.

(b) If identified, describe the capacity of school leadership in terms of skills, experience, and available time to identify and respond to the needs of the staff and students. Provide resumes for school leadership and previous student achievement data for the individuals responsible for academic programming (if available) as **Attachment H**.

Encore STEM Academy's School Leadership Team is composed of the Executive Director (ED) and the Instructional and Curriculum Specialist (ICS, not yet hired). The ED, Mr. Bradley, is also the Co-Founder of ESA. Dr. Bradley, the other Co-Founder, will provide school support, *but is not in a compensated role for ESA*. The ED has 20+ years experience in the SCS public schools as a teacher, more recently focused on STEM. This experience includes implementing Robotics and Coding courses and activities, gathering partners for children to increase access to STEM professionals and careers, creating parent and community STEM nights, and implementing gardens. In addition to the STEM work, Mr. Bradley has performed administrative duties, working with parents whose child has a behavioral infraction, and determining best next steps and worked on grade level teams to infuse literacy into all classes to close the achievement gap. Letters of References from former parents and teachers are in Attachment E. Dr. Bradley has worked for 15 years in charter schools in Tennessee in school start up, administration procuring state grants, facility acquisition and renovation, and human resources. The more thorough list of skills and experiences for the Co-Founders and a job description for the ICS is in Attachment H. The particular duties and time available are below:

Encore STEM Academy Leadership Team

ESA Team Member Role and Compensation	Duties (not a comprehensive list, but overall categories)	Available Time
Mr. Bradley Executive Director (ED) \$70,000	<u>STEM and OPERATIONS</u> STEM, Computer Science, Coding, STEM Teacher Development, Operations, Safety and Security, RCA (Student Behavior), Transportation Manager, Family Engagement, Comprehensive Wellness, Budgeting, Exhibitions, SCS and TN DOE compliance	Full time at ESA, beginning Year 0
<i>Not yet hired</i> Instruction and Curriculum Specialist Year 0 \$30,000 Year 1 \$60,000	<u>ACADEMIC</u> Curriculum, Content, Scheduling, Data management and Analysis, Testing, RTI, Compliance, State Assessments, Core Content Teacher Development	Half time at ESA, beginning Year 0, availability <i>may</i> be primarily evenings and weekends Full time at ESA Year 1
Dr. Bradley School Support NO compensation	<u>EXTRACURRICULAR</u> STEM evaluation, if needed Planning and Coordinating, Community Engagement, STEM Partnerships, and School Activities	25% of time at ESA, Year 0 and beyond, primarily evenings and weekends

(c) Give a thorough description of the process for hiring the school administrator. Explain how the school leader will be supported, developed, and explain the state-approved evaluation model used for the school administrator, pursuant to State Board Policy 5.201.

The ICS plays a key role in managing the academic outcomes to close the achievement gaps, and facilitate proficiency and advanced on state assessments. The search for this person has already begun, as we have been sharing our mission and vision to people in our professional communities. The process of hiring will begin after charter authorization with advertising in media outlets, requesting referrals from educational colleagues, and then accepting applications via email (encorestem@gmail.com) or on the website (www.encorestemacademy.org). Advertising will take place at Latino Memphis, LinkedIn, Twitter, Facebook, Chalkbeat, indeed.com, Commercial Appeal Online, and Teach 901. The interview process will take place after five applications have been received. Interviews will be held at a location in Orange Mound, either the Cherokee Library or Orange Mound Community Center (We have held Envisioning Encore events at both locations; they have a private room available.) The interview panel will consist of a charter school leader, elementary academic leader, ED. and select Board members. The conversation will center around educational philosophy, student achievement, adult management, growth mindset, working with SWD, EL, and other subgroups, areas of strength and areas to develop, understanding of the 21st Century Core Competencies, professionalism, most effective curriculum and why, work experience, and personal scheduling (willingness to work ½ schedule Year 0). (S)he will be asked to analyze data sets and

create a plan for success for an individual, classroom, and school set of data. We will ask for a recommendation from a former student and/or parent who can attest to the work ethic.

Once the School leader (ICS) is chosen, (s)he will have the premier task of vetting the curriculum, scope and sequence, understanding TN State Standards, reviewing assessments and related materials, and preparing for teacher interviews, professional development, and analyzing incoming student data. The ICS will be supported and developed through attending professional sessions around intended curriculum, working collaboratively with the ED to ensure mission alignment. The ICS may choose leadership sessions around teacher development and growth, leading learners, and another topic (s)he chooses. The Pre-opening budget assumes \$5,000 for professional development which the Board can approve how those funds are distributed among staff members.

Continued growth and development is important for all educators. Pursuant to Board Policy 5.201, administrators must be subject to state evaluation. With the ICS, who may or may not have an administrators license, she may be evaluated using the TEM model. If she has an administrators license, we will leverage our Board Member Chanda Robinson to discuss the Achievement School District Leadership Framework Model.¹⁴⁴ When the ICS is hired, we will discuss various models to determine the best for her credentials, job duties, and goals that we want to achieve. (S)he will have input into that decision.

(d) Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers. Explain other key selection criteria and any special considerations relevant to your school design.

Encore STEM Academy will begin actively recruiting for all positions after charter authorization. It is our expectation that all key staff are hired before July 1, 2020. The job descriptions that we post for the ICS will also include that we are hiring for “all positions,” with brief descriptions of each position available, teacher, administrative assistant, and STEM teacher.

Teacher - licensed teacher with knowledge of the 21st Century Core Competencies, “content specialist” in ELA, Math, Science, or Social Studies, (if not licensed, on a path to licensure), fluency in Spanish a plus, and comfortable with a “new school.” At the interview, (s)he will also be asked to analyze individual and class level set of data.

Administrative Assistant - great customer service skills, multi tasker, ability to manage a front office and potentially difficult situations, fluency in Spanish a plus, experience in school settings preferred but not mandatory. At the interview, (s)he will be presented a situation and determine how to handle it (example - the phone is ringing when the fire drill goes off and a Techie is in the office crying.)

The strategy is that we will have the ICS available to assist with interviews and help to choose the team. Our recruitment will include at universities, job fairs, and in personal networks. While there is a budget assumption Year 0 for \$5,000.00 for teacher recruitment, it is our hope to eliminate the majority of that cost and utilize those funds for student use Year 1 (increased technology, curriculum, etc.).

(e) Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

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https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/5.201_Teacher_Principal_Evaluation_Policy_7-28-17.pdf

Encore STEM Academy teachers are valued and valuable. Our Core Value of Outstanding School Culture emphasizes that students *and* teachers are important and validate their unique contributions to the school community. ESA teachers will be given leadership opportunities, as content leaders, to lead PD sessions, attend professional sessions, Year 1 budgeted \$5,075 for professional development which will be used for all staff members to engage in meaningful opportunities, which they will have significant input on to decide. We have and Just as students are rewarded for expected behaviors, so will teachers be. We have created time in our Orientation calendar for staff to provide input on significant school operations, content, curriculum, and school events. Teaching staff will be evaluated by the ICS on their implementation, achievement results, and growth. At the beginning of the school year, staff will be asked to provide goals and will have quarterly check ins on progress. Excellence is celebrated weekly at every staff meetings, and every morning at Tech Talks. Teachers will have input to share at the Orientation to determine what they view as celebrations.

(f) Indicate the state-approved evaluation model used for teachers, pursuant to State Board Policy 5.201.

Encore STEM Academy teachers will be evaluated through the TEM (Teacher Effectiveness Model) TEM¹⁴⁵ is the teacher evaluation system implemented in Shelby County Schools to ensure that all educators receive honest feedback about their practice to enable continuous improvement in their practice and ultimately high quality instruction for our students. Through TEM, teachers are given feedback and opportunities to discuss and reflect collaboratively with the leader. Dr. Bradley, the Co-Founder, is certified in TEM. The certification confirmation is in Attachment H. Through TEM, educators are evaluated on the following criteria:

Measure 1- Student Growth

The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students' academic progress. TVAAS measures student growth from one year to the next. The general expectation for TVAAS is that a year's worth of instruction should result in a year's worth of student growth.

Year One, ESA does not have any tested subjects. Teachers without individual-level TVAAS data – teachers in non-tested subjects – will use the 1-year school-wide* TVAAS composite data as their Student Growth score. Those non-tested teachers who are not closely aligned to a test content area will be able to choose which composite they wish to select (e.g., Overall, Literacy, or Numeracy). *Overall school-wide composite is comprised of all Literacy, Numeracy, Science and Social Studies from all assessments. Literacy school-wide composite is comprised of all Literacy scores from all assessments given at the school. Numeracy school-wide composite is comprised from Numeracy data from all assessments.

Measure 2 - Student Achievement

The Student Achievement measures makes up 15% of a teacher's overall TEM Score. Student Achievement outcomes are based on a state-provided menu of options for each educator group. The selections available for each educator group will be pre-populated on the Achievement Selection form.

Measure 3 - Observation of Practice

¹⁴⁵ https://www.nctq.org/dmsView/16-17_TEM_Manual_Final

Research shows that classroom observations are a valid predictor of teacher effectiveness. Your performance in the classroom will be measured on the TEM Observation of Practice Rubric, with observers looking for hallmarks of effective teaching expected in every classroom, regardless of subject area or grade level taught. All certified administrators and peer observers are expected to complete all observations by the date established by the district office. This will be communicated throughout the course of the year

Measure 4 - Student Perception Survey

Research shows that student surveys are a reliable indicator of teacher effectiveness. Our ELL/SPED teacher will not have student perception survey data as a part of their evaluation. Some teachers will receive a Student Perception Survey score. For teachers with complete and valid results, the composite score that administration will be used to determine the Student Perception Survey score and calculated in the Final TEM Composite score. For teachers with missing, incomplete, and/or invalid results, the 5% Student Perception Survey weighting will be added to the Observation of Practice weighting.

Measure 5 - Professionalism

The Professionalism component is designed to capture a teacher's efforts to enhance their practice through professional learning and growth, use of data, school and community involvement, and leadership. Professionalism ratings provide teachers the opportunity to reflect upon and ultimately further their own professional development while also receiving recognition for supporting their school community. Evidence for this is measure collected over the course of the year. Teachers and school administrators will collect and document evidence of a teachers' professionalism throughout the course of the school year. Teachers and administrators will then review the evidence and determine a final score during the TOPPS Conference at the end of the school year.

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

Encore STEM Academy intends to handle unsatisfactory leadership or teacher performance on a case-by-case basis, depending on the severity, situation, people involved, and surrounding factors. Performance will be reviewed through TEM evaluations, classroom walkthroughs, professionalism, paperwork and attention to details, student or parent relationships. Prior to implementing disciplinary measures, teachers will be supported to correct the action through meetings, reflections, professional development (including videos, webinars, or outside meetings) on the area that needs reflection. If academically related for core content teachers, the ICS will provide direct intervention and feedback. There will be investment into this person to encourage growth. The professional plan will provide opportunity for a solidified and agreed upon way to improve behavior that may not be intentionally harmful (like not implementing curriculum properly or assistance with data management). If the violation is professional misconduct, the ED will meet with the teacher to determine the details of the situation. Improvement plans will be implemented, and chronic poor performance may result in suspension, immediate termination, or end of employment contract at the end of the school year. If it is a situation of gross misconduct, the Board of Directors will be made aware of the situation and the teacher may appeal if (s)he is suspended or not in favor of the ED's decision.

The ICS will report to the ED who will address any concerns with performance. The same process will be followed when working with teachers: assess the situation, determine next best steps and implement a plan

for success. If it is a situation of gross misconduct, the Board of Directors will be made aware of the situation and the ICS may appeal if (s)he is suspended or not in favor of the ED's decision. The following information in the Personnel Manual, Attachment I, discusses the process for handling unsatisfactory performance:

Employee Discipline

ESA expects employees to comply with its policies and standards of behavior and performance. Noncompliance with policies and standards of behavior or performance, including poor performance, may result in disciplinary action, including, but not limited to: formal documented meeting, verbal warnings, written warnings, suspension, and termination. The need for discipline and the type of discipline will be determined by ESA. The Executive Director will address disciplinary matters promptly and consistently, with proper documentation and take all the known facts into consideration. The need for discipline and the type of discipline will be determined by the outcome of the supervisor's investigation. A person who is discharged for cause may be discharged immediately.

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

Encore STEM Academy will hire employees on the following procedures:

Conduct a job search. Review applications for potential interviews. Communicate within 5 days of receipt of the application whether or not an interview will be granted. If it will, schedule the interview. After the interview, inform the candidate within five days.

Encore STEM Academy will dismiss employees on the following procedures:

After a violation of school policies and procedures, gross misconduct, or any action that warrants a dismissal the employee will be called into a meeting to discuss the violation. At that time, if the decision has been made to dismiss (if the action was so severe and the employee has nothing to say), then they will be given a form with information about their work detail and cause for dismissal. This information is in the Employee Manual, Attachment I.

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Year End Procedures

At the end of employment or at the end of each school year, ESA employees will be provided with a check-out process which include organization of classroom/workspace, return of supplies, curriculum materials, keys, laptops, etc. The check-out process must be properly completed before the employee will receive the final check/direct deposit for that academic or fiscal year.

On the application for employment, there is a notification that Encore STEM Academy will conduct employee background checks on every employee. This may deter a person who has a known reason not to apply for employment with children. \$447 is budgeted for Background checks, \$40 per staff member. If

the Background check uncovers a crime that prevents working in a school system, that person will not be able to work at Encore STEM Academy.

This information is given to employees prior to their background check:

Criminal History Record Checks

under the National Child Protection Act of 1993, as amended

Pursuant to the National Child Protection Act of 1993, as amended, this form must be completed and signed by every current or prospective employee, volunteer and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize Encore STEM Academy to submit a set of fingerprints through the TBI vendor and this form to the Tennessee Bureau of Investigation (TBI), for the purpose of accessing and reviewing Tennessee and national criminal history that may pertain to me directly from the FBI, pursuant to 28 CFR, Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any national criminal history record that may pertain to me to the Qualified Entity with which I am or am seeking to be employed or to serve as a volunteer, pursuant to the National Child Protection Act of 1993, as amended.

I understand that, until the criminal history background check is completed, you may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, you will provide me with a copy of the criminal history background report, if any, you receive on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a prompt determination as to the validity of my challenge before you make a final decision about my status as an employee, volunteer, contractor, or subcontractor. A national criminal history background check on me is being requested.

There is now a new law requiring fingerprinting every 5 years:

§49-5-413(a), requires, in part, each local board of education and child care program to have teachers and all other employees with proximity to children be fingerprinted and submit to state and federal background checks prior to employment, and at least every five years thereafter. This means that if you have been employed with your school for 5 years or more you will need to submit to a background check and fingerprinting again.

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

Encore STEM Academy's average salary is \$47,000 for teachers. Salaries for both certificated and support staff members are based on existing trends in similar Memphis charter elementary schools. Leadership roles, such as the Executive Director (\$70,000), as well as the Instruction and Curriculum Specialist (\$60,000), are aligned to market rates for those roles. An Administrative Assistant will start in Year 1 to support the Executive Director and Instruction and Curriculum Specialist. The salary for this position is \$25,000.00. For the largest staffing category, teachers, which includes general education teachers, SPED/ELL teachers and a STEM teacher, Encore STEM Academy has budgeted a starting salary of \$47,000 for all teaching positions. Teachers in the subsequent years will begin with the same starting salary plus a 1.5% increase.

Subject to their previous experience and credentials, we may be able to offer a salary less than \$47K, while

other more experienced teachers may be offered a salary above \$47K. A 1.5% increase has been applied to all future year salaries as a cost of living adjustment. This increase is not a guaranteed compensation increase, but rather a hedge against rising costs and inflation in the industry. In addition to planning conservatively, Encore STEM Academy wants to ensure that the school has adequately planned for possible increases in general.

Employer Benefits and Liabilities

Encore STEM Academy 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 3.5% of all wages. Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1.8% of total compensation. For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System (TCRS), Encore STEM Academy has conservatively assumed a 10.46% employer contribution for all staff, though depending on certified or classified status, as well as prior participation in TCRS before July 1, 2014, the employer contribution may vary by individual. Medical, dental, and vision insurance employer contributions have been approximated at \$4,800 per full time equivalent (FTE).

Encore STEM Academy plans to use the same insurance plans as SCS, but it will continue to research 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 \$4,800 per FTE represented the proposed financial capacity of the school to contribute towards insurance costs. Given the number of drivers that will go into the final cost, Encore STEM Academy has conservatively prepared to incur these costs for all FTEs. Each subsequent year, a 4% year-over-year increase has been assumed to reflect potential health insurance cost increases that may be realized in future years.

Resources permitting, Encore STEM Academy will evaluate opportunities to increase compensation, along with its benefits package, to remain competitive. The Board will evaluate costs, criteria, and bonus ranges to determine which can be altered so to provide financial incentives to teachers who have performed well in student achievement and overall being an asset to the Encore STEM Academy team.

Faber (2012) reviewed ways to mostly retain good teachers; many facets not requiring financial compensation (although it would be beneficial to provide such bonuses and we will review the budget to see feasibility).¹⁴⁶ Retaining good teachers is mostly due to a school culture which fosters their sense of ownership, including:

leadership and growth opportunities for teachers, cultivate collaboration in schools, seek teacher feedback when creating schedules. Solicit teacher feedback and use it in decision making. For curricular decisions, changes and plans, seek feedback from teachers. Plan for a better work/life balance. Plan activities that support wellness, streamlining cumbersome paperwork processes, and providing as much clerical support as possible.

ESA has budgeted for Wellness and have plans to receive teacher feedback for curriculum, extracurricular activities, schedules, behavior management, and other operational and shared responsibilities. It is our hope that we will be able to retain 100% of the staff that we hire Y1. The suggestions for teacher retention

¹⁴⁶ <http://schoolsofthought.blogs.cnn.com/2012/06/19/my-view-six-ways-to-retain-great-teachers/>

will be implemented; teachers will have input and ability to provide feedback at Teacher Orientation.

(j) Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

Encore STEM Academy will maintain a professional, supportive, and collegial relationship with employees. While we are an “at-will” employer, we do not foresee ending a contract without just cause such as incessant tardies and absences, lack of professionalism, gross misconduct, or blatant violations of school procedures and policies. Just as we implement proactive and restorative practice with students, that practice should begin with adults - weighing each situation carefully, gathering the facts, and coming to a best solution for the school. If it is dissolution of contract, then as an at-will employer ESA has that flexibility and the employee also has the flexibility to leave their employment position. The following statement is in the Employee Manual and Personnel Policies, Attachment I: AT WILL EMPLOYMENT
All employees at ESA are employees at-will. Upon termination or departure, an employee is expected to do the following:

1. Return all properties of ESA (i.e. credit cards, computers, laptops, keys, manuals, software, or any other school-related property in employee's possession).
2. Settle all accounting of any cash funds in the employee's possession.
3. Provide payment of any outstanding bill.

Failure to return the property of ESA will result in charges or delay of the employee’s final payroll check.

ESA will use employment contracts, which are issued annually. Employee contracts are a binding agreement used for employment agreement, duties, extent of services, compensation, leave days, and term. The contracts are to protect the school in case of gross misconduct, esp in the service of working with children. While we do have contracts, ESA maintains the right to annul the contract and suspend or dismiss the Employee for incompetence, insubordination, neglect of duty, inefficiency, conduct unbecoming a member of the teaching profession, the violation of any law or ordinance, failure to carry out the lawful provisions of their contract unless prevented by just cause, causing or creating any condition which might endanger the health of any pupil, associate teacher, or employee of the Board, or impede in the orderly conduct, operation or administration of the educational systems under the jurisdiction of the Board, or any other good and just cause.

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

ESA’s Employee Manual is provided as Attachment I.

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

Encore STEM Academy Staff	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director (ED)	1	1	1	1	1	1
Instruction and Curriculum Specialist (ICS)	.5	1	1	1	1	1
Kindergarten Teacher	0	2	2	2	2	2
1st Grade Teacher	0	2	2	2	2	2
2nd Grade Teacher	0	2	2	2	2	2
3rd Grade Teacher	0	0	2	2	2	2
4th Grade Teacher	0	0	0	2	2	2
5th Grade Teacher	0	0	0	0	2	2
SPED/ELL Teacher	0	1	2	2	2	2
STEM Teacher	0	1	1	1	1	1
Teaching Assistant	0	0	0	1	1	1
Administration Assistant	0	1	1	1	1	1
TOTAL STAFF	1.5	11	14	17	19	19

2.4 Professional Development

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

Professional Development will be the responsibility of the Executive Director, Principals, and Community Supporters.

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

- (d) Provide a schedule and overview of professional development that will take place prior to the school's opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or challenging aspects of the chosen curriculum.
- (e) Describe the plan to cultivate future leadership capacity.
- (f) Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.
- (g) Explain how the school will provide orientation to teachers that are hired mid-year.

Teachers at Encore STEM Academy will have 13 days of professional development, which is an additional five days prior to the school year beginning. The PD days will be scheduled according to SCS, so that there is no scheduling mishaps for teachers who have children. Additional PD will be held during weekly staff meetings, which will be content, student, and data driven focused on student achievement. This will facilitate collaborative planning.

The ICS will have primary responsibility for the academic portions (non-STEM) of the scheduling. Topics include data analysis and management, curriculum deep dive, unpacking the standards, pedagogy, content specialists, academic achievement and growth, grade level specifics, and attaining goals.

The ED will focus on Core Values, School vision, mission, RCA (behavioral), and Mission and the Historical Orange Mound context, 21st Century Core Competencies, Computer Science, Coding, and STEM. Teachers will participate in STEM activities.

Board Member Chanda Robinson will focus on RTI, differentiation, SWD, and IEPs.

Teachers will have input in scheduling, curriculum, and assessments.

The ED and the ICs will leverage the teachers' strengths to include them in leadership opportunities such as PD, content leadership, and mentoring newer teachers.

The PD plan will be more finalized and structured once the ICS is hired and we receive student data and review content.

2.5 Insurance

Charter schools must have appropriate insurance coverage. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements. As **Attachment J**, please provide the following:

- (a) A list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), surety bonds pursuant to Tenn. Code Ann. §49-13-111 (n) and sexual abuse; and

Encore STEM Academy has an insurance contract letter with Douglass and Greer, Inc. in Attachment J. They estimate the total annual insurance expense to be no more than \$18,000 per year. The coverages that would be provided are:

General Liability - \$2,000,000 aggregate limit / \$1,000,000 occurrence limit

Covers bodily injury and property damage to others when you are legally liable.

Umbrella Coverage - \$5,000,000 (This provides an additional \$5,000,000 coverage limit above the Auto Liability, Professional Liability, General Liability, Sexual Abuse/Molestation Liability and Employers Liability.) This is additional liability coverage, that acts as an umbrella over the other liability coverages you would carry.

Professional Liability (which includes Directors & Officers Liability, Employment Practices Liability) - \$1,000,000

Limit Protects not only teachers, but also school board members, administrators, volunteers, student teachers and various other members of the educational staff. In a standard policy, the definition of “Wrongful Act” includes coverage for an actual or alleged breach of duty, neglect, misleading statement and other errors or omissions of an insured educator in their capacity or scope of employment on behalf of the educational institution. Also includes coverage for EPL claims, which tend to be the most frequent cause of loss. Typical allegations found in claims include: Failure to educate, Failure to supervise a classroom, Employment-related lawsuits claiming sexual harassment, wrongful termination or discrimination, Misstatements, misleading statements, breaches of duty, neglect, errors or omissions made by a paid or volunteer board member who assists the school in making critical decisions about operations and economic survival.

School contents (property) coverage - Replacement Cost Coverage – Coverage for theft, fire, wind losses to property.

Employers Liability/Workers Compensation coverage - \$1,000,000 limit-

Workers compensation pays for medical costs and lost wages (up to 66% in TN) for a workplace injury. The Employers Liability pays compensation costs and legal fees if an employee or ex-employee sues for illness or injury caused by their work.

Sexual Abuse/Molestation coverage - \$1,000,000 limit

Legal fees associated with alleged or real claims sexual misconduct claims filed that are filed by an employee (see employment practices liability insurance). Compensation that may be awarded to a claimant who files sexual misconduct. Fees associated with controlling and repairing a company's reputation after a sexual misconduct claim has been filed - whether alleged or real. Negligent hiring. Training. Failure to report employees who commit acts that are considered sexual misconduct or molestation

Automobile Liability - \$1,000,000 limit for any hired and non-owned autos.

Hired automobile refers to rented vehicles or vendor transportation. Non-owned automobile refers to a vehicle that is not owned or registered to the school or business, such as an employee’s car used for business-related travel. If the school actually purchases and owns any vehicles or buses, we would provide \$1,000,000 Owned Auto Liability coverage.

Surety bonds pursuant to TN Code Annotated §49-13-111(n) -

A Surety bond to be provided for 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.

The insurance provider will notify the Department of Education within ten (10) days of the cancellation of any insurance it carries on the Charter School, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

(b) A letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that

the insurance provider will notify the department of education 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).

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

Douglass and Greer, Inc. will notify the Department of Education 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). The letter is in Attachment J.

2.6 Transportation

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

Encore STEM Academy will transport students to and from school daily with a school bus. The bus holds fifty children and we have reviewed transportation options that families will likely utilize:

- Harmony Transportation School Bus
- Parent/Guardian Drive
- Parent/Guardian access public transportation through the MATA bus system

The options are described below:

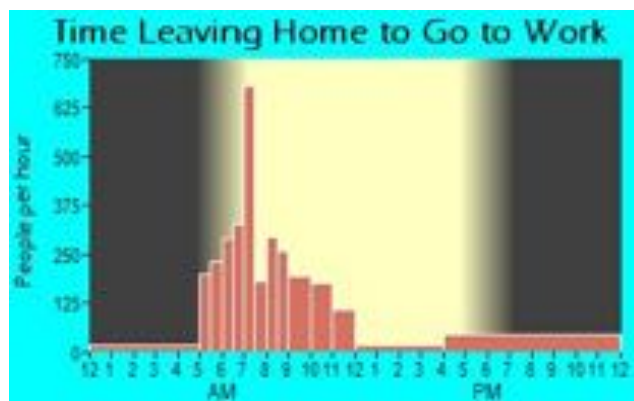
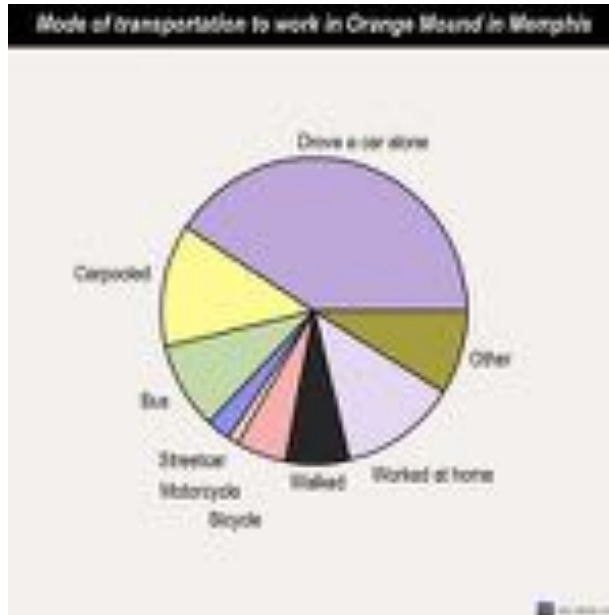
Harmony Transportation School Bus

Encore STEM Academy will utilize Harmony Transportation to transport fifty students to and from school daily in Year One. In Year Two, we will add an additional bus to transport 100 students. We chose this company because of all the charter bus listings on the Shelby County Schools Risk Management Site, Harmony is the only operator located in Orange Mound - 2601 Frisco Avenue Memphis, TN 38114.¹⁴⁷ We have contacted Harmony Transportation to discuss our school option, and they provided details of their operations, in Attachment E. This information includes field trip request form, insurance coverage through National Indemnity Company of the South, Federal Motor Carrier Safety Administration Acceptance Report, Contact Information for all Representatives, Drivers Compliance Report, Safer Web Company Snapshot, Bus Inspection History, Tennessee Department of Safety and Homeland Security Bus Inspection Reports. Details of transportation costs are in Attachment O and P.

Parent/Guardian Drive

We have researched the transportation mode that most Orange Mound citizens utilize to get to work and have found that approximately 75% either drive, carpool, or ride public transportation to work. The majority of those employed leave home approximately 7:00 AM to arrive at work and travel approximately 35 minutes to arrive at their place of employment. It is our hope and summation from the data that parents and guardians of children who do not ride the bus will be able to bring their children to school on the way to their employment. Having working with elementary aged children, we do recognize that many parents prefer to drop off younger children to school and pick them up, if they are able to. We will have a well organized, safe, and efficient carpool line to ensure safe, timely, and cheerful transition from the car to the school with a happy exciting staff member available to open doors, disseminate parent information, and wish parents and guardians a great day. The lane will have specific lanes for in and out traffic, color coded and numbered ID cards, walkie talkies for outdoor staff to inform indoor staff which number/child is ready, and umbrellas available. The following charts indicate the mode of transportation to work in Orange Mound, time leaving home to go to work in Orange Mound, and travel time from Orange Mound to work.

¹⁴⁷ <http://www.scsk12.org/riskmanagement/buses?id=>



Parent/Guardian access public transportation through the MATA bus system

Another viable option is public transportation through the MATA bus, the Memphis Area Transportation Authority. According to MATA, there are 90 bus stops in Orange Mound and bus riders in the neighborhood make up 2.3 percent of the average weekly ridership in the city. Each week, approximately 2,970 people take the bus from Orange Mound and 2,800 trips are taken to Orange Mound. The most commonly used hub is at Park and Airways and the highest number of people are riding at 7:30 a.m. and

4:30 p.m.¹⁴⁸ There is a MATA stop in front of the proposed facility location, Option One, Bibleway House of Prayer, at Park and Greer. The bus stops on Park are shown below:



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

Encore STEM Academy will also utilize Harmony Transportation to transport students to any extracurricular or after school activities and field trips. This transportation option would work well because their drivers will already be familiar with students who ride the school bus in the mornings, the proximity would decrease travel time for the company (increasing time children can be off-site engaged in activities), increase community buy in for our school, and increase our support of local businesses. The costs are: There is a minimum of 2 hours at \$150 and \$50 each hour after. The day rate is a flat rate of \$750 at 8 hours and \$50 each hour after (in town only). Out of town rate 1-8 hours \$750 (within a 3hr radius).

If applicable, outline your proposed transportation plan as follows:

- Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof) and who on the school staff will provide this daily oversight;
- Describe how the school will transport students with special transportation needs and how that will impact your budget; and
- Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.
- Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116

Encore STEM Academy will contract out for transportation to provide a school bus for 50 students (1 bus) Year One and 100 students (2 buses) Year Two. Daily transportation oversight will be provided by the Executive Director. Harmony Transportation is the proposed transportation provider, and Attachment E contains their documents that detail compliance with state and federal laws and regulations related to transportation services. Budgeting is included in Attachment O.

According to 504 requirements, If a school provides transportation to all its students within a certain

¹⁴⁸ <http://www.highgroundnews.com/features/TransportationInOrangeMound.aspx>

geographic area, it may not discriminate in its provision of transportation to students with disabilities or impairments. The length of the bus rides for students with disabilities should not be longer than that of non-disabled students. Harmony does provide transportation for students with special transportation needs. If a student requires that service, ESA will provide it, and make appropriate budget adjustments, noting that we do have a contingency in the budget. Encore STEM Academy supporter Sandra Kimmons is a School Nurse for Shelby County Schools who rides on the bus with students who have special transportation needs due to health concerns. She drives her automobile to the students' home, leaves it there, rides the bus to school with the child, and her primary concern is ensuring all of her health and safety needs are met. At the end of the school day, she rides the bus home with the child, retrieves her vehicle, and goes home. If Encore STEM Academy enrolls a child with specialized transportation needs, we will accommodate that child to ensure that (s)he has his/her physical and health needs met.

Encore STEM Academy will comply with Tennessee Code Annotated § 49-6-2116 that defines transportation policy relative to the safe transport of students, as detailed below:

(a) Each local board of education (LEA) and charter school, and charter management organization as applicable, that provides or contracts for transportation services shall appoint a transportation supervisor responsible for the monitoring and oversight of transportation services for the district or school.

- The Executive Director of Encore STEM Academy will serve as the transportation supervisor.

(b) Each transportation supervisor shall complete a student transportation management training program developed jointly by the departments of safety and education upon being appointed and, thereafter, shall complete a minimum of four (4) hours of annual training approved by those departments; provided, that the annual training shall not be required in the same year the management training program is completed.

- The Executive Director will complete the training program after charter authorization and after the training meeting date has been established.

(c) By February 15, 2018, each LEA and charter school, and charter management organization as applicable, shall submit to the department of education the name of the transportation supervisor. By August 15 of each school year thereafter, each LEA and charter school, and charter management organization as applicable, shall submit to the department the name of the transportation supervisor and verification that the transportation supervisor has completed the training required under subsection (b). The department must be promptly notified of any change in transportation supervisor that occurs during the school year.

- The Executive Director is Kim Edward Bradley, and his name will be submitted to Shelby County Schools and the Tennessee Department of Education prior to August 15, 2020.

(d) Every LEA and charter school governing body shall adopt a transportation policy relative to the safe transport of students. This policy shall include:

(1) A procedure for students, parents, teachers and staff, and the community to report school bus safety complaints;

(2) A procedure for the transportation supervisor to investigate any complaint of a safety violation or concern, such that:

(A) The investigation is commenced within twenty-four (24) hours of receipt;

(B) Within forty-eight (48) hours of receipt of a complaint, a preliminary report is issued to the director of schools that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver;

and

(C) Within sixty (60) school days of receipt of a complaint, a final report is issued to the director of schools in writing that includes any findings of the investigation and any action taken by the transportation supervisor in response to the complaint;

Encore STEM Academy students, parents, teachers, staff, and the community may report school bus safety complaints through the following methods:

- Contact Encore STEM Academy's Executive Director/Transportation Manager by email or phone to report the complaint.
- Contact Encore STEM Academy's Board Member Peggy West (Contact information is available on the website).

AND/OR

- Contacting Harmony Transportation directly. The contact person is Mrs. Jilanch Williams, jwilliams@harmony-transportation.com (901) 421-5969.

The address is 2601 Frisco Ave, Memphis, TN 38114.

RESPONSE:

- If the person contacts the school and not Harmony Transportation, the Transportation Manager will contact Harmony within 24 hours to investigate and resolve.
- If the person contacts Harmony Transportation and not the school, Harmony will contact the Transportation Manager within 24 hours to investigate and resolve.
- Encore STEM Academy will work with Harmony Transportation to complete a report within forty-eight (48) hours of receipt of a complaint. A preliminary report is issued to the director of schools that includes the time and date of receipt of the complaint, a copy or summary of the complaint, the school bus driver involved, and any prior complaints or disciplinary actions taken against the driver;
- Encore STEM Academy will work with Harmony Transportation to complete a report within sixty (60) school days of receipt of a complaint. This final report is issued to the director of schools in writing that includes any findings of the investigation and any action taken by the transportation supervisor in response to the complaint;

REPORT PROCEDURE DISTRIBUTED:

- This information is available in the Family Handbook, Attachment B.
- This information will be available on the Encore STEM Academy website: www.encorestemacademy.org

(3) A requirement that each school bus serving the district or charter school be equipped with the phone number for reporting complaints on the rear bumper;

Harmony Transportation currently serves Shelby County County Schools and has that information available on the rear bumper of the school buses.

(4) A process to provide annual notice to students and parents regarding the process for reporting complaints; and

The process to provide annual notice to students and parents regarding the process for reporting complaints will be made publicly available:

- In the Family Handbook, Attachment B.
- On the Encore STEM Academy website: www.encorestemacademy.org

(5) A policy or procedure for the collection and maintenance of the following records, regardless of whether transportation services are provided directly by the LEA or charter school or via contractual agreement as authorized under § 49-6-2101(d):

(A) Bus maintenance and inspections;

(B) Bus driver credentials, including required background checks, health records, and performance reviews;

(C) Driver training records; and

(D) Complaints received and any records related to the investigation of those complaints.

- Harmony Transportation has provided bus maintenance and inspection records, bus driver credentials, and driver training records to Encore STEM Academy, up to this current date. This information is in Attachment E.

- They will provide that information annually at the beginning of the opening year of 2020.

- Hard copies of the Harmony Transportation records will be maintained on file securely locked in the main office.

- Soft copies are maintained via the Transportation Supervisor's email.

(e) As part of its responsibilities related to student transportation, the department of education shall, at a minimum:

(1) Develop and deliver, in collaboration with the department of safety, the student transportation management training program required under subsection (b);

(2) Establish, in collaboration with the department of safety, a system for monitoring district and charter school compliance with all applicable state and federal laws regarding student transportation services; and

(3) Prepare, in collaboration with the department of safety, and annually update and disseminate guidelines on best practices for the management of student transportation services.

- Encore STEM Academy's Transportation Supervisor will attend student transportation management training, as soon as the meeting information is delivered for date and location, after charter authorization.

- Encore STEM Academy's Transportation Supervisor will work with the TN Department of Education and Shelby County Schools to ensure compliance with all applicable federal and state laws regarding student transportation services.

- Encore STEM Academy's Transportation Supervisor will keep updated on guidelines and best practices for the management of student transportation services.

(b) If there are no plans to provide transportation, explain how you will ensure students can get to school.

Encore STEM Academy does have plans for transportation, a bus in Year One to service fifty students, and two buses in Year Two to service 100 students. We will ensure students can get to school by discussing transportation options with parents, surveying their needs, and engaging them in discussions about their schedules and school open/close times. As we begin to enroll students, we will review the transportation modes they currently use and discuss options that are viable for most families. We will work with them to help connect families who could potentially create carpools, and share MATA information with them. Whether families choose the school bus, driving, or the Mata bus, we will work with them to ensure that their children arrive to school and are securely placed in our care.

2.7 Food Service

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

(a) A clear description of how the school will offer food service to the students, including how it will comply with applicable district, state, and federal guidelines and regulations;

Encore STEM Academy will offer healthy, nutritious, and satisfying meals to our students through partnering with Shelby County Schools Food Division of Nutrition Services. Delicious food will be brought to ESA and distributed to students at breakfast and lunch by SCS trained Nutrition Services Providers. There is no assumption of any School Nutrition Program (SNP) reimbursements because the school will pursue contracted meal and meal claim services with SCS. Under this scenario, the district offers food services to schools at \$0 cost, and SCS claims reimbursements on the school's behalf to provide a more scaled solution. In line with the SCS Policy on Student Wellness, ESA is also committed to providing a school environment that enhances learning and the development of lifelong wellness practices, including:¹⁴⁹

- Provide school nutrition programs that comply with federal, state, and local requirements and are accessible to all children.
- Provide and promote sequential and interdisciplinary nutrition education.
- Encourage that patterns of meaningful physical activity that connect to students' lives outside of school.
- Ensure that all school based activities are consistent with local wellness policy goals.
- Ensure that all foods and beverages made available on campus during the school day comply with USDA dietary guidelines and applicable state statutes and/or regulations.
- Ensure that all schools made available on campus adhere to school safety and security guidelines.
- Ensure that that school environment is safe, comfortable, and pleasing and allows adequate time and space for eating meals.

ESA will comply with all applicable district, state, and federal guidelines and the US Department of Agriculture regulations in food distribution. In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.¹⁵⁰

According to the USDA, a food allergy is a potentially serious response to consuming certain foods or food additives. For children who are sensitive, a reaction can occur within minutes or hours, and symptoms can range from mild to life threatening. The eight leading causes of food allergies are milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybean. Food allergies are the leading cause of anaphylaxis, a sudden, severe and potentially life-threatening allergic reaction. Allergic reactions can include hives, flushed skin or rash, tingling or itchy sensation in the mouth, face, tongue, or lip swelling, vomiting and/or diarrhea, abdominal cramps, coughing or wheezing, dizziness and/or lightheadedness, swelling of the throat and vocal cords, difficulty breathing, or drop in blood pressure.¹⁵¹ Encore STEM Academy staff and teachers will work with the Shelby County Schools food service providers and other children to ensure that students who have known food allergens, do not consume certain meals due to choice, religion, or family/personal values are not exposed to or given certain foods, without embarrassment and with minimal

¹⁴⁹ <http://www.scsk12.org/nutrition/files/2017/Current%20Wellness%20Policy%20as%20of%2003.29.17.pdf>

¹⁵⁰ <https://www.fns.usda.gov/school-meals/community-eligibility-provision>

¹⁵¹ <https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/food-labeling/allergies-and-food-safety/allergies-and-food-safety>

interruption. In addition to food allergens, this may include pork, animal products, or foods that are not vegan or vegetarian. This includes sharing food, touching or smelling certain food, or providing certain food within school functions.

According to the USDA, federal law and the regulations for the National School Lunch Program and the School Breakfast Program require schools to make accommodations for children who are unable to eat the school meal as prepared because of a disability.¹⁵² Accommodation generally involves substituting food items, but in some cases schools may need to make more far reaching accommodations to meet the needs of children. For example, some children may need to have the texture modified.

In order to make substitutions for items in reimbursable meals, the school must have on file a written statement signed by a licensed physician indicating what the child's disability is, what foods must be omitted from the child's diet, and what foods must be substituted.

Schools may, at their option, make substitutions for persons who have special needs that do not meet the definition of disability under Federal law. In these instances, the school must have a written statement signed by a recognized medical authority (e.g., nurse or physician's assistant) indicating what foods should be substituted.

The purpose of requiring a written statement is two-fold. First, it ensures that the nutrition integrity of the school meal will not be compromised by the substitution. More importantly, it ensures that decisions about specific food substitutes are made by persons who are highly qualified to prescribe them. Therefore, this requirement helps to protect both the child and the food service personnel who are working to meet the child's needs.

The cafeteria at Encore STEM Academy will meet Shelby County Schools and USDA regulations for proper food serving and distribution to elementary school students, including the food components and portions, temperatures, cleanliness, storage, and building requirements. We will work with SCS to ensure that when the building is solidified, the cafeteria is compliant and meets all state and federal guidelines. It is also critical that the personnel that serves the food is professional, friendly, and kind to children as food insecurity runs rampant in our community and we want to ensure that they are served with dignity and kindness. Great menus with tasty food products are only part of ensuring effective customer service in a school nutrition environment. The appearance of the servers, dining room, serving area, serving tables, and food, and influence whether or not the kids choose to eat. If the facilities are clean and organized, the staff looks fresh and uses effective customer relation techniques, and the food looks well prepared and is presented to enhance its appearance, we are sending the message to kids that nutrition matters and they should enjoy their meals. USDA published a Healthy Meals Monthly Checklist¹⁵³ which offers guidelines and quality standards for key areas of maintaining a cafeteria which inspires healthy meals, compliance with federal guidelines, and safety and security in food preparation storage and serving. These areas include Personal Hygiene, Food Preparation, Hot and Cold Holding, Refrigerator, Freezer, and Milk Cooler, Food and Dry Storage, Cleaning and Sanitizing, Utensils and Equipment, Garbage Storage and Disposal, and Pest Control. Encore STEM Academy will work with Shelby County School food service providers to ensure compliance with these guidelines. The specific checkpoints are detailed below:

¹⁵² <https://www.fns.usda.gov/school-meals/faqs>

¹⁵³ <http://www.healthymealsforchildren.org/wp-content/uploads/2013/10/HACCP-Montly-Checklist-12-13-SY.pdf>

USDA Healthy Meals Monthly Checklist Protocol

Personal Hygiene

- School lunch managers wear clean and proper attire including shoes.
- Effective hair restraints are properly worn.
- Hands are washed properly, frequently, and at appropriate times. Gloves are worn when serving food.
- Burns, wounds, sores or scabs, or splints and water-proof bandages on hands are bandaged and completely covered with a food service glove while handling food.
- Eating, drinking, chewing gum, are allowed only in designated areas away from preparation, service, and storage areas.
- School lunch managers use disposable tissues when coughing or sneezing and then immediately wash hands.
- School lunch managers appear in good health.
- Hand sinks are unobstructed, operational, and clean, stocked with soap, disposable towels, and warm water.
- A handwashing reminder sign is posted.
- Restrooms are operational and clean.

Food Preparation

- All food stored or prepared in facility is from approved sources.
- Food equipment utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use.
- Frozen food: (juice and other cold side items) is thawed under refrigeration, or in cold running water. Frozen food (hot entrees and side items) are kept frozen in the freezer until placed in the oven for cooking.
- Thawed food is not refrozen.
- Procedures are in place to prevent cross-contamination.
- Food is handled with single use gloves.
- Only enough food is prepared for each lunch period, to limit the time it is in the temperature danger zone.
- Clean reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils, or floor.
- Food is cooked to the required safe internal temperature for the appropriate time. The temperature is tested with a calibrated food thermometer.
- The internal temperature of food being cooked is monitored and documented.

Hot Holding

- Cooking is done in small batches, according to lunch periods, to an internal temperature of 165 °F.
- Cooking is scheduled so that hot foods are ready no more than 10 minutes prior to serve time.

Cold Holding

- Refrigerators are kept clean and organized.
- Temperature of cold food being held is at or below 41°F.
- Food is protected from contamination.

Refrigerator, Freezer, and Milk Cooler

- Thermometers are available and accurate.
- Temperature is appropriate for pieces of equipment.
- Food is stored 6 inches off floor or in walk-in cooling equipment.

- Refrigerator and freezer units are clean and neat.
- The FIFO (First In, First Out) method of inventory management is used.
- Air temperature of all refrigerators and freezers is monitored and documented at the beginning of each day.

Food Storage and Dry Storage

- Temperatures of dry storage area is between 50°F and 70°F.
- All food and paper supplies are stored 6 to 8 inches off the floor.
- The FIFO (First In, First Out) method of inventory management is used.
- Food is protected from contamination.
- All food surfaces are clean.
- Chemicals are clearly labeled and stored away from food and food-related supplies.
- There is a regular cleaning schedule for all food surfaces.

Cleaning and Sanitizing

- Three-compartment sink is properly set up for washing.
- Dishmachine is working properly (such as gauges and chemicals are at recommended levels).
- Water is clean and free of grease and food particles.
- Water temperatures are correct for wash and rinse.
- If using a chemical sanitizer, it is mixed correctly and a sanitizer strip is used to test chemical concentration.
- Wiping cloths are stored in sanitizing solution while in use.

Utensils and Equipment

- Work surfaces are clean.
- Work surfaces are cleaned and sanitized between uses.
- Thermometers are cleaned and sanitized after each use.
- Thermometers are calibrated on a routine basis.
- Drawers and racks are clean.

Garbage Storage and Disposal

- Kitchen garbage cans are clean and kept covered.
- Garbage cans are emptied as necessary.
- Boxes and containers are removed from site.
- Loading dock and area around dumpster are clean.
- Dumpsters are clean.

Pest Control

- Outside doors have screens, are well-sealed, and are equipped with a self-closing device.
- No evidence of pests is present.
- There is a regular schedule of pest control by a licensed pest control operator.

While these stipulations are particularly for the serving areas, food preparers, and “behind the scenes” quality, Encore STEM Academy will also ensure that the Cafeteria Dining Room is beautiful, and invites healthy meals, and relaxing conversation for children and adults. We want the children to feel that they are enjoying Five Star VIP Dining. The following guidelines are adopted from “Quality Standards, A Cafeteria Checklist.”¹⁵⁴

Cafeteria Dining Room Protocol

- The dining room looks clean and fresh; furnishings are clean and in good repair.

¹⁵⁴ file:///C:/Users/mbradley/Downloads/Lesson-31-Quality-Standards-A-Cafeteria-Checklist.pdf

- Interesting items such as artwork and posters decorate the walls.
- The floor and tables are cleaned often, and always after each serving period.
- Table tents with nutrition messages, centerpieces, and other table decorations are sometimes used.
- The dining room has sufficient seating for the number of children served; there is no overcrowding.
- The cafeteria smells clean, but not of chemicals; the food aromas that permeate the air are appealing.
- All signage is colorful and professionally-developed; there are no hand written signs.
- The serving area is decorated with colorful posters and items such as a bowl of gourds, or fruit and vegetable sculptures.
- Samples of a new food, or healthy snacks are offered.
- The cold tables or self-serve bars are enhanced with decorations to make them more attractive. The hot table is decorated seasonally.
- Any food that has been sitting out too long and become dry, discolored, or otherwise unappealing is removed from the serving table and replaced with fresh products.
- Occasionally, there will be a chef available to share healthy nutrition guidelines and samples.
- Instrumental background music will be played.

Encore STEM Academy will work with Shelby County Schools Office of Nutrition Services to provide food service to all students, adhering to all nutritional guidelines. We will ensure that we maintain a clean cafeteria and comfortable eating areas so that students will be excited to enjoy healthy nutritious meals. When we finalize the location, we will create the cafeteria food distribution plan, specifically tailored to the campus' physical layout, in compliance with all USDA federal and local guidelines and regulations.

(b) Include any plans to meet the needs of low-income students; and

A USDA report, "Food Security in the United States," documents that sadly 17.5 million children, or 1 in 6 children, live in food insecure households. Food insecurity is a lack of consistent access to enough food for an active, healthy life, a lack of available financial resources for food at the level of the household. According to Feeding America, prevalence of a number of chronic illnesses is higher among people living in food-insecure households. When it is difficult to find adequate meals on a regular basis, the chances of negative health outcomes go up. People experiencing food insecurity often consume a nutrient-poor diet, which may contribute to the development of obesity, heart disease, hypertension, diabetes, and other chronic diseases. More daunting is that the lack of adequate nutrition can literally change the architecture of a child's brain.¹⁵⁵ Being hungry is detrimental to a child's cognitive functioning, health, and development. If a child is in such household, that means the entire family is vulnerable to the effects that come with lack of adequate nutritious food.

Community Eligibility Provision, CEP, is a universal meal plan under the National School Lunch Program that permits eligible districts and schools to provide meal service to all students at no charge, regardless of economic status. According to data provided by CEP, all 38111 and 38114 schools,¹⁵⁶ particularly Orange Mound elementary schools are eligible to participate according to their proxy Identified Student Percentages: Alcy 96.5%, Arrow Academy of Excellence 69.05%, Bethel Grove 91.12%, Charjean 88.4%, Cherokee 92.4%, Dunbar 93.04%, Magnolia 82.46%, Rozelle 66.8%, Sharpe 80.75%, Sherwood 78.79%, and South Park 74.63.¹⁵⁷ With the population of children we serve having such high percentages of

¹⁵⁵ <https://247wallst.com/special-report/2014/04/23/states-where-the-most-kids-go-hungry/>

¹⁵⁶ Data are not available on Aspire and Leadership Prep.

¹⁵⁷ <https://www.tn.gov/education/health-and-safety/school-nutrition/community-eligibility-provision-cep.html>

students who are eligible for free and reduced lunch, that causes the potential of traumatic effects, thus the importance of adequate nourishment at school. Children who are hungry suffer tremendously. They are sick more often, recover from illness more slowly, and absent from school more often. They experience an increased amount of headaches, stomachaches, and obesity from improper nutrition. They also learn at a slower rate than adequately nourished children, struggle with impaired concentration and school performance and have higher levels of behavior, emotional, and academic problems.¹⁵⁸ To combat such immensely defeating factors, is imperative that we provide healthy and nutritious meals to our children, through partnering with SCS Office of Nutrition Services.

Encore STEM Academy will serve low income students and will be able to provide meals at no cost through the CEP. The Healthy, Hunger-Free Kids Act of 2010, Section 104a authorizes funding for federal school meal and child nutrition programs and increases access to healthy food for low-income children.¹⁵⁹ CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). The requirements of CEP for participating schools are: (1) serve free meals (breakfast and lunch) to all students in participating schools (2) maintain a count of reimbursable meals served to students daily (3) cover the costs of providing free meals to all students that exceed the Federal reimbursement locally (with non-Federal funds) and (4) comply with all program requirements.¹⁶⁰

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

Encore STEM Academy will follow the Tennessee Process for Enrolling and Implementing CEP to collect free and reduced price lunch information from qualified families.¹⁶¹ The process of collection will occur upon enrollment as families are completing their paperwork. The TNDOE stipulates that schools enrolled in the CEP program are required to use the State Household Information Survey to collect the socioeconomic data that was previously collected through the free and reduced price lunch application¹⁶² which provides many benefits to students and schools. It helps schools reduce administrative costs related to collecting and processing applications, tracking students and collecting overdue fees. Because participating schools no longer have to collect payments, meal service will be more efficient. Most importantly it decreases stigma and hunger and increases school performance. Encore STEM Academy will comply with applicable district, state, and federal guidelines and regulations in our Food Service Plan.

2.8 Additional Operations

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

(a) Technology:

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

¹⁵⁸ <https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us.aspx>

¹⁵⁹ <https://www.fns.usda.gov/school-meals/healthy-hunger-free-kids-act>

¹⁶⁰ <http://bestpractices.nokidhungry.org/sites/default/files/download-resource/Impact%20of%20Hunger.jpeg>

¹⁶¹ https://www.tn.gov/content/dam/tn/education/cpm/cep/cep_fact_sheet.pdf

¹⁶² <https://www.tn.gov/content/tn/education/snp-resources/snp-forms.htm>

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

Encore STEM Academy will ensure adequate student access to technology required for state mandated assessments, 21st Century Core Competencies, and STEM access. Year 1, we have assumed \$18K in e-rate funds which will offset the cost of the internet infrastructure installation and internet fees each year. In Years 2 through 5, \$9,000 is assumed since the infrastructure installation is a one-time cost. ESA's curriculum resources, such as Moby Max, Renaissance, and Lucy Calkins involve student technology engagement beginning at Kindergarten. In STEM classes, each student will be enrolled in code.org and Teach Engineering which include online activities, digital competency, and informed secure uses of technology. Important for new users to understand the WHY of Computer Science, there are activities which involve cyber security and secured online profiles. Similar to skills needed for a digital competency and online testing, students will annotate, review digital resources, complete paired programming Coding and Computer Science activities, and utilize technology in classroom. In preparation for using technology for state assessments, the students will be engaged in test preparation modules, timed activities, and digital literacy activities.

Conservatively budgeting, ESA will have a 2:1 technology ratio for laptops. We will have laptop carts and the budget Assumes \$8, 000 per cart + \$1, 000 for maintenance; Year 1- 2 carts, Year 2-Year 4- 1 additional cart, Year 5- replacements, total budget amount is 17,000 for student laptops. The STEM teacher will be housed in the Computer Lab to access resources for code.org. Each staff member will have a laptop , and there will be 1 available for the family and community space. The administrative assistant will have a laptop and a desktop computer. The budget assumes \$800/new staff member; budget for repairs/replacements, for a total of \$7,200 for staff laptops. The budget assumes Year 1- 1 copier, Year 2+- 2 copiers; \$8400/copies and usage fees. Educational software assumes \$50 per student, which is \$6,000. It is our goal that conservative budgeting, fundraising, and seeking grants will provide additional resources for a 1:1 technology access prior to opening. With our digitally enriched school environment, students will be well prepared to academically achieve on state assessments.

(b) Student information management:

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

Encore STEM Academy will ensure compliance with The Family Educational Rights and Privacy Act, FERPA¹⁶³ a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, grade records, disciplinary records, contact and family information, and class schedules. Parents have the right to review their child's education records and to request changes under limited circumstances. To protect their child's privacy, the law generally requires schools to ask for written consent before disclosing personally identifiable information to individuals other than parents. We will ensure that student records are kept in a locked confidential file cabinet and access to information on the computer will be granted to key personnel who have the passwords. We will not access any information without written consent. According to FERPA, a school may disclose directory information to anyone, without consent, if it has given parents: general notice of the information it has designated as "directory information" the right to opt out of these disclosures; and the period of time they

¹⁶³ <https://studentprivacy.ed.gov/faq/who-%E2%80%9Cschool-official%E2%80%9D-under-ferpa>

have to notify the school of their desire to opt out. Attachment B highlights the FERPA policy for ESA, with forms for parents to complete at registration.

To protect the student's privacy, we are generally prohibited from disclosing personally identifiable information about students without parent or guardian's' written consent. Exceptions to this rule include disclosures made to school officials with legitimate educational interests, disclosures made to another school at which the student intends to enroll, disclosures made to state or local education authorities for auditing or evaluating federal- or state-supported education programs, or enforcing federal laws that relate to those programs; and disclosures including information the school has designated as "directory information." FERPA defines "directory information" as information contained in a student's education record that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information could include name, address, telephone listing, electronic mail address, date and place of birth, dates of attendance, and grade level, participation in officially recognized activities and sports, honors, and awards received and the most recent school attended. Student privacy and compliance with FERPA is utmost priority for Encore STEM Academy, and we will ensure security and safety of records and confidential information.

(c) School health and nursing services:

- Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a School Nurse and a description of his/her role in the school
- Include who at the school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.

Encore STEM Academy will be in compliance with the Coordinated School Health Program to ensure that our students and staff needs are taken care of for their overall physical, emotional, and social/psychological wellness. The SCS Coordinated School Health Division works with many partners to address school health priorities. The components of the program include Comprehensive Health Education, Health Services, Nutrition, Physical Education, Healthy School Environment, School Counseling, Psychological And Social Services, Students, Family And Community Involvement, and School Staff Wellness.¹⁶⁴ Similarly, ESA will work with many partners to address school health priorities. Mr. and Mrs. Clark, healthy eating advocates, Dr. Louie Watkins, lifestyle wellness advocate, Ms. LaNita Conley, Social Worker, Dr. Jamila Pope, Pediatrician, Ms. Rose King, Retired School Counselor, and Mrs. Janet Boscarino, Gardening Enthusiast have written letters of support in Attachment E. These health and lifestyle advocates have pledged to work with the students, staff, and families in prevention and providing activities to increase healthy life choices.

Ashiqua Jackson, A Registered Nurse, is a Board Member for Encore STEM Academy. She will work with the school to ensure Comprehensive Wellness and Prevention. We also have received pledged support from another nursing professional, Sandra Kimmons, who works in Shelby County Schools as a Licensed Practical Nurse. She has over 20 years experience providing services such as administering daily and PRN medications, following nursing care procedures prescribed by the student's physician, orienting staff, providing nursing care and physical screening to students, assessing students and implementing first aid measures, and even riding the school bus to provide medical procedures for children with various diagnoses. They both offered to volunteer to assist in providing nursing management, training, services,

¹⁶⁴ <http://www.scsk12.org/Academic/csh?PID=1022>

and support - helping to identify nursing needs, and eventually hiring a nurse, pending the necessity based on student enrollment of full or part time personnel. Nurse Jackson will help with the interview process, supervise the School Nurse, and manage the nursing needs and compliance, serving as a team member in providing early preventive and screening services, health education and referrals to ensure health and educational success. She will ensure compliance with Coordinated School Health Program, supervise the School Nurse, and ensure compliance with health regulations

Encore STEM Academy will develop a comprehensive school wellness council to include parents, students, school administrators, teachers, school nurse and community partners to identify and implement policies and practices based on the student's needs using the Center for Disease Control and Prevention's School Health Index.¹⁶⁵ This includes addressing nutrition, physical activity, obesity prevention, chronic conditions, health and academics, parents, school health guidelines and local school wellness policy. There will be preventive hearing and vision screening and an emphasis on physical education for all students through outdoor activities. Ms. Shelby Alexander is employed at the Centers for Disease Control and has pledged to help support this program.

Our plan is to provide efficient and effective health education and services to our students, train the faculty and staff for acute situations, first aid, periodic health screening, and health care monitoring of a validated medical condition. There will be immediate attention to existing Individualized Health Plans-504's for children with acute or chronic health issues developed by accredited medical professionals and implemented by appropriate nurse and personnel. Parents and providers will be active in this planning which includes Registered/ Licensed Medical Personnel. Nurses serve as advocates and will refer students as needed to hospitals or for additional services for their health and well-being. If enrollment and student needs indicate the necessity to hire, we will ensure that our nurse has specialized knowledge, decision making, skills, and standards of practice required to provide the best possible nursing care with the greatest possible outcomes. The school nurse will provide care coordination by managing both student and family preferences through organizing and sharing of information to the appropriate persons or place.

Healthy eating is essential component of wellness and prevention of childhood ailments. Working with children at an earlier age to learn about foods and snacks that are green, plant based, and nutritious can lend to overall health improvements. There is a dire need to enhance food access in Orange Mound, as a Kroger grocery store closed in 2018.¹⁶⁶ Nutrition education will include healthy eating choices and cooking styles. Students will start at kindergarten learning about portion sizes through the United State Department of Agriculture's Choose My Plate tool.¹⁶⁷ We will host "A Taste of Encore" based on healthy food options, gardening, alternative options to fast foods, and increasing food choices and substitutions. Through a partnership with the Big Green, ESA's Co-Founder has planted two gardens with students at Shelby County Schools - John P. Freeman and Cordova Middle, and will plant a garden for beautification and meal options at Encore STEM Academy.

Encore STEM Academy will hire a nurse depending on the students' needs based on any identified medical diagnosis or 504 plans. We have a contingency for contracting with Well Child in our Budget. They provide comprehensive wellness exams in campus at the beginning of the year, complete with hearing and vision screenings. They bill the family's insurance company, and the benefit is the

¹⁶⁵ <https://www.cdc.gov/healthyschools/index.htm>

¹⁶⁶ <https://wreg.com/2018/08/31/kroger-set-to-discuss-closing-of-oranger-mound-store/>

¹⁶⁷ <https://www.choosemyplate.gov/MyPlatePlan>

convenience for students to be able to receive screenings at school. In the interim, the Nurse Ashiqua Jackson and Nurse Sandra Kimmons will assist in maintaining accurate records, wellness checks, prevention activities, comprehensive school wellness plans, and facilitate healthy lifestyles for students, teachers, and parents. Shelby County Schools has graciously provided related services for charter schools for vision, occupational and physical therapy, hearing, and speech therapy. According to “Related Services for Charter Schools, ” itinerant therapists, audiologists, and specialized teachers of the hearing impaired or visually impaired as well as SPED advisors attend meetings in charter schools. Assessments, recommendations, and related services are provided by speech language pathologists, occupational therapists and physical therapists to students attending charter schools in the same manner that they are provided in district schools. The document is available in Attachment B: School Forms.

Encore STEM Academy will comply with policies and procedures of health requirements by providing services to students according to Section 504 of the Rehabilitation Act of 1973 which provides: “No otherwise qualified individual with handicaps in the United States...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” 29 USC § 794.

For elementary and secondary education programs, regulations define a qualified individual with a disability as one who is:

- (a) of an age during which non-disabled individuals are provided with educational services;
- (b) of any age during which it is mandatory under state law to provide such services to disabled individuals; or
- (c) entitled to FAPE (Free and Appropriate Education) under IDEA.

Section 504 covers qualified students with disabilities who attend LEAs receiving federal funds. To be protected, a student must be determined to:

- (a) have a physical or mental impairment that substantially limits one or more major life activities;
- (b) have a record of such impairment; or
- (c) be regarded as having such impairment. LEAs must provide FAPE to qualified students in their jurisdictions who may have a physical or mental impairment that substantially limits one or more major life activities

FAPE refers to the provision of regular or special education and related aids and services that are designed to meet individual education needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the requirements pertaining to educational setting, evaluation and placement, and procedural safeguards. Related aids and services include any aid or service that a student needs to participate in and benefit from an LEA’s educational program.

There are students who may come to Encore STEM Academy with a 504 plan or they may, unfortunately, develop a condition which requires adjustments in related services and provisions. The Tennessee Department of Education has provided a protocol for identifying and properly servicing the students, “Section 504 Guide and Model Policies and Procedures: A comprehensive guide and model policies and procedures for Tennessee’s Local Education Agencies on Section 504 of the Rehabilitation Act of 1973.”

¹⁶⁸ The procedural safeguards for parent/guardians to sign is in the Encore STEM Academy Handbook, Attachment B. The Section 504 Process we will adhere to is detailed below:

¹⁶⁸ https://www.tn.gov/content/dam/tn/education/legal/legal_section_504_guide.pdf

The Section 504 Process

1. Student Referrals

Parents, teachers, diagnosticians, and building administrators at Encore STEM Academy may refer for an evaluation a student who needs or is believed to need special education and/or related services because of a disability.

2. Free Appropriate Public Education (FAPE)

Encore STEM Academy must provide FAPE (regular or special education and related aids and services) to a qualified student with a disability. Instruction must be individually designed to meet the needs of the student as adequately as the needs of non-disabled students. It is recommended that we document that the review committee convened and specify the agreed upon services in a document called a Student Services/Section 504 Plan. The quality of educational services provided to students with disabilities must be equivalent to the services provided to non-disabled students. Teachers must be trained in the instruction of persons with the disability in question and appropriate materials and equipment must be available.

Transportation

Encore STEM Academy will provide transportation to all its students within a certain geographic area; we will not discriminate in its provision of transportation to students with disabilities or impairments. The length of the bus rides for students with disabilities should not be longer than that of non-disabled students.

Residential Placement

The placement must be provided by Encore STEM Academy at no cost to the parent if necessary to provide FAPE. This includes educational services, non-medical care and room and board.

Parental Placements

If Encore STEM Academy offers FAPE to a student but the parent chooses to place the student elsewhere, we are not responsible to pay for the placement. Disagreements regarding program availability and financial responsibility are subject to due process procedures.

3. Evaluations

An evaluation is usually initiated by a request from a parent or a referral from the classroom teacher. Encore STEM Academy is required to evaluate the student only when there is reason to believe the student needs special education and related services. However, it is best practice to evaluate the student unless there is no reason to suspect the student might be eligible. If a student needs or is believed to need special education or related services, we must evaluate the student prior to initial placement in a regular or special education program and before any significant change in placement. A full evaluation is not required when neither Encore STEM Academy nor the parents believe that the student is in need of special education or related services. However, the school should have current medical, educational, and/or behavioral information in order to make needed modifications to the student's educational program.

Prior to implementation of services, the parents must be notified and the student must be evaluated by qualified personnel using appropriate assessment methods and tools. Parental consent and prior notice of rights are required before a student is initially evaluated and/or placed. If a parent refuses consent for an initial evaluation and we suspect a student is eligible, the school may use due process hearing procedures to seek to override the parents' denial of consent. The evaluation/screening and placement process is determined by the type of suspected disability and the type of services the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability in order to recommend appropriate services. Utilization of the state regulations and evaluation standards for IDEA (Individuals with Disabilities Education Act) is an acceptable means of meeting the evaluation requirements of Section 504. Parents are entitled to a copy of the eligibility report and if eligible, Student Service/Section 504 Plan. If parents do not attend the meeting, a copy should be sent to them.

4. Placement

In interpreting evaluation data and making placement decisions, the review committee must:

- Draw upon information from a variety of sources;
- Ensure that all information is documented and considered;
- Ensure that the placement decision is made by a group of persons including those who are
- knowledgeable about the student, the meaning of the evaluation data and placement options; and
- Ensure that the student is educated with non-disabled peers to the maximum extent appropriate.

To the maximum extent appropriate, Encore STEM Academy must educate students who are disabled with non-disabled students in the least restrictive environment. In order to remove a student from the regular educational environment, the school must demonstrate that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

5. Section 504 Review Committee

The review committee has the responsibility of determining eligibility and appropriate modifications, related aids or services for the student, and should be composed of the coordinator, principal, parents, and professionals knowledgeable about the student. Other persons may be invited to attend the committee meeting by the parents and/or Encore STEM Academy. The group should review the nature of the disability, how it affects the student's education, and thereafter, decide what, if any, services are necessary for the provision of a FAPE. Decisions about eligibility and services must be documented in the student's file and reviewed periodically. The review committee meeting may proceed when the parents are not present, but every effort should be made and documented by the coordinator to have parents attend the meeting, such as calling them or rescheduling the meeting. The function of the review committee is to consider the student's eligibility, initial placement program and services needed, conduct program reviews, and periodically review the student's program.

6. Student Service/Section 504 Plan

The plan developed by the review committee is based upon the individual student's educational needs and least restrictive environment considerations. The plan will document the committee's decisions and will include the date, student information, accommodations and services, and signatures and recommendations of members present at the meeting. A copy of the plan will be made available to appropriate school personnel when it contains accommodations and supportive service provisions to be implemented at Encore STEM Academy. The plan will be filed and maintained in each student's education records.

7. Reevaluations

Section 504 requires periodic reevaluations. There is no specified time limit. Encore STEM Academy will be in compliance if they reevaluate the student every three years. A reevaluation must be conducted before any significant change in placement. Reevaluation can consist of a comprehensive evaluation or a review of the student data and plan. Examples of significant changes in placement which require reevaluation include:

expulsion; series of suspensions which exceed 10 days (consideration must be given to the frequency of suspensions, the length of each and their proximity to one another); transferring a student to home instruction; and, significantly changing the composition of the student's class (e.g., moving the student from regular education to a resource room).

Encore STEM Academy will utilize the Shelby County Schools Section 504 Process and Procedures Checklist for providing 504 services and accommodations to qualifying students.¹⁶⁹ A copy is in Attachment B, School Forms. This document will help ensure compliance with following proper protocol

¹⁶⁹ <http://www.scsk12.org/seed/files/2019/504-Process-Procedures-Checklist.pdf>

with the Coordinated School Health Program and health regulations.

(d) Safety and security:

- Describe your plan for safety and security for students, staff, guests, and property. Identify the person or position responsible for school safety operations;
- What will be the process and timeline for creating a school crisis plan?

Encore STEM Academy is committed to provide a positive, safe and secure environment for students, staff, families, and guests on campus. Every day, families and communities expect schools to take care of safety includes physical, psychological, and overall well-being of children. A civil and respectful learning environment is an essential foundation for teaching and learning. In line with our Core Value of Outstanding School Culture, all stakeholders will be respected and treated with kindness and their unique identities will be validated and honored. Safety is key to a cohesive and thriving school environment.

Physical well being refers to a safe campus, property, and physical environment from outside stimulants (intruder, violent or hostile visitors), environmental stimulants (a safe and sound facility free of harmful chemicals or hazardous materials), or preparation for weather related emergencies (fire, tornado, flood, earthquake). Encore STEM Academy will adhere to the mandated requirements for drills including lockdown/intruder, evacuation, fire safety, severe weather and medical emergency drills, and active shooter drills.

Shelby County Schools offers the safe tips text line¹⁷⁰ where families can send an anonymous text to 274637 (CRIMES) to report campus crimes, suspicious Behaviors, planned fights or threats, bullying, weapons or drugs, concern for classmate's safety. Because we serve an elementary school population who may not have cell phones, this information will be disseminated to parents.

Psychological well being includes fostering an environment where people do not experience bullying, and if so there are factors in place to mitigate against such behaviors. TN state law T.C.A. § 49-6-4501 et al requires that schools take specific actions relative to bullying, harassment, and intimidation, further TN Code Annotated § 49-6-4503 requires that every school district have a policy prohibiting bullying and harassment as well as procedures for investigating reports of bullying and harassment.

Tennessee law defines harassment, intimidation or bullying or cyberbullying as "acts that substantially interfere with a student's educational benefits, educational opportunities, or educational performance, and:

1. If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop, the act has the effect of:

- a. Physically harming a student or damaging a student's property;
- b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
- c. Causing emotional distress to a student or students; or
- d. Creating a hostile educational environment.

or

2. If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

¹⁷⁰ <http://www.scsk12.org/safe/>

Reporting

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the Principal or building level administrator. Any reports made to staff should be forwarded to the Principal or building level administrator immediately but no later than 24 hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report.

Student harassment, intimidation, bullying or cyberbullying will not be tolerated.

Additionally, the following conduct will not be tolerated:

- Conduct aimed at defining a student in a sexual manner.
- Conduct impugning the character of a student based on allegations of sexual promiscuity.
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status

Tennessee Code Annotated 39-17-308 defines harassment as:

A person commits an offense who intentionally:

Threatens, by telephone, in writing or by electronic communication, including, but not limited to, text messaging, facsimile transmissions, electronic mail or Internet services, to take action known to be unlawful against any person and by this action knowingly annoys or alarms the recipient.

Cyberbullying is defined as bullying undertaken through the use of electronic devices. “Electronic devices” include, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants, computers, electronic mail, instant messaging, text messaging, and websites.

Encore STEM Academy will not accept bullying, harassment, intimidation, or cyberbullying in any form. Shelby County Schools has provided clear guidelines, support, and documentation for the prevention and reporting of bullying, restorative guidelines when situations occur, and methods to ensure that the process is clear and fair to all parties involved while properly providing justice and restitution to both the bully and the victim and their families.¹⁷¹ This includes the Investigation Guide, Complainant Statement (Victim), Respondent Statement (Alleged Bully), Witness Statement, and Incident Investigation Report. We will work with SCS to ensure compliance with recognizing and reporting to ensure the best and most safe school environment. The Encore STEM Academy Family Handbook (Attachment B) has more details on school practices that foster a safe school environment, such as RCA, incentives for expected behaviors, and engaging school activities and clubs. With Encore STEM Academy having a technology focus, we have implemented Cyber-Security in our STEM curriculum,¹⁷² focusing on preventive measures that elementary students may take when working on the Internet. Focus topics include: responsible and ethical use of the Internet and computers, online profiles, online predators, privacy, passcodes, and access.¹⁷³ We also have Cybersecurity focus activities for families in October during National CyberSecurity Awareness Month.

¹⁷¹

<http://www.scsk12.org/policy/rf/source/6000%20Students/6046%20Harassment%20Intimidation%20Bullying%20or%20Cyberbullying.pdf>

¹⁷² https://blogs.edweek.org/edweek/DigitalEducation/2017/12/cybersecurity_education_K12_NICE.html

¹⁷³ https://blogs.edweek.org/edweek/DigitalEducation/2017/12/cybersecurity_education_K12_NICE.html

It is essential that teachers and students know that they are psychologically safe and valued. Inherent in a school safety and security plan is the belief that people should be made to feel valued and valuable without exception. When people feel a sense of belonging, they will practice more ownership and commitment, which makes the school culture more secure and intact. Preventive and proactive practices Encore STEM Academy will incorporate such as Tech Talks (Morning Meetings), reciting and reviewing the Mission, Vision, and School Creed daily, and academic collaboration with teachers and students have proven effective in reducing misbehavior, bullying, violence, and crime among students while improving the overall climate for learning in schools. Professional Development sessions for teachers on Adverse Childhood Experiences (ACES),¹⁷⁴ the effects of poverty on education, positive behavioral interventions, engaging and including all students, Strategies to foster effective academic and social development among SWD and EL, recognizing and reporting bullying, and the will help prepare teachers to ensure that the school environment is safe for children and families.

The school safety and security plan operations will be lead by the Executive Director. We have garnered community partners who will work with us to implement activities that foster an Outstanding School Culture (in line with our Core Values) including Retired Counselor Rose King, Lieutenant Frankie Bradley, Orange Mound Development Corporation Board Member Captain Claudette Boyd, Social Worker LaNita Conley, Retired Teacher and Board Member Peggy West, Pediatrician Dr. Jamila Pope, Veterinarian Technician Iris Rain, Nurse and Board Member Ashiqua Jackson, Physical Therapist Dr. Louie Watkins, SPED Teacher and Board Member, Chanda Robinson, and Community Outreach and Humane Education Manager for the Memphis and Shelby County Humane Society Matt Womack and Ashley Moore. Activities that enhance the Safety and Security Operations include Comprehensive Wellness, Tech Exploration, Safety and Security Focus, and Environmental Activities.

In 2016, the U.S. Department of Education, Office of Safe and Drug-Free Schools created the Crisis Planning model ¹⁷⁵ which the Shelby County Schools Emergency Management Division highlights in its' Multi-Hazard Emergency Management Planning.¹⁷⁶ These four areas ensure that a comprehensive plan is developed for Encore STEM Academy to prevent, prepare, and in the worst circumstance respond and recover to a crisis.

Mitigation/Prevention - designed to assess and address the safety and integrity of the school facilities and culture and climate to ensure a safe and healthy learning environment.

Preparedness – school officials identify and involve key stakeholders such as first responders and community partners and work to develop policies and protocols that mitigate and prevent threats identified in safety and security assessments and inspections.

Response – schools officials and community partner's work together to activate the emergency management plan and effectively contain and resolve an emergency.

Recovery – schools work closely with community partners, government officials and other stakeholders to assist students and staff in the healing process and to help restore the learning environment.

Encore STEM Academy will create a comprehensive school crisis plan upon finalizing the facility location, under the lead of the Executive Director. The Tennessee Department Of Education's Guide for Developing High-Quality School Emergency Operations Plans provides insight into the characteristics of an effective plan.¹⁷⁷ This safety and security plan will include entry and exit points, main entrance protocol

¹⁷⁴ This is a priority of Shelby County Schools Interim Superintendent, Dr. Joris Ray.

¹⁷⁵ <https://www2.ed.gov/admins/lead/safety/crisisplanning.html>

¹⁷⁶ <http://www.scsk12.org/safety/>

¹⁷⁷ https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

and access, and standard procedures for emergency situations. This will provide a foundation for planning and a frame for action should an emergency situation arise.

Upon entry, there will be a system to screen people, the Raptor visitor management system. It provides a screening for guests prior to entering areas with children. It provides instant sex offender screening, custom custody database, accurate visitor records, schoolwide reporting, and an emergency panic button.¹⁷⁸ The quote is in Attachment E.

The plan for Safety and Security at Encore STEM Academy involves:

1. Creating a school crisis plan - the Encore STEM Academy Multi-Hazard Emergency School Plan and Recovery Guide, Indoor/Outdoor Maps and Exit Plans specific for the facility and school floor plan. The plan will be created with the Executive Director, Principal, Board Members, Staff, Lieutenant Frankie Bradley, Captain Claudette Boyd, and Site Personnel at the identified location. The planning will begin once the school site is finalized.
2. Identify and train three Encore STEM Academy personnel to be certified in CPR, in July.
3. Purchasing RAPTOR, front-desk technology visitor management system to identify visitors and mitigate potential threats, in July.¹⁷⁹
4. Purchasing items for school safety kits, in July.
5. Educating parents on the Encore STEM Academy Multi-Hazard Emergency School Plan and Recovery Guide in August.
6. Preparing paperwork for the Encore STEM Academy Multi-Hazard Emergency School Plan, in August, after school has begun.
7. Complying with federal and state guidelines, TN DOE, and Shelby County Schools for completion of annual and monthly fire, earthquake, intruder, and AED/CPR drills. This will ensure everyone is aware of the most safe manner of evacuation in the unfortunate event of a crisis, beginning in August.
8. Safety and Security Focus Monthly with the involvement of community stakeholders and students, beginning in August.

There will be a monthly activity group of students who are interested in leading the Safety and Security events for ESA, during their Safety and Security Club. The following is a schedule of activities for our students, parents, and families, and community stakeholders focused on safety and security, collaboration, wellness, happiness, and prevention of negative behaviors:

Encore STEM Academy Safety and Security Club/Activity Focus

Month	Safety and Security Focus (Tied into national focus)	Person(s) Responsible
August	Welcome Back to School! ESA Safety and Security Procedures Review National Immunization Awareness Month	ESA School Staff Board Member Nurse Jackson Shelby Alexander, Center for Disease Control Parents

¹⁷⁸

<https://mail.google.com/mail/u/1/#search/raptor/FMfcgxwBVqTdRvTgPQTfbMzfPCDhzdWV?projector=1&messagePartId=0.2>

¹⁷⁹ The quote for Raptor is in Attachment E

September	September 21st: International Day of Peace Adverse Childhood Experiences (ACE's) Coping Strategies	ESA School Staff Retired Counselor Rose King
October	National Bullying Prevention Month National CyberSecurity Awareness Month	Executive Director Lieutenant Frankie Bradley Lieutenant Claudette Boyd
November	November 13th: World Kindness Day	ESA School Staff
December	Kid and Animal Safety	Matt Womack, Ashley Moore Humane Society of Memphis and Shelby County Iris Rain, Veterinarian Technician
January	January 9th: National Law Enforcement Appreciation Day	School Staff Lieutenant Frankie Bradley Captain Claudette Boyd
February	February 1st: Give Kids a Smile Day	ESA School Staff Board Member Peggy West
March	March 1st: Employee Appreciation Day	ESA Board and Students
April	Child Abuse Prevention Month	Retired Counselor Rose King Pediatrician Dr. Jamila Pope
May	Mental Health Awareness Month Teacher Appreciation Month	Social Worker LaNita Conley ESA Board Member

Encore STEM Academy will have school safety kits, following protocol established by FEMA's Multihazard Emergency Planning for Schools Site Index.¹⁸⁰ This tool provides significant insight into procedures, materials, and safety tool items that are beneficial for a school safety, prevention, and a crisis plan including:

Paperwork - These items will be kept with Front Desk Personnel at Encore STEM Academy:

- Designated command post with student roster (and photos), emergency contact information, and staff roster (with photos) in the form of a sign in/sign out sheet.
- Clipboard with the List of students; those with special needs and description of needs, such as medical issues, prescription medicines, or dietary needs
- Reflective vests or other means of identifying key team members
- Small directory with emergency telephone numbers of local drugstores
- First aid instruction manual
- Pens, pencils, or markers, and paper

¹⁸⁰ <https://training.fema.gov/programs/emischool/el361/toolkit/siteindex.htm#item10>

•Campus maps with evacuation sites, first aid sites, parent reunification site, and will be posted in every classroom and in the hallway

Safety and Survival Kit Items: - The kit will include the following items: First aid supplies, Whistles, Medical gloves, Non-Food, Water supply, Battery-operated flashlight or light sticks, Extra batteries, Battery-operated radio, Blankets, Garbage bags, Sanitary items, toilet paper, towelettes, Work gloves, Plastic sheeting, Breathing masks, Can opener, Waterproof matches and container, Lighter, Multipurpose tool, wrench or pliers, and knife, peaker or megaphone, Utility turnoff procedures

As with every school, it is our hope that we will NEVER have a crisis situation at Encore STEM Academy, however we know that prevention, training, and proactive measures will help to decrease the likelihood of occurrences and increase the likelihood of diffusing and minimizing a dangerous situation. By having plans in place to keep students and staff safe, we are taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Once the building is finalized, the entire safety plan for evacuation, drills, and crisis situations will be led by the Executive Director and created with the Founding Board, Co-Founders, and current facility personnel (person at the facility which we will likely lease who has prior knowledge to access points and safety/preventive measures).

(e) School maintenance.

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

Encore STEM Academy will contract maintenance services to ensure that the school facility is clean, sanitized, and an environment conducive to learning. Fitting with the mission of Shelby County Schools Facilities Department of building and sustaining quality learning environments to support student achievement, we aim to provide the highest quality, best maintained and most reliable environmental conditions and facilities services conducive for supporting our students and staff.¹⁸¹ Reimagining the Modern Classroom (2016) emphasizes the importance of cleanliness in educational facilities, “Students and teachers need clean, roomy, well-ventilated and well-lit spaces for teaching and learning.”¹⁸² Further, a clean and well maintained school facility has profound effects on students and teachers, affecting health, behavior, engagement, learning and growth in achievement,” according to the Penn State Center for Evaluation and Education Policy Analysis (2015), having an efficient and thorough custodial and preventive maintenance program makes it possible to create and maintain a clean, comfortable, pleasing atmosphere conducive to learning. Not only does it look nicer, but it can have a measurable positive effect on your students and teachers.¹⁸³ It is essential that our teachers and students have a clean beautiful building, which is key to overall school engagement and wellness.

In reviewing the plan for school maintenance, we have met with Xtreme Cleaning Service to discuss identifying building maintenance staff who have the customer service skills to work in an elementary school, is patient, and has passed all background checks. Xtreme Clean provides commercial and home custodial, janitorial, and floor cleaning services. They have earned an A+ rating by the Better Business Bureau. They are a registered vendor with the City of Memphis and Shelby County Airport, and have worked with the Memphis Fire Department. The duties of the proposed contract maintenance staff include, but are not limited to removing trash and recycling, sweeping, mopping, vacuuming, using industrial

¹⁸¹ <http://www.scsk12.org/business/>

¹⁸² <https://www.theatlantic.com/education/archive/2016/09/reimagining-the-modern-classroom/498224/>

¹⁸³ <http://sscserv.com/poor-school-facilities/>

cleaning equipment to clean floors, cleaning and stocking bathrooms, making sure buildings are secure, cleaning windows, cleaning during breakfast and lunch, and minor building maintenance and repairs. This professional will perform general cleaning and minor maintenance duties in maintaining indoor and outdoor cleanliness, ensuring chemicals are non-hazardous and properly stored, and keeping equipment in clean, orderly and functional condition. Most importantly, this person has to possess the temperament to work with young children. Their Letter of Support, and information for a proposed maintenance professional is in Attachment E.

(f) Any additional operations as applicable.

Encore STEM Academy is contracting with EdTec to provide back office financial support for financial management.

(g) If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:

This section is not applicable to Encore STEM Academy.

2.9 Waivers

Encore STEM Academy will request waivers applicable to our school model that positively impact student achievement. Pursuant to T.C.A. § 49-13-105, a sponsor of a proposed charter school may apply to either the local education agency or to the Commissioner of Education for a waiver of any state board rule or statute that inhibits or hinders the proposed charter school’s ability to meet its goals or comply with its mission statement.

Encore STEM Academy Requested Waivers

T.C.A. Citation	Description of Statute	Proposed replacement policy or practice	How this waiver will increase student achievement
T.C.A. § 49-3- 306(a)	Licensed Personnel Salaries	ESA will ensure our staff will be paid appropriately, at regular intervals, and in a timely manner, disclosed the start of each year.	ESA’s teacher compensation is based on a variety of factors, most importantly student achievement instead of years of experience or additional degrees.
T.C.A. § 49-3- 311	Capital Outlay	ESA will ensure that our school facility is ADA compliant and meets all occupancy safety codes..	Facilities have a great impact on student performance, and the facilities team is seeking the most appropriate and cost efficient facility.

T.C.A. § 49-5- 503	Tenure	ESA Staff members are at-will employees.	ESA will hire staff or maintain staff contracts based on indicators including professionalism, attendance, and student achievement
T.C.A. § 49-6- 1003	Bicycle Safety Curriculum	ESA requests a waiver for Principals to teach road safety instruction for 15 minutes per week.	ESA's ED and ICL will use those 15 minutes to focus on academic achievement and 21st Century Core Competencies.
49-5- 101(a)	Licensed Principals	<p>Charter school administrators may not need a license, if the school applies for a waiver of the applicable laws and rules.¹⁸⁴</p> <p>ESA's Leadership Team is composed of the Co-Founder/Executive Director (ED) [20 years experience, no admin license] and the Instructional and Curriculum Specialist. (ICS)</p> <p>While the <i>other</i> Co-Founder has an Administrative License, the ICS has yet to be hired and may not have very strong content knowledge and experience but may not have an admin license.</p>	<p>The ED has a STEM skillset which is cogent to the school model, proven to increase academic achievement.</p> <p>The ICS will have in-depth content, data, and assessment skill sets to increase academic achievement.</p> <p>When there is a need for an admin license (ie, TEM) the <i>other</i> Co-Founder will support.</p>
T.C.A. § 49-6- 2206	Use of Unapproved Books and Instructional Materials	ESA's ICS, ED, and teachers will collaborate to determine the necessary curriculum. While we do have a plan, the ICS may make alterations, based on data trends, content, or student needs. STEM/Computer Science and Coding curriculum comes from code.org but will be supplemented with other resources.	<p>ESA students will participate in TN State assessments, and the ICS will choose research based effective books and instructional materials to close achievement gaps.</p> <p>STEM materials are gathered from a variety of resources.</p>
T.C.A. § 49-6- 3004	School Term	ESA students will attend 180 days of school, based on Shelby County Schools calendar. Teachers have an additional	ESA staff are the Founding Teachers of a new school, which has a STEM 21st Century Core

		week of In-Service prior to the beginning of the school year.	Competency Focus. This additional week will allow increased time for school mission and vision, community engagement, and unpacking the standards, data analysis, and content deep dives.
T.C.A. § 49-6- 4002	Formulation and administration of behavior and discipline codes	The ED and the teachers will have buy-in on the details of the discipline system, with the exception of legally mandated zero tolerance, bullying, and SWD guidelines. The non-discriminatory behavior and discipline codes will foster success and inclusion for ALL students.	ESA will follow guidelines of RCA - Responsible Community Action to focus on ownership of action that lead to academic and behavioral success: individually, collectively, and for the school community.

State Board of Education Rule or Policy	Description of Rule or Policy	Proposed replacement Rule, Policy or practice	How this waiver will increase student achievement
0520-01-03-.02(1)(b)2(i)	Length of Day for Students	ESA proposes an additional hour per day for instruction.	ESA proposes an additional hour per day which increases time for core content and RTI.
0520-01-03-.03(5)	Duty Free Lunch	ESA requests a waiver of mandate to provide duty-free lunch period to teachers, so we will have increased support during lunch periods. Every teacher has a daily planning period. Our staffing model includes a Teacher Assistant Y3, then we can adjust schedules.	This will provide increased flexibility for teachers to work with RTI groups, pull outs, and meet with other teachers, depending on their lunch/planning period.
0520-01-03-.07(1)	School Library Information Center	In lieu of a school library information center, ESA will have classroom libraries in each classroom and books available on the computers.	ESA will utilize the Myom Literacy program which provides access to 15,00 books 24 hours online or offline. Having access to books on the computers reduces resources for physical books. Students will have access to an

			increased amount and genres of books.
0520-01-02-.02	Salary Schedules	ESA's Board will develop a system of bonuses of teachers based on student achievement data.	Incentives and bonuses based on student success, rather than a predetermined fixed schedule, increases creativity and data driven content delivery, and attention to achievement.

Section 3.1 and 3.2

The Planning and Budget worksheets are in attached in O and P.

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Encore STEM Academy



Section 3

Finances

SECTION 3 FINANCIAL PLAN AND CAPACITY

- 3.1 Planning and Budget Worksheet (Attachment O)**
- 3.2 Budget Narrative (Attachment P)**

The Encore STEM Academy Planning and Budget Worksheet is in Attachment O.

The Encore STEM Academy Budget Narrative is in Attachment P.

Encore STEM Academy



Attachment A

Annual School Academic Calendar

Attachment A: Encore STEM Academy Academic Calendar

Encore STEM Academy will closely align the Academic Calendar to Shelby County Schools Proposed Calendar with the Tennessee Department of Education requirements of 180 days of instruction for students.¹ The academic calendar reflects the needs of the academic program, families, and staff of Encore STEM Academy.

- Closely aligning with Shelby County Schools Instructional Calendar will help with attendance monitoring because families would not have to remember any nuances with a different school calendar. Families will have a stable schedule if they have children in multiple schools.
- Calendar alignment is good for teachers because it provides the opportunity for those who have children at other schools to enjoy a similar schedule and make vacation and relaxation plans.
- In cases of severe or inclement weather, Encore STEM Academy will align with Shelby County Schools for closings.

Encore STEM Academy's Instructional Calendar will have a few differences from Shelby County Schools, notably:

- There will be an additional hour of instruction to ensure time for academic interventions, RTI, extracurricular, and teacher planning.
- Teachers will have an additional week of Professional Development, beginning on Monday, July 27 - Friday, August 7, 2020.
- Progress report and report card academic nights will occur on the same day that report cards are disseminated. This way, parents will have flexible time to retrieve the report from Encore STEM Academy and another school where they may have children. This also allows ESA teachers who have children at other schools time to meet with their child's teachers. (We will wait for SCS to send that schedule out.)
 - a. Wednesday, September 16, 2020 (not Thursday, September 17) is Parent Teacher Conferences. This way our teachers who are parents will be able to attend conferences at their child's school.
 - b. Wednesday, February 17, 2021 (not Thursday, February 18) is Parent Teacher Conferences. This way our teachers who are parents will be able to attend conferences at their child's school.
- Tuesday, May 25, 2021 are Encore STEM Academy Student Exhibitions instead of Exams.

¹ http://www.ecok12.org/communications/files/2018/20-21_Calendar-A.pdf

Encore STEM Academy 2020-2021 Instructional Calendar

First Semester-84 days				
Date	Day	Event	Students	Teachers
July 27-August 7 (2 weeks)	Monday through Friday	Teacher Orientation Professional Development	Out	In
August 30	Monday	First Day for Students 1, Nine Weeks Begins	In	In
September 7	Monday	Labor Day	Out	Out
September 16	Wednesday	Family Conferences 4:00-6:00 PM	In	In
October 9	Friday	End of 1, Nine Weeks ½ Student Day ½ Professional Development	In (1/2 day)	In
October 12-16	Monday-Friday	Fall Break	Out	Out
October 19	Monday	2, Nine Weeks Begins	In	In
November 11	Wednesday	Veterans Day	Out	Out
November 23-27	Wednesday-Friday	Thanksgiving Break	Out	Out
December 18	Friday	½ Student Day ½ Professional Development End of 2, Nine Weeks	In (½ day)	In
December 21-31	Monday-Thursday	Winter Break	Out	Out
Second Semester-96 days				
Date	Day	Event	Students	Teachers
January 1	Friday	Winter Break New Year's Day	Out	Out
January 4	Monday	Everyone Returns 3, Nine Weeks Begins	In	In
January 18	Monday	Dr. MLK Jr. Day	Out	Out

February 18	Monday	Professional Development Day	Out	In
February 17	Wednesday	Family Conferences (4:00-6:00 pm)	In	In
March 12	Friday	End of 3rd Nine Weeks ½ Student Day ½ Professional Development	In (1/2 Day)	In
March 13-19	Monday-Friday	Spring Break I	Out	Out
March 22	Monday	4th Nine Weeks begins	In	In
April 2	Friday	Spring Break II Good Friday	Out	Out
May 25	Tuesday	Student Exhibitions	In	In
May 27	Thursday	End of 4th Nine Weeks Last Day for Students	In	In
May 28	Friday	Professional Development	Out	In

Instructional Days	Professional Development Days ¹	Family Conferences ²
84 Days- 1st Semester	Monday July 27-Friday, August 7 (10 days)	Wed, September 16 4:00-6:00 PM
96 Days-2nd Semester	Friday, October 9 (½ day)	Wed, February 17 4:00-6:00 PM
Total 180 days	Monday, February 15 (1 day)	Tuesday, May 25 Student Exhibitions
	Friday, March 12 (½ day)	Progress Report and Report Card Nights
	Friday, May 28 (1 day)	
	Total 13 days	

¹ Encore STEM Academy will also offer Professional Development opportunities through PLC's and Staff Meetings

² Encore STEM Academy's families will also have conference opportunities on the nights that report cards and progress reports are disseminated. We will follow Shelby County Schools Calendar for those dates.

Encore STEM Academy



Attachment B

Student Handbook School Forms



Encore STEM Academy

Founding Family Handbook

Home of the Techies

Orange Mound, TN

2020-2021

Welcome to Encore STEM Academy, Home of the Techies!

WOW!

We are elated to have the opportunity to educate your precious intelligent, inquisitive, creative, enthusiastic, confident learner! We look forward to working together and embarking on an educational journey which will provide greater success for a lifetime! As one of the Founding Families of Encore STEM Academy you have chosen us to educate your child and for that, we are grateful.

In this handbook, you will have information about the school, community resources, opportunities for meetings, and STEM and Computer Science curriculum in which your child will be engaged. We know that it will be a joint effort to work together to ensure academic success for the Techies!

Thank you for this opportunity to partner in educational success. Each child is a flower to us. As a visual reminder of our Core Value of Environmental Stewardship, let's share this beautiful Peace Lily Flower. Just as you nourish, water, and provide sunlight for that plant to grow and develop, ESA staff and community will do the same for your Techie to grow and develop. Let's Explore New Concepts of Rigor and Excellence together!

Your School Founder,
Mr. K. Edward Bradley, 2020

ENCORE STEM ACADEMY **HOME OF THE TECHIES**

Exploring New Concepts of Rigor & Excellence

Core Values:

Equity, Neighborhood & Community, 4C's, Outstanding School Culture,
Rigorous Curriculum, Environmental Stewardship

Encore STEM Academy's Mission

is to provide elementary students in the Orange Mound Community
with 21st Century Core Competencies
of Critical Thinking, Collaboration, Creativity, and Communication
for high academic achievement.

Encore STEM Academy's Vision

is to produce high achieving scholars equipped with 21st Century Core
Competencies attained by a rigorous STEM curriculum
who create real-world solutions with success
in Middle School, High School, College, and Careers.

Encore STEM Academy's School Colors
are orange and purple.

Orange to symbolize the Historic Orange Mound community.

Purple to symbolize the royalty of the students, families, and staff we serve.

Encore STEM Academy's School Mascot is "The Techie."

With STEM and Computer Science as a foundation for our students,
we know that our students will learn 21st Century Core Competencies,
and many technology skills,
thus we are The Techies.

ENCORE STEM ACADEMY CREED

LAM Encore STEM Academy!

I am a critical thinker who communicates effectively and collaborates with my fellow Techies to successfully create real world solutions that change the world!

LAM Encore STEM Academy!

I am an advanced academic achiever, lifelong learner, and savvy scholar who uses STEM and Computer Science to benefit society with infinite possibilities!

LAM Encore STEM Academy!

I am an environmental steward and I respect nature, plants, animals, and the environment!

LAM Encore STEM Academy!

I am an outstanding citizen and I make decisions that positively impact myself, my fellow Techies, my family, the Historic Orange Mound Community, my nation, and my world!

WE ARE Encore STEM Academy!

We ARE

Exploring New Concepts of Rigor and Excellence!

[Insert Encore STEM Academy School Calendar, once finalized by Shelby County Schools]

Encore STEM Academy is working in partnership to have a great school year with all of our Founding Families! We have to work together to have a safe, respectful, and fun learning environment. Families and schools have to be in effective communication have the best student outcomes. If there is anything in this Family Student Handbook that you have a question about or do not agree with, do not hesitate to let a teacher or the Executive Director know.

Communication

Parent/Teacher conferences are held when progress reports and report cards are issued. Teachers are available for individual conferences, please call the school office to schedule at a mutually convenient time, or contact the teacher directly via email. [Insert teacher's email, school phone number, and planning period times.]

Encore STEM Academy wants to make sure that you and your child's' needs are met and that you are satisfied with the professional and responsive service provided by school personnel. Please allow 24 hours (one business day) for a teacher to respond to a phone call/email in order to adequately prepare and address your question.

Informing about School Policies

We want you to be informed! This is how we will make sure that you are knowledgeable about school policies and events.

- This handbook is posted on the Encore STEM Academy website.
- You will receive weekly newsletters from your grade level team regarding upcoming events.
- Follow us on social media! [ESA will insert updated social media links]
- Attend Board Meetings [ESA will insert dates]

Concerns

If you have a concern and the teacher has not adequately addressed it, we ask that you share your concern with the Executive Director. Please allow 48 hours (two business days) for a response to your concern.

If the Executive Director has not adequately addressed your concern, we ask that you share your concern with one of the Board Members. Their contact information, and specific areas of expertise are below. For general concerns that may not fit any category, please contact Board Chair, Zain Noordin. Please give them one week (five business days, excluding weekend days that may fall within the time frame) to respond.

Encore STEM Academy Board Members [contact information will be inserted]

Name and Contact Information	Employer	School Support
Kate Friedman, Board Secretary	Executive Director, Memphis Kids In Nature	Extracurricular Activities
Myra Hamilton, Esq	Founder, Hamilton Entertainment & Employment Law, LLC	Legal, Compliance, Discipline
Phil Hamilton	Engineering Manager, Medtronic	Teachers, Staff, Human Resource
Stacy Hollingsworth	Branch Manager, BanCorp South	Fundraising, Budgets

Ashique Jackson, Board Vice-Chair	Nursing Management	Health, SO4 Plans
Ruth Martinez	Apartment Leasing Manager	Hispanic Families
Zain Noordin, Board Chair	Product Development Engineer, Medtronic	STEM, Website and Marketing
Chanda Robinson	Special Education Teacher, Dr. Martin Luther King, Jr. High School	Sped Population, Academics, RTI
Erick Shelley	Branch Manager, Regions Bank	Fundraising, Budgeting
Mario Walker	Architect, Self + Tucker Architects, Inc.	Facilities, Safety and Security, Cafeteria
Peggy West, Board Treasurer	Real Estate Professional, Adaro	Community Stakeholders, Buses

If the ESA Board of Directors has not adequately addressed your concern, we ask that you contact Shelby County Schools Office of Charter Schools: Mr. Alexander Roberson Advisor, School Governance & Compliance, 160 South Hollywood Street, Room 138 Memphis, Tennessee 38112
901-416-4667 robersonab@scsk12.org

You are invited to all Board Meetings which will be held on the following dates: [ESA will insert Dates] All meetings are open to the public. Agendas and dates are posted on the website: www.encrestemacademy.org In January of 2021, we will have an opportunity for a parent to join the board! If you are interested, contact Zain Noorden.

Transportation on the School Bus

Safety on the school bus is important. If your Techie rides the school bus, please remind him/her about the following protocols:

- When entering the bus, quickly take a seat and remain seated the entire ride.
- Keep voice level at a 1 so that the driver can concentrate.
- Make sure that you get off on your bus stop.
- Keep your hands and feet to yourself.
- If something unsafe happens, please inform the bus driver (and) me when you get home.

Please report any questions, comments, or concerns regarding the school bus transportation:

- Contact ESA's Executive Director/Transportation Manager to report the complaint.
- Contact ESA Board Member Peggy West to report the complaint AND/OR
- Contact Harmony Transportation directly. The contact person is Jilanch Williams, (901) 421-5969 jwilliams@harmony-transportation.com
The address is 2601 Frisco Ave, Memphis, TN 38114.

If you contact ESA and not Harmony Transportation, the Transportation Manager will contact Harmony within 24 hours to investigate and resolve.

If you contact Harmony Transportation and not ESA, Harmony will contact the Transportation Manager within 24 hours to investigate and resolve.

Encore STEM Academy School Procedures

Arrival

- ESA Techies should arrive beginning at 7:25 AM.
- Students may enjoy yummy breakfast and "Tech Talks" from 7:30-7:55.
- Class begins promptly at 8:00 AM.
- Students who arrive after 8:00 must be signed in by a parent or guardian.

Dismissal

- All students will be dismissed at 4:00
- Parents should start lining up in the carpool line at 3:45.

Carpool Line

- Please be patient.
- Carpool line card should be visible in the vehicle.
- If there are any transportation changes, a written notification must be sent to the school.
- For safety of all Techies and families, the carpool line is a no cell phone zone.
- Please make the proper arrangements to ensure that your child is picked up (DAILY)
- No students should be left at school past 4:15 unless your child is involved in an after school activity.
- There is no supervision after 4:15 PM, and the campus will be cleared. ESA is not responsible for any accidents, injury, or harm that occurs when your child is on campus beyond the supervised time.

Attendance/Absences

Encore STEM Academy has an attendance rate goal of 96%! We can exceed this goal together!

- Please schedule doctor and dental appointments in the afternoons so that your child does not miss school all day. If this is not possible, please do not check students out before noon, so (s)he will not lose credit for a day's attendance.
- Approved parents or guardians must come to the office to check the Techie out of school.
- If a student is absent from school, please make sure the missing school assignments are completed.

Student absences are excused for the following reasons:

1. Personal illness of the student
2. Death or serious illness in the immediate family
3. Subpoena for court appearance
4. Recognized religious holiday
5. Any atypical cause, deemed acceptable by administration

Tardiness:

5 or more tardies or unexcused absences will result in a mandatory family meeting.

Encore STEM Academy Uniforms

ESA has uniform regulations for students so they can have pride in their school. The uniforms are worn everyday and may be purchased at [We will insert the uniform provider's name when we solidify that vendor.] if you need assistance with uniforms, do not hesitate to contact someone at the school. We must work together to make sure ESA students come to school in their uniforms every day. We will check their appearance in the carpool line and periodically throughout the day. In case of emergencies, we do keep uniforms on campus.

If we have continual uniform violations we will reach out to you to see if there is any assistance we can provide. If your child continues to break the uniform policy we will take the following measures:

Parent/Family Meeting regarding the best way the adults can collaboratively ensure the child is in uniform (example - keep the tie in the last teachers' class at the end of the day, assistance with laundry, purchase an additional item).

RCA Meeting- If discovered to be an issue with the student (refusal to wear), the student tells us why (s)he is refusing, why we wear uniforms, and why how (s)he will use RCA in her decisions. (S)he will tell us the next steps for compliance.

Encore STEM Academy Uniforms

GIRLS	BOYS
Daily Attire (Monday through Friday) <ul style="list-style-type: none">• ESA logo shirt OR• White dress shirt (long or short sleeve)• Cross tie• Khaki or gray skirt, pants, or shorts• Dress or casual shoes	Daily Attire (Monday through Friday) <ul style="list-style-type: none">• ESA logo shirt OR• White dress shirt (long or short sleeve)• Bow tie• Khaki or gray pants or shorts• Dress or casual shoes
Dress Down Attire (On days determined by ESA) <ul style="list-style-type: none">• Purple or Orange ESA polo style shirt• Jeans (or khakis)• Tennis shoes	Dress Down Attire (On days determined by ESA) <ul style="list-style-type: none">• Purple or Orange ESA polo style shirt• Jeans (or khakis)• Tennis shoes

Encore STEM Academy Academic Guidelines

Progress Reports & Report Cards

Report cards show your child's academic, conduct, and attendance information and are issued to parents at the end of each nine week grading period. In order for us to ensure that we have adequately discussed your child's success and areas to improve, parent/guardians must come into the school to pick up progress reports AND report cards at Report Card and Progress Report Nights. If your child has a grade at 70 or below or conduct at N or below, the specific teacher must speak to you and your Techie prior to releasing the report card. We will collaborate to create a success plan.

Grading Scale

Grade Level Expectations Kindergarten

- ES = Exceeds Standards – Consistently grasps, applies, and extends key concepts, processes and skills. Works beyond stated goals.
- MS = Meets Standards – Grasps and applies key concepts, processes and skills. Meets stated goals.
- NMS = Not Meeting Standards – Making less than expected progress. Not yet grasping key concepts, processes, and essential skills.

Academic Grades (Students in grades 1-5)

- A Excellent 93-100
- B Good 85-92
- C Average 75-84
- D Below Average 70-74
- F Failure Below 70

Conduct Grades:

E - Excellent G-Good S-Satisfactory N-Needs Improvement U-Unsatisfactory

21st Century Core Competencies:

Assesses students levels in Critical Thinking, Creativity, Communication, and Collaboration

Exemplary, Proficient, Emerging, and Novice

NOTE - This is assessed in the STEM/Computer Science class and will continue to develop as the year progresses. It will not have an affect on academic standing.

Honors

Based upon the report card grades, students will be eligible for the following honors:

- *Principal's List:* All A's and all E's or S's in conduct
- *Citizenship:* All E's in conduct
- *Honor Roll:* A's & B's, all E's or S's
- *Perfect Attendance:* Students who attend school every day with NO tardiness
- *Most "STEM"tastic:* Student who exhibits the 21st Century Core Competencies most effectively.
- If an Student has an N or U, (s)he is not eligible for an honor certificate, regardless of grades.

Encore STEM Academy Responsible Community Action

Encore STEM Academy is committed to providing a safe and secure learning environment for ALL children. We go by the motto of RCA - which is Responsible Community Action. RCA is the belief that Techies are more successful academically and behaviorally when they take ownership over their actions.

Responsible Community Action is:

- RESPONSIBLE - ownership of personal behaviors and the impact on the school community
- COMMUNITY - working collaboratively so fellow students are safe and included
- ACTION - making academic and behavioral decisions that inspire growth and development

We have expectations that all Techies must follow in order to have a safe environment:

- Being kind and respectful to yourself, Techies, and teachers.
- Follow your teacher's directions.
- Keep your hands, feet, and objects to yourself.
- Do not call a Techie anything mean or say anything harmful.

Voice Levels

- Level 0 silence (when appropriate)
- Level 1 quiet whisper (classroom)
- Level 2 regular conversation voice (classroom, cafeteria)
- Level 3 loud talking (speaking to a group, playground)
- Level 4 screaming (emergency)

Hand Motions

- One finger - pencil
- 2 fingers - tissue
- Closed fist - restroom
- Thumbs up - agree
- Thumbs down - disagree
- Thumbs sideways - unsure, still thinking
- Flat hand in the air - Stop sign - Tells someone that you don't like what they are doing.

Stop, Walk, Talk!

Techie, if someone is bothering you, we ask that you do this: Stop, Walk, and Talk!

- Stop - Let them know that you do not like what they are doing by putting up a stop sign.
- Walk Away - If you show the stop sign to another Techie who is doing something that you do not like and they continue, "walk away" from the problem behavior.
- Talk - Report the problems to an adult.

Encore STEM Academy Discipline Policy

Great behavior deserves great rewards! Your Techie will receive incentives for implementing RCA in school. These incentives include Dress Down Days, Tech Time (fun opportunities to engage with technology), Lunch with the Teacher, Rewards chosen by Students, and both Individual and Classroom Based Group Rewards [ESA will insert incentives that teachers will co-create during Professional Development].

ESA believes that rewarding expected behavior is just as important as receiving consequences for unwanted behavior. Techies will receive incentives for implementing RCA in school, at activities and events:

Encore STEM Academy Techie Rewards

Techie Activities	Rewards
<ul style="list-style-type: none">• Assisting Techies, students, or stakeholders• Academic Honors or Rewards• Showing growth in the 21st Century Core Competencies• [teachers will add to this list]	<ul style="list-style-type: none">• Phone calls and letters sent home• Tech Treasures• Tech Time (where they can choose an activity they enjoy.)• Lunch with a chosen adult• Dress Down days• Any other reward which they may choose.• [teachers and students will add to this list]

ESA expects that Techies will always choose their best behavior at all times, but there are times when their a choice that merits a consequence. The infractions and progressive action steps are listed below: [teachers will have input on these infractions].

Encore STEM Academy Techie Consequences

LEVEL 1 Infractions <ul style="list-style-type: none">• Off task during instruction [refusal to work, sleeping in class, head on desk]• Chewing gum• Uniform violation• Disregarding common voice codes• "Mean" words• Uniform Violations	LEVEL 1 Consequences <ul style="list-style-type: none">• Apology to offended Techie or teacher• Reflection Moment• Teacher Conference• Parent/Guardian Conference• Teacher Identified Consequence• Parent/Guardian Identified Consequence• Student Identified Consequence
LEVEL 2 Infractions <ul style="list-style-type: none">• Disrespect to adults• Threatening language or gestures• Disruptive behavior [teachers will better describe behaviors]• Offensive teasing/checking[without use of profanity or harsh words]• Kicking, pushing, "play fighting"• Cheating	LEVEL 2 Consequences <ul style="list-style-type: none">• Apology to offended Techie or teacher• Reflection Moment• Parent/Guardian Conference• Teacher Identified Consequence• Parent/Guardian Identified Consequence• Student Identified Consequence• Loss of Privileges
LEVEL 3 Infractions <i>Removal from class to receive consequence:</i> <ul style="list-style-type: none">• Destruction of school property• Hitting/Physical violence• Profanity aimed at another Techie	LEVEL 3 Consequences Discretion of Executive Director. The consequences will include mandatory: <ul style="list-style-type: none">• Apology to offended Techie or teacher• Behavioral Plan

<ul style="list-style-type: none"> • Obscene profane gestures • Possession of a weapon on school property <i>(cause for immediate suspension or expulsion)</i> • Theft 	<ul style="list-style-type: none"> • Parent/Teacher/ED Conference and identified consequence <p>Other potential consequences include but are not limited to:</p> <ul style="list-style-type: none"> • Parent shadowing • Out of school suspension (3-5 days) • Loss of major events such as clubs, extracurricular, field trips
<p>Zero Tolerance Offenses</p> <ul style="list-style-type: none"> • Cyber bullying/bullying • Possession of a weapon on school property <i>(cause for immediate suspension or expulsion)</i> • Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee; • Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity; • Unauthorized possession of a firearm on school property or at a school sponsored activity. 	<p>ESA will investigate all acts of bullying and cyberbullying, following protocols established by Shelby County Schools.</p> <p>The consequences are Expulsion/Suspension between 11 and 180 days</p>

Right to Appeal Discipline Consequences

If your child receives a suspension beyond 10 days (11-180) or an expulsion, as a parent or guardian, you have a right to appeal that decision, and you will be given a written copy of the appeal procedure with your paperwork. Upon expulsion, you may contact Board Member Myra Hamilton [ESA will insert contact information] and explain the situation and your preferred outcome. She will take that information to the board, and you will have a response to your request within 2 business days.

If the ESA Board of Directors has not adequately addressed your concern about the discipline consequence, we ask that you contact Shelby County Schools Office of Charter Schools: Mr. Alexander Roberson Advisor, School Governance & Compliance, 160 South Hollywood Street, Room 138 Memphis, Tennessee 38112 (901)416-4667 robersonab@scsk12.org

Encore STEM Academy Safety and Security:

ESA strives to ensure that the school family is educated in a safe and secure environment. Therefore, we have the following protocols in place:

Visitors & School Volunteers

Parents and other visitors are welcome at ESA with proper identification that will be scanned upon entry through Raptor Technology. Please call the school office, or contact the teacher to schedule volunteer time. All visitors must report to the office. Visitors must wear a name badge, issued by the front office. People from the business community are encouraged to work with our staff and students. Volunteers who work one-on-one with a student must have a background check, or be approved personnel from the family or school board. Parents may not interrupt the teaching process to meet about a student. There are no "drop-in" conferences allowed.

Emergency Contact Information

To ensure the safety and well being of your child, it is essential to have current contact information on file in the school office. Please be sure to:

- Include the names of people who can come pick up your child at school when sick or in an emergency on the contact card.
- Come into the office and make changes to the *Emergency Contacts* when your contact information changes.

Health

If you have a health concern about your child, please contact the office so that we can adequately address your child's needs. Please review and sign the attachment: 504 Annual Notice and Procedural Safeguards included at the end of this document.

Medication

ESA staff will not provide medication for any reason. **Students should never possess prescription or over-the-counter medication.** If a student requires prescription medication during the course of the school day, it must be brought to the office by the parent or guardian. Written directions from the physician, indicating the frequency and dosage of the prescribed medication must be provided and the condition for which the child is being treated. The medicine must be in the original container prepared by the pharmacist. The parent must provide a written authorization before any medication is taken.

Students are strictly prohibited from possessing, distributing, or selling drugs or medications of any kind.

Medical Emergencies

In the event of a serious medical emergency, involving an illness or injury, the child will be transported to a hospital emergency room. In such circumstances, parents or other individuals who are designated on the student's *Emergency Contact* will be contacted.

Medical – Non Emergencies

For cuts and scrapes, superficial first aid (washing, bandage, or ice) is administered in the office. We attempt to always notify parents if a significant injury has occurred. In the case of bumps on the head, a call and a letter is sent home with the child to make sure parents know to give follow-up attention.

BULLYING/CYBERBULLYING

ESA has a NO BULLYING policy. Our Core Value of Outstanding School Culture validates that everyone is unique and has something great to contribute to the learning environment.

Bullying includes any physical or verbal threats, intimidation, harassment, or encounters that make a student feel physically or socially unsafe in this environment. ESA also has a policy against cyber bullying, which includes electronic acts that create a "clear and present danger" of physical harm, "substantial interference" with education, a "hostile educational environment" or "substantial disruption" of the school. The prohibited "electronic acts" include off-campus communication that is "directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose." This bullying or cyberbullying may occur on or off campus, but if it affects another student in a negative way, it will be investigated.

Reporting

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the Executive Director. Any reports made to staff should be forwarded to the Principal or building level administrator immediately but no later than 24 hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report.

Student harassment, intimidation, bullying or cyberbullying will not be tolerated.

Additionally, the following conduct will not be tolerated:

- Conduct aimed at defining a student in a sexual manner.
- Conduct impugning the character of a student based on allegations of sexual promiscuity.
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status

Contraband Items

Please ensure that your child does not bring any contraband items to school or wear any clothing or accessories that are out of uniform. Contraband items include (but are not limited to):

- Weapons or any items that can be used as weapons
- Drugs (including illegal drugs, prescription medications, over-the-counter medications)
- Inappropriate materials (e.g., graphic comic books)
- Items to sell (not a school based fundraiser)

Any item that poses a potential threat to the physical or emotional well-being of a child is strictly prohibited. For security purposes, your child is subject to random checks of any and all items brought onto ESA campus.

Confiscated Items

When ESA Students have a contraband item on campus, it will be taken to the office and stored for TEN business days. Weapons or drugs will be given to the proper authorities. Only a parent or guardian may retrieve this item. However, retrieval of the item IS NOT guaranteed. Food, gum, and candy will NOT be returned. **ESA is not responsible for the loss or theft of confiscated items that violate school policy.**

Emergency Procedures

Students will be provided special instructions concerning procedures to follow for safety in an emergency. These instructions include a practice evacuation and random fire drills. During a fire, tornado, earthquake, and other drills or emergency, instructions must be followed thoroughly. Failure to follow instructions could result in serious injury or loss of life. All students, teachers, and staff exit the buildings in an orderly fashion and line up by class in designated areas on the yard. This procedure is practiced monthly.

School Cancellation

Cancellation of school should only take place during extraordinary circumstances. ESA will follow the procedures of Shelby County Schools. Announcements will be released on local television stations, the ESA website, and social media.

Evacuation

If it is necessary to evacuate the school site, all students will be led by their classroom teachers and staff to a designated location of safety. All teachers will take their class rosters, *Emergency Contact List*, and emergency supplies assigned to each class. Students will only be released to an adult listed on their *Emergency Contact Lists*.

Lock Down

In an emergency, students may be required to remain on a locked campus. When the school is considered safe, parents may come on the campus. Parents must show ID before picking up their child.

Internet Usage Communication

Any computer usage on campus or email exchanges with parents, students, teachers and staff must adhere to the **ESA Acceptable Use Policy**. Examples of *Unacceptable Uses* or inappropriate activity include activities (1) that create security and/or safety issues for the district, students, employees, school, network or computer resources, or (2) that expend school resources on content the school in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by the Shelby County Schools district or ESA as inappropriate. Specifically, violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials is unacceptable.

We are a STEM school and Techies learn the appropriate and responsible use of technology in the Computer Science curriculum.

Encore STEM Academy Community Events

[Note - these events will be more solidified with dates, locations, and specific activities before the Handbook is published.]

Safety and Security involves psychological, physical, and emotional safety! We have set up several activities so that we can be proactive and we can't wait to see you there!

ESA Safety and Security Events

Month	Safety and Security Focus
August	Welcome Back to School! ESA Safety and Security Procedures Review National Immunization Awareness Month
September	September 21st: International Day of Peace Adverse Childhood Experiences (ACE's) Coping Strategies
October	National Bullying Prevention Month National CyberSecurity Awareness Month
November	November 13th: World Kindness Day
December	Kid and Animal Safety
January	January 9th: National Law Enforcement Appreciation Day
February	February 1st: Give Kids a Smile Day
March	March 1st: Employee Appreciation Day
April	Child Abuse Prevention Month
May	Mental Health Awareness Month Teacher Appreciation Month

Encore STEM Academy Techies will experience ten clubs per year (Tech Exploration) where they enjoy really fun learning experiences. Each child will be able to experience each club, because they rotate every month. We want you to come and enjoy with your child! Do you have an idea? Share it with us! We have space for additional clubs recommended by teachers, students, community members, or parents. The clubs are:

Encore STEM Academy Student Tech Explorations

Robotics - Let's program and automate machine technology together!	Humanimals - Humans love animals and animals love humans - so let's all hang out!
Trash to Treasure - That's not trash! Let's use recycled materials to create new products!	Creative Coding - Let's take coding to another level!
Nature Nurturers - Recycling, gardening, enjoying the great outdoors! Fun!	Safety and Security Club - Safety is everyone's responsibility! Let's help Techies use RCA to make sure we are all safety!
Spanish - Let's learn another language together!	Book Club - Let's take a voyage through Reading!

Encore STEM Academy Parent and Community Engagement Programs

Community Supporter	Activity	School Core Value Focus
Board Meetings Board Members	Parents and community members will be invited to attend board meetings, which are open to the public.	Neighborhood and Community
United Parents and Students Jade Thornton	Parents and students work together with this agency to determine what challenges the community needs to tackle in order for students to do better in school.	Neighborhood and Community
Orange Mound Historical Journey Mary Mitchell Juanita Tate Shields Claudette Boyd	Orange Mound Living Legends will share their experiences growing up and thriving in the community.	Neighborhood and Community
Safety and Security Focus Lieutenant Frankie Bradley Rose King LaNita Conley Ashique Jackson	The Safety and Security Focus includes activities that engage teachers, families, and the community in activities.	Outstanding School Culture
Comprehensive Wellness Dr. Jamila Pope Rose King LaNita Conley Ashique Jackson Sandra Kimmons	Parents, teachers, students, and community stakeholders will be involved in seminars and sessions about Adverse Childhood Experiences (ACE's), health and wellness, physical fitness, and social and psychological well being.	Outstanding School Culture
Derrick & LaQuanta Clark	"A Taste of Encore" Healthy eating and gardening tips will be shared.	
Financial Literacy and Tax Information Stacy Hollingsworth Thurman Gray Erick Shelley	Supporters and partners share information that will help parents and students with financial literacy and taxes.	Neighborhood and Community
Real Estate and Home buying Seminars Angela Blakely Peggy West Ashique Jackson	Partners share information about real estate and home buying.	Neighborhood and Community
Entrepreneurship Seminar Sybil Amuli Ron and Melody Johnson	Partners share information about entrepreneurship.	Neighborhood and Community
Animal Adoption and Well Being Matt Wornack	Partners will share information about animal adoptions, display fun and unique	Environmental Stewardship

Ashley Moore Kate Friedman Cathy Justis Iris Rain	animals (snakes, crawfish, turtles, owls, guinea pigs, bearded dragon, etc.) and discuss animal well being and care.	
Report Card and Progress Report Nights - Academic and STEM Nights Teachers:	In order for families to retrieve student progress report and report cards, they must come to the school to academic nights. ¹	Rigorous Curriculum
Lunch and Learn Executive Director and STEM Teachers	Mr. Bradley and the STEM teacher will hold mini sessions where parents can enjoy lunch and activities at the school.	21st Century Core Competencies
Excess Exhibitions All stakeholders	Parents and community stakeholders will experience Student Exhibitions at the end of the year where students share their projects and display their development of the 4 C's.	Rigorous Curriculum 21st Century Core Competencies
Additional programs that parents, community members, and students desire to create and participate in.	Parents and community stakeholders will share their ideas, which may include local parades, festivals, or other engaging events.	Neighborhood and Community

¹ If a parent is unable to retrieve the report after one week, it will be sent home with the child.

Encore STEM Academy 2020-2021 FAMILY HANDBOOK RECEIPT

I acknowledge that I have received the Encore STEM Academy Handbook. I understand that by signing this document, I agree to the information within. If I have any questions or comments about any contents, I will contact the school. This form will be kept on file and a new form must be signed every year of enrollment at Encore STEM Academy.

In addition to this form, please sign and return the Notice of Procedural Safeguards:

Parent/Guardian Name

Parent/Guardian Signature

Techie Name

Techie Signature

Grade Level _____

Date _____

Any questions/comments about the Encore STEM Academy Handbook that need to be on file:

Notice of Procedural Safeguards

SECTION 504, THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a federal nondiscrimination statute. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity (such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks) or a major bodily function (such functions include immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions).

The purpose of this Notice is to delineate the procedural rights assured by Section 504. The enabling regulations for Section 504 at 34 CFR Part 104, entitle students to the following rights:

1. Your student has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of nondisabled students are met. 34 CFR § 104.33.
2. Your student has the right to free educational services except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR § 104.33.
3. Your student has a right to placement in the least restrictive environment. 34 CFR § 104.34.
4. Your student has a right to facilities, services, and activities that are comparable to those provided to nondisabled students. 34 CFR § 104.34.
5. Your student has a right to an evaluation prior to an initial Section 504 placement and any subsequent change in placement. 34 CFR § 104.35.
6. Testing and other evaluation procedures must conform to the requirements of 34 CFR § 104.35 as to validation, administration, areas of evaluation, etc. The LEA shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and assessment scores. 34 CFR § 104.35.
7. Placement decisions must be made by a group of persons (i.e., Section 504 Committee), including persons knowledgeable about your student, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR § 104.35.

8. If eligible under Section 504, your student has a right to periodic reevaluations, generally every three (3) years. 34 CFR § 104.35.
9. You have the right to notice prior to any action by the LEA in regard to the identification, evaluation, or placement of your student. 34 CFR § 104.36.
10. You have the right to examine relevant records. 34 CFR § 104.36.
11. You have the right to an impartial hearing with respect to the LEA's actions regarding your student's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR § 104.36.
12. If you wish to challenge the actions of the LEA's Section 504 Committee in regard to your student's identification, evaluation, or educational placement, you should file an oral or written request for a due process hearing with the LEA's Section 504 Coordinator. 34 CFR §
13. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR § 104.36.
14. You also have a right to file a complaint with the Office for Civil Rights. The address of the regional office with jurisdiction over Tennessee is:

U.S. Department of Education
Office for Civil Rights - Atlanta
61 Forsythe Street, SW, Suite 19T70
Atlanta, GA 30303
(404-974-9406)

15. You may seek reimbursement for attorney fees.
My signature indicates that I have received this Notice of Procedural Safeguards.

Signature

Date

Encore STEM
ACADEMY

Dear Encore STEM Academy Founding Families,

We are so elated that we can work together for the success of your "Techie!" Your Founding Family Handbook has important information about school events, the calendar, academic and behavioral expectations. The next step in the enrollment process is to **COMPLETE THE ENROLLMENT PACKET**. Please bring:

- a. 3 forms of proof of address
- b. Birth certificate, report card, any previous data, social security card and updated immunization card

Mark your calendar for ESA Elementary Founding Family Orientations! These orientations are **MANDATORY**. Please select the date and time that works best for your family. We will offer four orientations for your convenience:

- [ESA will insert the Date and Time]
- [ESA will insert the Date and Time]
- [ESA will insert the Date and Time]
- [ESA will insert the Date and Time]

If you do not attend one of the orientations, please let us know so that we can make other arrangements for Orientation.

This Enrollment Packet must be returned to us within two weeks to secure your child's space. If you are unable to return it within this time, please notify us.

Thank you and we look forward to Exploring New Concepts of Rigor and Excellence,

Mr. K Bradley, Executive Director
Encore STEM Academy

Dear Encore STEM Academy Parents and/or Guardians,

The need to close a school and evacuate students/staff before closing time could arise from a host of unforeseen events, such as a prolonged interruption of power or from a major event such as a fire, earthquake, or severe storm. In the event of a major disaster, information will be disseminated in a number of ways, including:

- Broadcasting by the local radio and television stations
- Cell phone and/or land line calls
- Text Messaging
- Posting on the school websites

The following procedures will be observed with regard to dismissal of students during school hours per BCS Board Policy - School Day #6060 Administrative Rules and Regulations

1. Students shall not be permitted to leave school alone prior to regular dismissal time, unless permitted by law, the District, or Board policy/regulations. Additionally, no students shall leave school accompanied by any person prior to regular dismissal hours, except with the request of the parent/legal guardian and the approval of the principal.

2. All persons checking out a student during school hours will be required to present valid identification to the appropriate school personnel. No child shall be released to any person except when released as follows:

3. Children will be released only upon the request of the parent/legal guardian whom the court holds directly responsible for the child, or who is the parent/legal guardian registered on the school record.

I. To the Parent's Designee - Students may be released during school hours to an individual designated in writing by their parents. It is required that the parent designee be listed on the student's enrollment form as an emergency contact. When the parent or a designee listed as an emergency contact cannot check out the child, school staff will work with the parent to confirm the parent's request to have their child released and verify the identity of the person requesting to check out the child (e.g., the parent provides the school with a note identifying the person checking the child out, the school calls and speaks with the parent, the school uses an emergency code shared by the parent and the school). Parents may be required to provide school staff with information to verify their identity. Additionally, District emergency protocols may apply for releasing students in extenuating circumstances.

We are prepared to care for your child in case of an emergency situation. If you are not able to reach the school, we will care for your child until you or a designated person arrives. We have a number of staff members certified in first aid training and we will communicate with local emergency services. We do ask for your help in the following ways:

- Do not call the school. It is essential that telephone lines are open for emergency calls.
- Stay tuned in to your radio and television stations for updated developments on the school.
- Avoid traffic congestion by not driving immediately onto the school ground. The school access route and street entrance areas must remain clear for emergency vehicles.

During the school year your child will be trained in the necessary emergency procedures. (S)he will learn how to react, where to assemble, and what to expect in an emergency situation. If you have any questions or comments about ESA Multi-Hazard Emergency preparation plans, please call the school. [ESA will insert phone number].

SHELBY COUNTY SCHOOLS
Student Enrollment and Records
APPLICATION FOR OPEN ENROLLMENT TRANSFER 2020-2021

NOTE: This form has been adopted from a Shelby County Schools document and will be amended if needed.

Please select the appropriate legal residency of the Parent/Legal Guardian:
___ City of Memphis ___ Non-City Shelby County Resident* ___ Other TN County* ___ State other than TN*
* All non-city residents, except SCS employees who reside within Tennessee, are required to pay tuition and to present receipt at registration.

We must have current and accurate contact information. Any inaccurate information at the time of processing may result in the inability to process your request. If any contact information changes, you must call the Office of Student Enrollment and Records at 416-5830.

Name of Student _____

Date of Birth ___/___/___ Sex _____

Name of Parent/Legal Guardian _____

Home Phone (____) _____

Cell Phone (____) _____

Parent/Legal Guardian's Address _____

City _____ State _____ Zip _____

Parent/Legal Guardian's E-mail Address

Parent/Legal Guardian's E-mail Address

School Currently Attending 2019-2020 _____

Grade Entering 2020-21 _____

Sibling Name _____ Grade _____ Date of Birth ___/___/___

Sibling Name _____ Grade _____ Date of Birth ___/___/___

Sibling Name _____ Grade _____ Date of Birth ___/___/___

APPLICATIONS WITHOUT THE SIGNATURE OF THE PARENT/LEGAL GUARDIAN WILL DELAY THE PROCESSING OR NOT BE PROCESSED. Please sign and date.

Name of Parent/Legal Guardian _____

Signature of Parent/Legal Guardian _____

Date _____

Parents' Right to Know

Please initial by each.

All parents have the right to request the following:

- _____ A teacher's professional qualifications, licensure, grade s certification, and/or waivers.
- _____ A teacher's baccalaureate and/or graduate degree, fields of endorsements and previous teaching experience.
- _____ A paraprofessional's qualifications.
- _____ An annual notice of Student Education Records, Privacy and notice for disclosure of School Directory Information.
- _____ Their child's level of achievement of each of the state's academic assessments.
- _____ Notification of right to transfer their child to another school in the district if the student becomes the victim of a violent crime or is assigned to an unsafe school.
- _____ District Family Involvement Policy and School Parent Involvement Policy.
- _____ Their right to public school choice, and more effective involvement if their child's school is identified for school improvement.

Military Recruiters

The Elementary and Secondary Education Act (as reauthorized by the No Child Left Behind Act of 2001) requires schools to release your child's name, address, and telephone number to military recruiters unless you request in writing to not provide this information for your child. If you would like for your child's name to be omitted from this list, please complete the information below and return it to your child's principal within two weeks after the first day of school. Students eighteen or older may complete the form on their own.

- _____ As a parent, I am exercising the right to request that you do not give the name, address and telephone number to the Armed Services, Military Recruiters, or Military Schools of the following student.
- _____ As a student, I am requesting my own name, address and telephone number not be released to the Armed Forces, Military Recruiters or Military Schools.

Print Student Name _____

Date of Birth _____
(Month/Day/Year)

Name of Current School: Essex STEM Academy

Please check appropriate grade level: _____ K _____ 1st grade _____ 2nd grade

Print Parent/Guardian Name _____

(Parent's name and signature if student is under 18. Student's name and signature if over 18.)

Parent/Guardian Signature _____

Student Signature _____

Date _____

Parents/Students: Return this form to the school office within two weeks after the first day of school.

Encore STEM Academy Inclement Weather Plan

Dear Parents/Guardians,

If we have an abbreviated school day (due to inclement weather), you can remain informed by going to the Encore STEM Academy website: <http://www.encorestemacademy.org>, or the Shelby County School Website www.scsk12.org. We will also communicate through Twitter, Facebook, and Instagram.

Techie's Name: _____ Grade: _____

In case school is dismissed early due to inclement weather, my child should use:

Usual transportation home (example: car rider or walker)

Or

Other _____

Parent/guardian telephone number during the day: (_____) _____

Other Responsible Person(s):

Emergency Contact 1:

Name: _____

Relationship to Techie (Examples: Grandparent, aunt, neighbor): _____

Phone number during the day: (_____) _____

Emergency Contact 1:

Name: _____

Relationship to Techie (Examples: Grandparent, aunt, neighbor): _____

Phone number during the day: (_____) _____

Transportation

I wish for my child to be dismissed each day in the manner I have checked below. I understand that if I wish to make a change in my child's manner of dismissal, I must inform my child's teacher or the office in writing. I wish for my child to be dismissed in the following manner:

(Check only one)

1. Car rider
2. Day care van, name of day care _____
3. Parent/sibling walkers waiting for Techie to dismiss
4. School Bus

Person(s) authorized to pick up my child are:

_____	_____
_____	_____
_____	_____

Techie's Name _____ Grade _____

Parent/Guardian's Name _____

Parent/Guardian's Signature _____

Please Note: If your Techie chooses to ride the school bus and there are any concerns with the transportation, please use the following method to inform us:

- Contact ESA's Executive Director/Transportation Manager to report the complaint.
- Contact ESA Board Member Peggy West to report the complaint AND/OR
- Contact Harmony Transportation directly. The contact person is Jilarch Williams, (901) 421-5969 jwilliams@harmony-transportation.com
Address: 2601 Frisco Ave, Memphis, TN 38114.

If you contact ESA and not Harmony Transportation, the Transportation Manager will contact Harmony within 24 hours to investigate and resolve.

If you contact Harmony Transportation and not ESA, Harmony will contact the Transportation Manager within 24 hours to investigate and resolve.

Encore STEM Academy Parental Involvement Volunteer Form

Dear Encore STEM Academy Family:

WOW! We are making history! This is the first year for our school to open and we are honored to work together.

Parent's Name: _____ Tochie's Name: _____

Parent's Signature: _____

Check all that apply:

<input type="checkbox"/> Parent Member on USA Governing Board	<input type="checkbox"/> Clubs and Activities	<input type="checkbox"/> Donate Supplies
<input type="checkbox"/> Room Parent - preferred grade	<input type="checkbox"/> New Family Mentor	<input type="checkbox"/> Dismissal Duty
<input type="checkbox"/> Donate Uniforms	<input type="checkbox"/> Volunteer Coordinator	<input type="checkbox"/> Morning/Tech Talk Duty
<input type="checkbox"/> Fundraising	<input type="checkbox"/> Advertising for the school	<input type="checkbox"/> Catering
<input type="checkbox"/> Data Entry	<input type="checkbox"/> Decorations	<input type="checkbox"/> Displays
<input type="checkbox"/> Office Assistant	<input type="checkbox"/> Chaperone	<input type="checkbox"/> Building and Grounds
<input type="checkbox"/> Community Outreach	<input type="checkbox"/> Willing to be called as needed	

School/Teacher/Parent Compact
ESA Techie Parent/Guardian's Agreement

It is important that I take a more responsible role in helping my Techie.

Therefore, I shall strive to do the following:

- Provide 10 volunteer hours per year to ESA
- Make sure my Techie is punctual, has necessary supplies, and attends school regularly
- Support ESA in its efforts to maintain proper discipline through RCA
- Establish a time for homework and review it regularly
- Provide a quiet, well-lit place for study and homework
- Encourage my child's efforts and be available for questions
- Stay aware of what my child is learning and communicate about the progress
- Review, sign, and return all paperwork from ESA
- Volunteer at ESA in various capacities and observe my child during classes
- Make sure that my child wears proper uniform attire every day
- Develop a partnership with ESA to help my child achieve the highest standards and excel on standardized tests and the 21st Century Core Competencies.
- Attend scheduled parent meetings, conferences, and workshops

ESA Techie Parent/Guardian's Name _____

Parent/Guardian's Signature _____

ESA Techie Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Use Critical Thinking, Collaboration, Communication, and Creativity to academically achieve
- Always exceed expectations and to do exceptional quality work
- Attend school regularly, arrive on time, and actively participate in all classes
- Complete and return all homework assignments on time
- Observe regular study hours
- Utilize RCA - take responsibility for my actions and grades
- Observe and follow classroom policies and procedures
- Wear uniforms everyday
- Respect myself and other ESA Techies and Staff

ESA Techie Name _____

Techie's Signature _____

School/Teacher/Parent Compact
ESA Techie Teacher's Agreement

It is important that Techies achieve and grow. Therefore, I strive to do the following:

- Increase activities that foster 21st Century Core Competencies
- Provide meaningful assignments for the Techie's enrichment
- Provide necessary assistance to parents so they can help with assignments
- Encourage Techies and parents by providing information about progress
- Use special activities to enrich teaching and make learning enjoyable
- Inform parents and Techies of ESA classroom policies and procedures
- Encourage parents to visit ESA regularly, and ask them to assist in activities
- Provide instruction that fosters high academic expectations, and challenging and exciting classroom assignments
- Maintain ongoing communication with ESA Techies and parents by providing information about their child's progress
- Be a model of a life learner for ESA Techies
- Determine the educational needs of the Techies and adjust instruction accordingly

ESA Techie Homeroom Teacher _____

ESA Techie Executive Director's Agreement

I support parental involvement and the school/parent compact. Therefore, I strive to do the following:

- Provide a supportive, safe, and effective learning environment that allows for positive communication among the teachers, parents, and Techie s on an ongoing basis
- Encourage teachers to regularly provide homework assignments that reinforces classroom instruction
- Provide time to listen to child and parent concerns
- Provide multiple/flexible opportunities for parent-teacher conferences
- Enforce ESA school uniform policies
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the children to meet the state academic achievement standard and 21st Century Core Competencies
- Encourage ESA Family to have high expectations academically, socially, and physically
- Encourage teachers and Techies to always utilize RCA – Responsible Community Actions
- Make expectations widely known with Techies and parents as they enter the school
- Maintain open communication with parents
- Involve parents as assistants at ESA's day-to-day activities
- Help foster an environment where educators work collaboratively daily so that achievement is attained at a higher level

ESA Executive Director's Signature: _____

Encore STEM Academy Textbook and Materials Policy

ALL TEXTBOOKS ARE THE PROPERTY OF ENCORE STEM ACADEMY

TEXTBOOKS MUST NOT BE DAMAGED

Some damages to textbooks are:

- A. One or more pages of the content are missing.
- B. Water soaked books causing the backs or pages to be swollen or molded.
- C. Physically marked books with pencils, pens, crayons, etc. Anywhere on the book- the outside, inside, ends, or any page.

PENALTY FOR LOST/DAMAGED TEXTBOOKS

The Techie will pay:

- A. Full replacement price, if a new book is issued.
- B. Three fourths (3/4) of the replacement price, if used when issued.

PENALTY FOR TEXTBOOKS DAMAGED BEYOND USE

The Techie will pay as follows:

- A. Full replacement price, if new book is issued.
- B. Three (3/4) of replacement price, if used when issued.
- C. Books severely damaged will become the property of the child after payment.

SANCTIONS

- A. All report cards or certificates of progress will be withheld until resolution is made.
- B. A family meeting to discuss best way to resolve.

Techie's Name & Homeroom: _____

Techie Parent Name: _____

Techie Parent Signature: _____ Date _____

Escure STEM Academy Technology Policy

ACCESS RELEASE AND AUTHORIZATION FORM

As a condition of using the ESA network, I agree to comply with the E-mail and Internet Acceptable User Agreement ("Agreement"). I have read, and I understand the Agreement. Should I commit any violation, my access privileges may be revoked, and disciplinary action may be taken, including suspension/expulsion.

I UNDERSTAND THAT MY ESA NETWORK ACCOUNT IS NOT PRIVATE. I CONSENT TO ESA MONITORING ALL MY ACTIVITIES ON THE NETWORK, INCLUDING E-MAIL, INTERNET ACTIVITY, AND ALL FILES AND DOCUMENTS STORED IN THE ESA NETWORK.

Techie's Name _____

Techie's Signature _____

As a parent or legal guardian of the child who signed above, I grant permission for him/her to access networked computer services such as e-mail and the internet. I understand that (s) he is expected to use good judgment and follow rules and guidelines set forth in the Acceptable Use Agreement ("Agreement"). ESA cannot be responsible for the child's use of the ESA network, including any ideas and concepts that (s) he may gain by his/her use of the Internet or for the actions that (s) he takes using the Internet. I release ESA, the school, their officers, agents, and employees, from all costs, claims, and liability resulting from the use of the ESA network by the child.

I have read the Agreement and accept the rules and conditions in the Agreement. I release ESA, the school, their officers, employees, and agents from any claim arising out of the child's use of the ESA network. I agree to indemnify and to hold harmless ESA, the school, their officers, employees, and agents from any costs, liability, or claims arising from the child's use of the ESA network.

Parent/Guardian Signature: _____ Date: _____

Home Address: _____

Phone: _____

Encore STEM Academy Media & Video Release Policy

To protect the privacy of your Techie while enrolled at Encore STEM Academy, there is a policy governing the confidentiality of child information. As part of the policy, we will not allow your child to be videotaped or photographed by anyone who is not a SCS Board, ESA Approved Organization, and/or Staff member of ESA, without your permission.

The purpose of this form is to provide you with the opportunity to deny permission for your child to be videotaped or photographed as a normal part of school activities from outside groups, such as the newspaper, media, or special programs within the district.

If you agree, your child may participate in programs or other activities that could be videotaped or photographed for publicity or news stories. Your child may appear in or on the following media: brochures, videos, newsletter, radio talk shows, billboards, websites, newspaper articles or television news, which may be used to promote ESA or the school district.

I understand that any media and video opportunities will be in line with the mission and educational philosophy of ESA and SCS.

Please check one box:

- Yes, my Child may participate.
- No, my Child may not participate.

Comments: _____

Techie Name _____

Signature of Parent/Guardian _____

Date _____

Confidential Techie Health Information Form

Techie's Name _____ Grade _____ DOB _____

1. The request for health information will enable us to provide safe and appropriate health care if your child becomes ill or injured at school.
2. The information you provide is confidential and is limited to individuals working with your child within the school setting.
3. If you have any questions or would like to discuss specific health issues with the ESA staff, call your child's school during school hours.
4. Please review the following list and check any of the following conditions that apply.

<input type="checkbox"/>	ADHD	<input type="checkbox"/>	Cystic Fibrosis	<input type="checkbox"/>	Kidney Problems	<input type="checkbox"/>	Sickle Cell Anemia
<input type="checkbox"/>	Anemia	<input type="checkbox"/>	Diabetes	<input type="checkbox"/>	Leukemia	<input type="checkbox"/>	Sinus Problems
<input type="checkbox"/>	Anxiety attack	<input type="checkbox"/>	Depression	<input type="checkbox"/>	Low Blood Pressure	<input type="checkbox"/>	Stroke
<input type="checkbox"/>	Arthritis	<input type="checkbox"/>	Dialysis	<input type="checkbox"/>	Meningitis	<input type="checkbox"/>	Vision Problems
<input type="checkbox"/>	Artificial joints	<input type="checkbox"/>	Fractures (skull)	<input type="checkbox"/>	Menstrual Cramps	<input type="checkbox"/>	Vomiting
<input type="checkbox"/>	Artificial valves(heart)	<input type="checkbox"/>	Glasses	<input type="checkbox"/>	Migraine Headache	<input type="checkbox"/>	Speech Problems
<input type="checkbox"/>	Asthma	<input type="checkbox"/>	Headaches	<input type="checkbox"/>	Nosebleeds	<input type="checkbox"/>	
<input type="checkbox"/>	Back Problems	<input type="checkbox"/>	Hearing Problems	<input type="checkbox"/>	Panic attacks	<input type="checkbox"/>	Equipment:
<input type="checkbox"/>	Broken bones	<input type="checkbox"/>	Heart Problems	<input type="checkbox"/>	Reflux	<input type="checkbox"/>	Crutches Walker
<input type="checkbox"/>	Cancer	<input type="checkbox"/>	Hemophilia	<input type="checkbox"/>	Rheumatic Fever	<input type="checkbox"/>	Wheelchair
<input type="checkbox"/>	Contact lens	<input type="checkbox"/>	High Blood Pressure	<input type="checkbox"/>	Scoliosis	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Concussion	<input type="checkbox"/>	Hypoglycemia	<input type="checkbox"/>	Seizures	<input type="checkbox"/>	

1. If you have checked any of the aboved please provide specific information _____
2. Does your child require health care procedures such as Catheterization—Tube Feeding—List others: _____

3. Is your child allergic to the following:

Medication (name)	Dyes (Red-Yellow)
Food (Tree nuts-Peanuts-Fish-Milk-Eggs)	Environmental (Trees—Grass-Dust-Dirt)
Insects (Bees- Wasps)	Allergies
Latex	Smoke

4. Does your child require an Epi Pen for an allergic reaction? Yes No
5. Name medications your child takes in addition for the Epi Pen to treat an allergic reaction

6. My child has severe allergies: Yes No
7. My child has stopped breathing because of an allergic reaction. Yes No
8. Does your child routinely take medicine at home or at school? Yes No
9. In the space below, please list all medications your child routinely takes at home and school (complete information)

Home(Give name, dose, and time taken)	School (Give name, does, and time taken)

10. List your child's Physician-Name and Phone

Does your child have a 504 Health Plan?

Please make sure that you signed the Procedural Safeguards in the Founding Families Handbook.

- ◆ Parent signature indicates permission to release health information to appropriate school system staff. _____ Daytime Phone _____ Date _____
- ◆ Parent signature prohibits disclosure of health information to school staff.
_____ Daytime Phone _____ Date _____
- > Emergency Contact _____ Phone _____
- > Emergency Contact _____ Phone _____

Primary Home Language Survey Form

This form must be complete by the parent or legal guardian during registration on ALL NEW TECHIES.
Please respond in English

Date: _____

Techie: _____ Gender: _____

Date of Birth: _____ School (1st grade only): _____

Grade: _____ Techie Social Security Number: _____

Home Telephone: _____ Cell Number: _____

The native/home language of each Techie must be recorded in his/her permanent record. Please answer the following questions about your child's language background:

1. What is the first language this child speaks most often outside of school? _____
2. What language do people usually speak most often outside of school? _____
3. What language do people usually speak in the child's home? _____

Collected for funding purposes only

Was this child born in the United States? Yes () No () If no, complete the following:

- a. Country of birth: Month/Day/Year _____
- b. Date entered United States: Month/Day/Year _____
- c. Date entered U.S. schools: Month/Day/Year _____
- d. Does your child have Refugee Status? Yes () No ()

Signature of Parent/Guardian

Signature of Parent/Guardian

Category C-Speaks English and the other language equally well.

- a. Category D-Speaks mostly English
- b. Category E-Speaks only English

This section is to be completed only for Techie's who answered any questions 1-3 with a language other than English.

- a. In what language do you want notices sent to you from the school? _____
- b. LAU Category (check one)
- c. Category A-Speaks only the language other than English
- d. Category B-Speaks mostly the language other than English

Please file original copy in the cumulative folder and distribute copy to the assigned ESL teacher if another language other than English is listed in any blank on this form.

Household Information Survey

Shelby County Schools Encore STEM Academy

Parent Name:				
Street Address:				
City:		State:		Zip:
Student's Legal Name <small>(If it appears on both cert/fstate)</small>	Student ID	Date of Birth	School Name	Grade
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
Number in Household _____ (Fill in the blank)				
Please check the box below that represents your Annual Gross Income:				
Less than \$21,978		Between \$67,951 and \$73,647		
Between \$21,978 and \$29,637		Between \$73,647 and \$83,343		
Between \$29,637 and \$7,296		Between \$83,343 and \$91,039		
Between \$ 37,296 and \$44,955		Between \$91,039 and \$98,735		
Between \$44,955 and \$52,614		Between \$98,735 and \$106,431		
Between \$52,614 and \$60,273		Over \$106,431		
Between \$60,273 and 67,951				
Signature: An adult household must sign this survey. I certify (promise) that all information on this survey is true and that all income is reported. I understand that the school will receive federal based on the information provided.				
Signature here:			Date:	



Manifestation meetings (if any)

Meeting to remove 504 services or accommodations

- Preliminary documents addressed (*)
- Service Plan Addendum
- Does not meet the standards to be identified as having a Section 504 Disability
- Has a physical or mental impairment that significantly impacts a major life activity but student's needs will be met through an IEP
- Has a physical or mental impairment that significantly impacts a major life activity but student does not currently need services and/or accommodations
- Dates signed by teachers not in attendance

Triennial Re-evaluation Meeting

- Preliminary documents addressed (*)
- Eligibility Document(s) Reviewed
- Review current service plan
- Has a physical or mental impairment that significantly impacts a major life activity and meets eligibility standards to be identified as having a Section 504 Disability
- Does not meet the standards to be identified as having a Section 504 Disability
- Has a physical or mental impairment that significantly impacts a major life activity but student's needs will be met through an IEP
- Has a physical or mental impairment that significantly impacts a major life activity but student does not currently need services and/or accommodations

Special Education File Review Document
 Evaluation, Re-evaluation, Eligibility, and Procedural Safeguards

Student _____ Date _____
 School _____ DOB/Age _____

		Yes/No/NA	Comments
A	Procedural Safeguards (All meetings)		
1	Invitation to meeting sent 10 days prior (or signed waiver). Date: _____		
2	Student also gets invitation to meeting at age 14, invitation states transition plan Date: _____		
3	Prior Written Notice (Parent): Date: _____		
4	Prior Written Notice (Student) Date: _____		
B	Initial Evaluation Date: _____		
1	Teacher referral form.		
2	Consent for evaluation form.		
3	Parent input		
4	Classroom Observations		
5	Teacher/related service providers observations		
6	Current assessments (classroom, local, state)		
C	Eligibility Report		
1	Current eligibility report Date: _____		
2	Primary disability is stated: _____		
3	Ruled out Lack of Reading/Math/LEP		
4	Evaluation results documented and attached		
5	Signatures of those involved in assessment (2+)		
6	IEP team members signed (3+)		
7	Parent received copy of evaluation used in this eligibility		
8	Document parent receipt w/ date, name of person providing.		
D	Re-evaluation Date: _____		
1	Consent for re-evaluation or document efforts made		
2	Parent input		
3	Current assessments (classroom, local, state)		
4	Classroom Observations		
5	Teachers/related service providers observations		
6	Re-evaluation Summary Report		
7	SLD paperwork completed with data (only SLD students)		
8	If additional evaluation is needed, parent gives consent		
9	Section V signed by IEP team and parent		

Special Education File Review Document

A	Student Information		
1	Less than a year old Date: _____		
2	Reference is made to medical information		
B.	Current Descriptive Information		
1	Students strengths are specified		
2	Parent Concerns are listed		
3	How disability affects performance in the classroom		
C	Present Levels of Performance		
	Assessments for PLDP less than a year old; exceptional or not		
D	Consideration of Special Factors		
	Each area addressed; if yes, explanation and addressed in IEP		

E	Transition Planning		
1	Beginning at age 14, Measurable Post-Secondary Goals (written specifically with student's name and goal – ie "Billy will maintain employment in an automotive repair shop" rather than "Student will be employed full-time")		
2	Specific Courses of study for grades 9-12 that focuses on improving the academic and functional achievement.		
3	Starting at age 16, Transition services anticipated date range specified.		
4	At least one Service Area listed: Instruction, related services, community experiences, employment and Post-school adult living objectives, daily living skills, functional/vocational evaluation.		
5	For each Service Area, a measurable Activity/Strategy is listed		
6	Agency or Person Responsible is specified		
7	Agency invitation to meeting, if will be part of transition services provided. Parents need to consent to agency participation		
8	Marked whether student attended and, if not, box checked to show how his/her preferences/interests were determined.		
F	Measurable Annual Goals		
1	Goals/Objectives for each exceptional area (area of need) from PLOP		
2	Goals/Objectives measurable, contain criteria for mastery		
3	Personnel/Position Responsible is listed		
4	Program modification/Supports for School Personnel		
G	Program Participation		
	Class Accommodations allow student to demonstrate academic/functional achievement aligned with assessments. Should be based on PLOP		
H	State/District Mandated Tests/Accommodations		
1	List of district/state assessments student will participate in		
2	If student is participating in TCAP-Alt, requirements for participation are documented and signed off on by IEP Team		
I	Special Education and Related Services		
1	Type of Service is listed		
2	Provider title is listed		
3	Sessions Per is specified		
4	Time per session is specified		
5	Hours per week is specified		
6	Beginning-Ending Date of service is specified		
7	Location of Services is specified.		
J	LRE and General Education		
1	Documentation/explanation of extent student will not participate with non-disabled peers in regular classroom		
2	Participation in extracurricular and non-academic activities is listed.		
3	Documentation/explanation if student attends school of zone		
	Special Transportation is specified.		
	Extended School Year is addressed.		
K	IEP Participants		
	Required IEP team members are present and signed: LEA Rep, Sped Teacher, Reg ed teacher, parent, interpreter of results (if needed), student (if appropriate), any others with knowledge or special expertise about the student		
L	Informed Consent		
	Parent has received procedural safeguards; parent has signed or show sent to parent via certified mail. Person to send/explain IEP is specified.		
	Documentation of IEP Review by other Teachers not in Attendance		
	Progress report sent to parent 4 - 6 times a year, w/ report cards, to show student progress toward each annual goal/objective		

Related Services for Charter Schools

Itinerant therapists, audiologists, and specialized teachers of the hearing impaired or visually impaired as well as SPED Advisors attend IEP meetings in charter schools. Assessments, recommendations, and related services are provided by speech language pathologists, occupational therapists and physical therapists to students attending charter schools in the same manner that they are provided in other district schools.

Vision Services

Itinerant teachers and specialized teachers of the visually impaired attend IEP meetings in charter schools. Assessments, recommendations, and related services are provided by (TVI) teachers of the visually impaired to students attending charter schools in the same manner that they are provided in the district. Services are provided inclusively with a strong collaborative piece provided to the teachers and parents.

Vision Screenings and Functional Vision and Media Assessments are also provided to students ages 3-22. Itinerant vision teachers serve as related services providers of students whose secondary disability is vision impaired. If the primary disability is Vision Impaired then the Charter School will hire their own Vision Teacher. The vision teachers also facilitate the required certification of visual impairment forms from area optometrists and ophthalmologists. The district provides braille and large print media, as well as, various assistive technology devices; and makes recommendations from simple magnifiers to tablets to closed circuit television. The related services itinerant teacher ensures that assistive technology and accommodations in the IEP are implemented for students on their caseload in the charter school.

Occupational and Physical Therapy Services

Physical Therapy and Occupational Therapy are related services under IDEA. In the charter school, if the student requires the skills of a PT or OT to benefit from his / her special education plan, those services are provided, typically, inclusively in the school setting where the student is struggling. Therapists support team goals. Strategies and adapted tools are implemented by the IEP team with the guidance from the therapist. Collaboration is key to student success!

Occasionally the physical therapist or occupational therapist may be part of the eligibility team, especially when considering orthopedic impairment and multiple disabilities as the educational disability.

SHELBY COUNTY SCHOOLS Investigation Guide

- _____ A Bullying, Intimidation, Cyber-bullying, and Harassment allegation has been filed (use the complainant form in this packet).
- _____ Begin investigation within 48 hours (**mandatory**).
- _____ Contact parents of Complainant and Respondent and inform them of the allegation (**within your 48-hour window-mandatory**).
- _____ Interview Complainant (**mandatory**).
- _____ Interview Respondent and all witnesses **one at a time**. Allow students to complete their statements using the appropriate forms (**mandatory**).
- _____ Utilize additional documentation, if necessary (Stay-Away-Agreement, Check-in Worksheet, and Safety/Conduct Plan).
- _____ Determine if the allegation is founded or unfounded by reviewing written statements, documentation, and interviews (**mandatory**).
- _____ Meet with administrative team to determine if discipline and/or corrective actions are necessary.
- _____ Bullying verified, counseling services should be implemented for both bully and victim (at the principal's discretion).
- _____ Meet with administrative team to determine if additional interventions are needed.
- _____ Contact Student Equity Enrollment and Discipline Office (S.E.E.D.) for advisement if needed.
- _____ Meet with or contact parents of Respondent and Complainant to discuss findings of the investigation and the consequence if the allegation was substantiated (**at the end of the investigation-mandatory**).
- _____ Discuss any further assistance the student may need. If the allegation is founded the Complainant and/or Respondent parents' can only be told that "corrective or disciplinary actions were implemented" (**mandatory**).
- _____ Complete the Incident Investigation Report and send a copy to Dr. Alvin Harris in the S.E.E.D. Office at harrisae1@scsk12.org. (**mandatory**).
- _____ Document the incident in PowerSchool (**mandatory**).
- _____ Follow-up with Complainant and Respondent to ensure problem has been resolved (24 hours after the investigation has been completed).

Incident Investigation Report

Complainant's Name _____ Grade _____

Respondent's Name: _____ Grade _____ School: _____

Parent of the accused contacted? _____ Yes _____ No If yes, date _____ Parent of the complainant contacted? _____ Yes _____ No If yes, date _____
--

Summary of Investigation: _____

Identify which category the allegation was believed to be:

____ Bullying ____ Cyber-Bullying ____ Harassment ____ Intimidation

After the allegation was investigated, please indicate the following about this claim:

Behavior Unfounded _____ Behavior Verified _____

Why did the bullying/harassment occur (alleged motives)?

____ Because of race ____ Because of gender ____ Because of disability
____ Just to be mean ____ Because of religion ____ Because of appearance
____ Hazing ____ Sexual Orientation ____ Other reason (specify)

Names of Witnesses Interviewed _____

Action Taken: _____ Corrective Action _____ Disciplinary Action

(describe) _____ YYYY

____ Investigation referred to Law Enforcement (complete below)

Name of Law Enforcement Personnel notified _____

Agency _____ Date Referred _____

Resolution: _____

Administrator _____ Date _____

Encore STEM Academy



Attachment C

Student Discipline Policy

Attachment C: Student Discipline Policy Encore STEM Academy Responsible Community Action

Encore STEM Academy is committed to providing a safe and secure learning environment for ALL children. We go by the motto of RCA - which is Responsible Community Action. RCA is the belief that Techies are more successful academically and behaviorally when they take ownership over their actions.

Responsible Community Action is:

- **RESPONSIBLE** - ownership of personal behaviors and the impact on the school community
- **COMMUNITY** - working collaboratively so fellow students are safe and included
- **ACTION** - making academic and behavioral decisions that inspire growth and development

ESA has established school procedures with conduct mores that have academic and behavioral intentions. We have expectations that all Techies must follow in order to have a safe environment:

- Being kind and respectful to yourself, Techies, and teachers.
- Follow your teacher's directions.
- Keep your hands, feet, and objects to yourself.
- Do not call a Techie anything mean or say anything harmful.

Voice Levels help establish an environment where everyone will be heard and where students can help monitor themselves and each other in the school climate.

- **Level 0** silence (when appropriate)
- **Level 1** quiet whisper (classroom)
- **Level 2** regular conversation voice (classroom, cafeteria)
- **Level 3** loud talking (speaking to a group, playground)
- **Level 4** screaming (emergency)

Hand Motions provide fewer disruptions to the learning environment when a student has a minor need or request that can be handled while the class still operates smoothly. When the teacher, or the Techie who is leading the class, notices this signal, it can be given quickly and discreetly.

- **One finger** - pencil
- **2 fingers** - tissue
- **Closed fist** - restroom

Checks for Understanding allow teachers, or the Techie who is leading the group, to determine if their intended message is understood.

- **Thumbs up** - agree
- **Thumbs down** - disagree
- **Thumbs sideways** - unsure, still thinking

Bullying Prevention¹

- **Flat hand in the air - "Stop sign"** Tells someone that you don't like what they are doing. This is when the next steps of Stop, Walk, Talk are implemented
1. **Stop** - Let them know that you do not like what they are doing by putting up a stop sign.
 2. **Walk Away** - If you show the stop sign to another Techie who is doing something that you do not like and they continue, "walk away" from the problem behavior.
 3. **Talk** - Report the problems to an adult.

¹ https://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf

BULLYING/CYBERBULLYING

ESA has a **NO BULLYING** policy. Our Core Value of Outstanding School Culture validates that everyone is unique and has something great to contribute to the learning environment.

Bullying includes any physical or verbal threats, intimidation, harassment, or encounters that make a student feel physically or socially unsafe in this environment. ESA also has a policy against cyber bullying, which includes electronic acts that create a "clear and present danger" of physical harm, "substantial interference" with education, a "hostile educational environment" or "substantial disruption" of the school. The prohibited "electronic acts" include off-campus communication that is "directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose." This bullying or cyberbullying may occur on or off campus, but if it affects another student in a negative way, it will be investigated.

Reporting

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the Executive Director. Any reports made to staff should be forwarded to the Principal or building level administrator immediately but no later than 24 hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report.

Student harassment, intimidation, bullying or cyberbullying will not be tolerated.

Additionally, the following conduct will not be tolerated:

- Conduct aimed at defining a student in a sexual manner.
- Conduct impugning the character of a student based on allegations of sexual promiscuity.
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status

Contraband Items

Please ensure that your child does not bring any contraband items to school or wear any clothing or accessories that are out of uniform. Contraband items include (but are not limited to):

- Weapons or any items that can be used as weapons
- Drugs (including illegal drugs, prescription medications, over-the-counter medications)
- Inappropriate materials (e.g., graphic comic books)
- Items to sell (not a school based fundraiser)

Any item that poses a potential threat to the physical or emotional well-being of a child is strictly prohibited. For security purposes, your child is subject to random checks of any and all items brought onto ESA campus.

Confiscated Items

When ESA Students have a contraband item on campus, it will be taken to the office and stored for TEN business days. Weapons or drugs will be given to the proper authorities. Only a parent or guardian may retrieve this item. However, retrieval of the item is NOT guaranteed. Food, gum, and candy will NOT be returned. **ESA is not responsible for the loss or theft of confiscated items that violate school policy.**

Encore STEM Academy Student Discipline Policy

Great behavior deserves great rewards! Your Techie will receive incentives for implementing RCA in school. These incentives include Dress Down Days, Tech Time (fun opportunities to engage with technology), Lunch with the Teacher, Rewards chosen by Students, and Classroom Based Group Rewards [insert incentives that teachers will co-create during Professional Development].

ESA believes that rewarding expected behavior is just as important as receiving consequences for unwanted behavior. Techies will receive incentives for implementing RCA in school, and at events:

Encore STEM Academy Techie Rewards

Techie Activities	Rewards
<ul style="list-style-type: none"> • Assisting Techies, students, or stakeholders • Academic Honors or Rewards • Showing growth in the 21st Century Core Competencies • [teachers will add to this list] 	<ul style="list-style-type: none"> • Phone calls and letters sent home • Tech Treasures • Tech Time (where they can choose an activity they enjoy.) • Lunch with a chosen adult • Dress Down days • Any other reward which they may choose. • [teachers and students will add to this list]

ESA expects that Techies will always choose their best behavior at all times, but there are times when their a choice that merits a consequence. The infractions and progressive action steps are listed below: [teachers will have input on these infractions, but not on zero tolerance offenses]

<p>LEVEL 1 Infractions</p> <ul style="list-style-type: none"> • Off task during instruction (refusal to work, sleeping in class, head on desk) • Chewing gum • Uniform violation • Disregarding common voice codes • "Mean" words • Uniform Violations 	<p>LEVEL 1 Consequences</p> <ul style="list-style-type: none"> • Apology to offended Techie or teacher • Reflection Moment • Teacher Conference • Parent/Guardian Conference • Teacher Identified Consequence • Student Identified Consequence • Parent/Guardian Identified Consequence
<p>LEVEL 2 Infractions</p> <ul style="list-style-type: none"> • Disrespect to adults • Threatening language or gestures • Disruptive behavior [teachers will better describe behaviors] • Offensive teasing/checking/without use of profanity or harsh words) • Kicking, pushing, "play fighting" • Cheating 	<p>LEVEL 2 Consequences</p> <ul style="list-style-type: none"> • Apology to offended Techie or teacher • Reflection Moment • Parent/Guardian Conference • Teacher Identified Consequence • Student Identified Consequence • Parent/Guardian Identified Consequence • Loss of Privileges
<p>LEVEL 3 Infractions Removal from class to receive consequences:</p> <ul style="list-style-type: none"> • Destruction of school property • Hitting/Physical violence • Profanity aimed at another Techie • Obscene profane gestures • Possession of a weapon on school property (cause for immediate suspension or expulsion) • Theft 	<p>LEVEL 3 Consequences Discretion of Executive Director. The consequences will include mandatory:</p> <ul style="list-style-type: none"> • Apology to offended Techie or teacher • Behavioral Plan • Parent/Teacher/ED Conference and identified consequence <p>Other potential consequences include but are not limited to:</p> <ul style="list-style-type: none"> • Parent shadowing

	<ul style="list-style-type: none"> • Out of school suspension (3-5 days) • Loss of major events such as clubs, extracurricular, field trips
<p>Zero Tolerance Offenses</p> <ul style="list-style-type: none"> • Cyber bullying/bullying • Possession of Contraband • Possession of a weapon on school property <i>(see for immediate suspension or expulsion)</i> • Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee; • Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity; • Unauthorized possession of a firearm on school property or at a school sponsored activity. 	<p>ESA will investigate all acts of bullying and cyberbullying, following protocols established by Shelby County Schools.</p> <p>After investigation, if these acts are found to be true, your child will be expelled.</p> <p>For other offenses, the consequences are Expulsion/Suspension for 180 days</p>

Right to Appeal Discipline Consequences

If your child receives a suspension beyond 10 days (11-180) or an expulsion, as a parent or guardian, you have a right to appeal that decision, and you will be given a written copy of the appeal procedure with your paperwork. Upon expulsion, you may contact Board Member Myra Hamilton [ESA will insert contact information] and explain the situation and your preferred outcome. She will take that information to the board, and you will have a response to your request within 2 business days.

If the ESA Board of Directors has not adequately addressed your concern about the discipline consequence, we ask that you contact Shelby County Schools Office of Charter Schools: Mr. Alexander Roberson Advisor, School Governance & Compliance, 160 South Hollywood Street, Room 138 Memphis, Tennessee 38112 (901)416-4667 robersonab@scsk12.org

Students With Disabilities (SWD)²

Any eligible student is subject to Encore STEM Academy's student code of conduct. The student's plan may include a behavior management plan, which outlines disciplinary options to be used. In some cases, inappropriate behavior may cause the student to be removed from classes and/or school for a few days or to be sent to an alternative education program, such as a supervised setting separate from regular classes or in-school suspension. In either case, the student must be given the opportunity to complete assignments and earn course credit.

When it is determined that the disabled student's misconduct is caused by the disabling condition, the student may not be suspended or expelled from school. The review committee will then determine whether the student's current educational placement or accommodation plan is appropriate. OCR interprets Section 504 as requiring LEAs to develop an individualized behavior management plan for a student with a disability when the student's behavior significantly interferes with his ability to benefit from his education. The purpose of the behavior management plan is to maintain the student's placement in the least restrictive environment to meet educational needs. Removal for more than 10 days requires the same guidelines as for special education students. The student is entitled to due process protections.

The review committee must conduct a manifestation determination when a student with a disability commits a disciplinary infraction that may result in expulsion or suspension from school for more than 10 consecutive school days or when a series of suspensions create a pattern of exclusions that constitute a significant change in placement. The determination must be based on current information. The determination of whether a series of suspensions is a significant change of placement will be made on a case-by-case basis by the review committee. The factors that will be considered will be the length of each suspension, the proximity of the suspension to one another, and the total amount of time the disabled student is suspended from school. The review committee must then determine whether the student's current educational placement is appropriate. If it is determined by the review committee that the misconduct is not caused by the student's disabling condition, the student may be disciplined in the same manner as a non-disabled student, including expulsion from school.

If it is determined by the review committee that the misconduct is caused by the disability, the student may not be expelled.

² https://www.in.gov/content/dam/tn/education/legal/legal_section_504_guide.pdf

Encore STEM Academy has adopted the following policies and procedures from Shelby County Schools Student Code of Conduct.³ They are listed under "Zero Tolerance Offenses."

The infractions of school discipline in the Shelby County Schools listed below are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all-inclusive. For infractions not specifically listed below, school principals shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category.

Category A – State Zero Tolerance Offenses

1. Aggravated Assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee;
2. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity;
3. Unauthorized possession of a firearm on school property or at a school sponsored activity.

Penalty for Category A Offenses:

- Expulsion/Suspension for 180 days

Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the Superintendent.

Category B

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activity;
2. Evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity;
3. Gang activities – Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;
4. Evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled; substance or prescription drug, and/or medical preparations without proper medical authorization;
5. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee;
6. Continuous and/or severe Category C Offenses.

Penalty for Category B Offenses:

- Out-of School Suspension • Expulsion (11-180 day)

When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the Superintendent or the Disciplinary Hearing Authority.

³ <http://www.scsk12.org/schools/whitestation.ms/sites/documents/CodeofConduct.pdf>

Encore STEM Academy



Attachment D

Student Enrollment Policy

Attachment D: Encore STEM Academy Student Enrollment Policy

Encore STEM Academy is an open admissions charter school which will enroll students residing in Shelby County who are entering elementary grades K, 1, or 2 in 2020. The goal for Year One is to enroll 40 students per grade level, for a total of 120 students. Pursuant to T.C.A. § 49-13-107(b)(9), Encore STEM Academy prohibits discrimination for enrollment into our school on the basis of any factors including but not limited to race or ethnicity or national origin or ancestry, religion or creed, color, gender, English proficiency level, or need for special education services, or disability/ability of any category. Encore STEM Academy will abide by this nondiscriminatory admission policy for enrollment. According to T.C.A. § 49-13-113, participation in a public charter school shall be based on parental choice or the choice of the legal guardian or custodian. Encore STEM Academy is a school of choice.

A charter school shall conduct an initial student application period of at least thirty (30) days. Encore STEM Academy will begin the application period Friday, November 1, 2019. Enrollment applications will be accepted until May 1, 2020 at 5:00 PM. This application period meets the minimum requirements. Encore STEM Academy will enroll each eligible student who submits a timely application if the seats are available based on the capacity of the program, class, grade level, or facility, in compliance with T.C.A. § 49-13-113(b)(1). If the number of applications do not meet or exceed the number of seats available by July 1, 2019, which is 40 per grade level for a total of 120 students, all applicants will be accepted, and additional seats will be filled on a first-come, first-serve basis.

Applications for Encore STEM Academy will be made available to families in the following methods:

- The application will be available on the website: www.encorestemacademy.org
- Information on how to retrieve a physical copy of the application will be made available on the website.
- From the website, the application may be downloaded and printed or completed online. If the application is downloaded and printed, it can be picked up by an Encore STEM Academy Team member. The contact information for is online as well, (901) 463-8197. The application may also be mailed to a secure locked post office box: PO Box 446 Cordova, TN 38088.
- Physical copies will be available at Bibleway House Of Prayer, 3261 Park Ave, Memphis, TN 38111. The applications may be picked up there either on Wednesday between 5:30 PM and 8:00 PM or Sunday between 8:00 AM and 2:00 PM.
- Physical copies will be mailed to interested families who see flyers posted within the community and contact Encore STEM Academy if they do not have internet access and prefer this method.
- Soft copies will be emailed to interested families who see flyers posted within the community, or who meet us at Envisioning Encore sessions.
- Applications may be filled out "on the spot" at Envisioning Encore sessions at the Cherokee Library, Orange Mound Gallery in the Lamar Shopping Center, the Orange Mound Community Center, and other locations that we meet parents.

Encore STEM Academy will collect the student application forms and enter the identifying information into a database and retain all documentation in a secure location. Upon admission to the Encore STEM

Academy, each family must complete the admissions packet that will include the enrollment documents, home language survey, immunization records, birth certificates and social security card, transportation information, two proofs of residence, and medical history documents. Kindergarten students must be five years old on or before August 15, 2020 to enroll. Admissions packets will be available upon acceptance of admission into Encore STEM Academy. An admission packet is available in Attachment B.

If applications for Encore STEM Academy exceed the planned capacity of the public charter school, which is 120 students, the following preferences shall apply according to TCA 49-13-113:

- Students in attendance in the previous school year at any public school that converts to become a public charter school
- Students attending Shelby County Schools, if those pupils would otherwise be included in the area in which the public charter school will focus
- Students residing in Shelby County Schools, but who are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus
- Students residing outside Shelby County Schools and whose needs would be included in the area in which the public charter school will focus.
- Siblings of a student who is already enrolled and to the children of a teacher, sponsor or member of the governing body of the charter school, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.

Encore STEM Academy Lottery Procedures

Encore STEM Academy will conduct a lottery if applications received for enrollment by the end of our application period (November 1, 2019-May 1, 2020), whose qualifications meet the preferences stated above exceeds our planned capacity, according to T.C.A. § 49-13-113(b)(2)(B). During the lottery, names will be chosen for each seat that is available.

- If enrollment within a group of preference set out in subdivision (b)(2)(A) exceeds the planned capacity of Encore STEM Academy, enrollment within that group shall be determined on the basis of a lottery.
- If the number of students seeking to be enrolled at Encore STEM Academy who meet the requirements of § 49-13-106(a)(1)(A)-(D) exceeds the school's capacity or the capacity of a program, class, grade level or building, then the enrollment of students meeting the requirements of § 49-13-106(a)(1)(B)-(D) shall be determined on the basis of a lottery.
- If the number of students seeking to be enrolled at Encore STEM Academy who meet the requirements of § 49-13-106(a)(1)(A)-(D) does not exceed the capacity of a program, class, grade level or building, then, after Encore STEM Academy's initial student application period which is November 1, 2019 to May 1, 2020, the charter school may enroll students in such program, class, grade level or building who meet the requirements of § 49-13-106(a)(1)(E).
- If the number of students seeking to be enrolled at Encore STEM Academy who meet the requirements of § 49-13-106(a)(1)(E) exceeds the school's capacity or the capacity of a program, class, grade level or building remaining after the initial student application period has ended, then enrollment for students meeting the requirements of § 49-13-106(a)(1)(E) shall be determined on

the basis of a lottery.

- Any lottery required to be conducted under this subsection (d) shall be conducted within seven (7) days after the end of the initial student application period. Encore STEM Academy will conduct the lottery on or before May 8, 2020.
- After the initial student application period, a charter school with unfilled capacity in a program, class, grade level or building may enroll any student seeking enrollment in the program, class, grade level or building who meets the requirements of § 49-13-106(a)(1)(A)-(E).
- Encore STEM Academy will provide to the department of education certification by an independent accounting firm or by a law firm that each lottery conducted for enrollment purposes complied with the requirements of the legal ramifications OR request that the department of education review and approve the lottery process.
- Encore STEM Academy will comply with the Family Education Rights and Privacy Act, codified in 20 U.S.C. § 1232g, with respect to the publication of any list of students' names before, during or after the enrollment and lottery process.
- Notifications of enrollment status will be sent within one week of the lottery. Families will then have one additional week to confirm acceptance for the seat, on or before May 8, 2020. If confirmation is not received, the seat will be offered to next student on the waitlist.
- Students who do not receive seats from the lottery will be placed on the waitlist.

Encore STEM Academy Waitlist Procedures

A waitlist will be formed after available seats are filled during the lottery. Families of children on waitlist will be notified by email and/or mail of waitlist status at the same time as accepted students are notified of their status. Families will be notified of available seats as they may become available. Families selected from the waitlist will have one week to submit all required enrollment paperwork to accept the seat. If they do not, then the next student will be notified.

Encore STEM Academy Withdrawal, Transfer, and Reenrollment Procedures

If a student enrolled in Encore STEM Academy withdraws or transfers, the first step would be to determine why - is it because they are relocating? Or are they dissatisfied with the school in some form? If it is the latter, the Executive Director will meet with the family member to determine the cause and a means to ameliorate the situation, if possible. If the reason is for moving, the withdrawal paperwork will be processed and given to the parent and transfer paperwork will be sent to the new school upon receipt of the record request. We are aware that there are situations of transience and families may return to the community due to family hardship, change of legal guardianship, housing challenges, and simply the effects of poverty on stability. For reenrollment within the same year, they may return depending on if their seat still remains available. If it is, they will return. If not, they will have to wait until the following year. Students who transfer and choose to return for the next school year will be given the same preference of a returning student.

Encore STEM Academy Pre-Admission Activities for Students and Parents

While there will be no specific activities prior to admission, there will be three key activities post admission and prior to Day One of School:

Encore STEM Academy Founding Families Celebration - A celebration of the Inaugural Student Body of Encore STEM Academy: This event will celebrate and highlight the Board Members, Founding Families and Teachers and Community Stakeholders at the end of the Teacher Orientation.

Encore STEM Academy Orientation - Different from the Founding Families Celebration, the Orientation will highlight our Mission, Vision, Core Values, policies and procedures, and calendar of events for every student and family.

Encore STEM Academy Kindergarten Transition- This event will welcome them to the campus to meet teachers, show them the facilities, take photos, and ask any questions about coming to school.

Through the marketing, recruitment, and enrollment activities, it is the goal of Encore STEM Academy to enroll 120 students, engage families and the Historical Orange Mound Community, and kickstart our school to a great foundation!

Encore STEM Academy



Attachment E

**Pledged Support from Prospective Partners
&
Letters of Support
Memorandums of Understanding
Contracts**

**Attachment E: Encore STEM Academy Pledged Support from Prospective Partners
& Letters of Support/MOUs/Contracts**

Organization and Name	Pledged Support
<i>Letters of support that indicate that Encore STEM Academy is welcomed by the Historic Orange Mound community, is viewed as an attractive educational alternative, and reflects the community's needs and interests.</i>	<i>These letters reflect commitments and pledges from people specifically from the Historic Orange Mound Community.</i>
Orange Mound Historian Orange Mound Gallery Mary Mitchell Articles about Mrs. Mitchell Included	Orange Mound Support Marketing and Recruitment
Orange Mound Archivist Juanita Shields Tate	Orange Mound Support Core Value: Neighborhood and Community
Alexander Global Group Orange Mound Steppers Beverly Alexander	Orange Mound Support Family Engagement
A Square Meal on Wheels Chefs Derrick and Laquanta Clark	Orange Mound Support Comprehensive Wellness
Bibleway Church Pastor Larry Bowie	Orange Mound Support Proposed facility Core Value: Neighborhood and Community
Consolidated Management Taxes Thurman Gray	Orange Mound Support Family Engagement
Harlem Children Zone Laila Mustafa	Orange Mound Support Core Value: Neighborhood and Community
Hersheys Corporation Mario Ingram	Orange Mound Support STEM Support, Exhibitions
Kiddie Kollege Magnolia Baptist Church Carolyn Goodlett Willett	Orange Mound Support Core Value: Neighborhood and Community
Lane College Student Accounting Major St. James Church of Christ Church Member Amber Clark	Orange Mound Support Volunteer Tutor Core Value: Neighborhood and Community
Legendary Physical Therapy and Wellness	Orange Mound Support

Dr. Louie Watkins	Comprehensive Wellness Plan
Love Alive Mark & Mildred Clark	Orange Mound Support Core Value: Neighborhood and Community
Memphis Police Department Lieutenant Frankie Bradley	Orange Mound Support Safety and Security
My Cup of Tea, Orange Mound Carey Moore	Orange Mound Support Marketing and Recruitment Contact Core Value: Neighborhood and Community
Orange Mound Community Parade President Memphis Police Department Retired Captain Claudette Boyd	Orange Mound Support Safety and Security Core Value: Neighborhood and Community
Orange Mound Development Corporation Tiana Pyles	Orange Mound Support Core Value: Neighborhood and Community
Orange Mound Teacher Paris Wright	Orange Mound Support Letter of Recommendation
Retired Teacher St. John Baptist Church Member Betty Neal	Orange Mound Support Core Value: Neighborhood and Community
School Nurse Sandra Kimmons	Orange Mound Support Comprehensive Wellness Plan
Trenia's Salon Katrenia Dickerson	Orange Mound Support Core Value: Neighborhood and Community
<i>Letters of support for Encore STEM Academy that include volunteers for school activities and industry representatives who view Encore STEM Academy as an attractive educational addition for SCS and Orange Mound.</i>	<i>Tennessee Code Annotated 49-6-1105 STEM Partner Organizations stipulates that TSIN shall seek STEM partner organizations, to find ways to collaborate on STEM education programs and opportunities.</i>
Centers for Disease Control and Prevention Shelby Alexander	Comprehensive Wellness Plan
Clean Memphis Janet Boscarino	STEM Support, Exhibitions Core Value: Environmental Stewardship
Department of Human Services Lanita Conley	Comprehensive Wellness Plan
First National Realty Industrial Engineer	STEM Support, Exhibitions

Angela Blakely	
Florida Department of Health Dr. Jamila Pope	Comprehensive Wellness Plan
Hope Church Environmental Scientist Dr. Timothy Jackson, Jr.	STEM Support, Exhibitions Core Value: Environmental Stewardship
Humane Society of Memphis and Shelby County Matt Womack and Ashley Moore	STEM Support, Exhibitions Core Value, Environmental Stewardship
Jackson State University Education Major Moriah Turner	Letter of Recommendation
Latino Memphis Mauricio Calvo	Marketing and Recruitment Support
Middle Tennessee State University Biotechnology Major Ariel Avent	STEM Support, Exhibitions Core Value: Neighborhood and Community
One 13 Design Kwaku Amuti	STEM Support, Exhibitions
Pastor Pedro Hernandez	Recruitment, Marketing, Spanish Translation and Interpretation
Pink Palace Museum Alex Eilers	STEM Support, Family Engagement Core Value: Neighborhood and Community
Retired School Counselor Rose King	Comprehensive Wellness Plan
Self + Tucker Architects Jimmy Tucker	STEM Support, Exhibitions
Southwest Tennessee College Bertha Looney Living Legend - Memphis State Eight	Exhibitions Core Value: Neighborhood and Community
Tennessee State Parks Sarah Green Examples of Activities Included	TO Fuller State Park Retreat Core Value: Environmental Stewardship
Teo's Flooring Mynor Teo	Recruitment, Marketing, Spanish Translation and Interpretation
The Great Girlfriends	Family and Parent Engagement

Sybil Amuti	
United Parents and Students Jade Thornton	Family and Parent Engagement
University of Memphis Dr. Lenwood Fields Example of STEM Teacher Training Activities Included	STEM Support, Exhibitions
University of Memphis Dr. Cheryl Goudie	STEM Support, Exhibitions Core Value: Environmental Stewardship
Veterinarian Technician Iris Rain	STEM Support, Exhibitions Core Value, Environmental Stewardship
Wolf River Conservancy Catherine Justis Example of STEM Activities Included	STEM Support, Exhibitions Core Value: Environmental Stewardship
Women of Stamina Beverly Watkins	STEM Support Core Value: Environmental Stewardship
<i>Professional Letters of Recommendation for Encore STEM Academy's Co-Founders</i>	
Facing History Marti Tippens Murphy	Letter of Recommendation
Methodist Healthcare Zina Jordan	Letter of Recommendation
Retired Teacher Yolanda Toney	Letter of Recommendation
TBC Corporation Nilene Woods	Letter of Recommendation
<i>Memoranda of understanding, or contracts for Encore STEM Academy</i>	
Charter School Development Corporation	Correspondence about Funding
COR Mundi Investments Steve Bowie	Facility Option Correspondence about St. Anne Church
Easy CBM	Academic
Ed Tec Jenny Tabor	Back Office Support Budget

Eureka Math	Academic
Houghton Mifflin Harcourt	Academic
Harmony Transportation	School Transportation
High Tech High Graduate School of Education Stacey Lopez and Tony Simmons	Start Up Funding and Support
Lucy Calkins	Academic
Moby Max	Academic
NWEA/Map	Academic
Raptor	Safety and Security
Renaissance Learning	Academic
Teach for America	Staffing
Teach Engineering	Academic
Walton Family Foundations	Startup Grant Program Eligibility
Words Their Way	Academic
Xtreme Clean Ron and Melody Johnson	Letter of Recommendation School Maintenance

January 7, 2019

Daphne Robinson, Director
Office of Charter Schools
Shelby County Schools Board of Education
160 Holly Wood Street
Memphis, TN 38112

Re: Support for Encore STEM
Academy

Dear Mrs. Robinson:

Mrs. and Mrs. K. Edward Bradley,
principals and vice-principals of
Encore STEM Academy presented
a year experience presentation
~~for the~~ of plans for ~~the~~ Encore STEM Academy.
I sincerely applaud their
inspiration ~~and~~ dedication
and professional through
approach to this twenty-first
century approach to education.

#

Moreover I am honored they
have historic Orange Board
to launch the inaugural school.

Thank you for your
affirmative reply to their
application.

I look forward to meeting
you at the ribbon cutting
of Encore STEM Academy -
historic Orange Board.

Respectfully,

Harold E. Mitchell, Historian
multigenerational Orange Board ~~committee~~



News from the Shelby County Mayor's Office
Mayor Mark H. Luttrell, Jr.
11th Floor, Vasco A. Smith, Jr. Administration Building
160 North Main, Memphis, Tennessee 38103

All news releases can be seen at www.shelbycountyttn.gov in the News Listing
Public Information Officer: Steve Shular
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October 17, 2017

**Mayor Luttrell Recognizes Community Leader Mary Mitchell
As Honorary Orange Mound Historian**



Shelby County Mayor Mark H. Luttrell, Jr. will recognize community leader Mary Mitchell as *Honorary Orange Mound Historian* on October 23rd. The ceremony starts at noon at the Orange Mound Senior Center, 2590 Park Avenue.

"I'm pleased to honor Ms. Mitchell for her efforts to preserve the heritage of Orange Mound. She's been a tireless advocate for churches, community groups and civic clubs," said Mayor Luttrell.

Ms. Mitchell was born in Orange Mound 81 years ago. She lives at 2866 Douglass Avenue, the family home of seven generations. At an early age, she joined her grandmother at civic events and community meetings. **"That's when I learned to be an advocate. My desire to help people through the years led to a sincere appreciation for the entire neighborhood,"** said Ms. Mitchell.

Orange Mound is bounded by Airways Boulevard on the west, Semmes Street on the east, Lamar Avenue on the south and Southern Avenue on the north.

"Ms. Mitchell routinely conducts tours of Orange Mound that highlight interesting facts about famous residents, restaurants, parks, cemeteries and churches. I join with Mayor Luttrell to thank her for promoting her community's rich history," said Shelby County Historian Jimmy Ogle.

In 2015, Mayor Luttrell launched an initiative to recognize the history of the cities, towns and unincorporated areas of Shelby County. The official seals of Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis and Millington were mounted in the lobby of the Vasco A. Smith Shelby County Administration Building at 160 North Main in downtown Memphis.

The mayor also created a rotating exhibit in the building's lobby of historical documents, pictures and artifacts about communities throughout Shelby County. The Orange Mound exhibit was displayed from February-July of this year.

"Shelby County will grow stronger when we learn more about our neighbors and embrace the history of their communities," added Mayor Luttrell.

(End of Release)

Orange Mound

KIM AND JIM COLEMAN | WEDNESDAY, OCTOBER 25, 2017

Lifelong Orange Mound resident recognized by City of Memphis as community historian

SHARE     



Mary Mitchell has lived in Orange Mound, the oldest African American neighborhood in the City of Memphis, her entire life and has collected a wealth a knowledge through the ebbs and flows of time and change. Andrea Zucker

Memphis is rich in history. From epidemics and earthquakes to civil rights and rock n' roll, a lot has taken place in its 190-plus years. Within the city's many communities, there is a history too.

Recently, Shelby County Mayor Mark Luttrell recognized Orange Mound resident Mary Mitchell's dedication to preserving her neighborhood's history by naming her as Honorary Orange Mound Historian.

"We are here to honor Mary Mitchell. But I can tell you we are using Mary as an example of just how good our community can be – if we had 20 Mary Mitchells across Shelby County in various areas – what we could do to highlight the beauty and integrity and historical significance of all our areas," praised Mayor Luttrell during a ceremony at the Orange Mound Community Center on October 23.

Born in 1936, Mitchell's family has lived in the same house in Orange Mound for generations. In fact, seven generations have lived under its roof, taking part in wakes, funerals, picnics and all kinds of family celebrations.

"It's an appreciation and a reverence that I have that because, even at 81, I can remember very vividly walking with my grandmother, holding hands, as they gathered petitions, as they went to Melrose to talk, as they shared their ration stamps," Mitchell said.

Related: "New leaders bring progress to historic Orange Mound"

She recalled her grandparents and neighbors strategically organizing their limited resources during World War II – trading shoe stamps between neighbors for sugar or flour stamps.

Working together, they made sure the neighborhood children were fed before heading off to school. Mitchell said the children would watch the adults get up early and go to work every day, instilling a work ethic and making sure every young person knew their value in the community.

"The community had a vision and a purpose. I was not aware of it until I matured myself, but I was always in awe of it. In awe as a young girl about all these things I saw they were doing and planning to make things happen. They were united and supportive in every effort," Mitchell said.

If one looks at any of the old Melrose yearbooks, the names of persons from the community who made contributions to the yearbook – some had children in school, some didn't – are all there.

Residents supported the school as a united force and supported civic involvement.



Among the crowd at the Orange Mound Community Center to celebrate Mary Mitchell's recognition as the Orange Mound Historian are friends, family and community leaders.

"We went around the neighborhood to get people to vote. We acquiesced to the call of the war," Mitchell reflected.

Over Mitchell's lifetime, Orange Mound has experienced peaks and valleys. Like many historic African-American communities, it remained tight-knit through World War II, the civil rights era and into the 1970s. As manufacturing made its exodus abroad, the neighborhood began to decline. During the 1980s and 1990s, it was one of many inner-city neighborhoods ravaged by poverty and crime.

It's a common history shared by many. Mitchell has been there to see it all.

"The press, the media only see and talk about the 'expose of the dramatic.' Losing a life in any situation through violence, or even a natural death, is not pleasant, but Orange Mound is so much more than what is on the surface," Mitchell said.

First developed in 1890, Orange Mound was the first black neighborhood built by and for African-Americans. The land belonged to the John George Deadrick Plantation before being sold for \$100 to Izey Eugene Meacham, who sold parcels of the land to African-American families. Over the years, it became home to businessmen, lawyers, and other professionals – and a source of pride. Next to Harlem, it's the second largest community founded by African-Americans in the nation.

Related: "Memphis black history: Orange Mound as a haven for black Memphians"

"The cohesiveness, the focus in developing this great, sacred place was part of the ideals of all the people that I was nurtured by," said Mitchell. "I can be the voice for the stories and there are so many beautiful stories of triumph, vision and faith to be told. I am honored and privileged to represent the spirits and the passion of the persons that nurtured and loved and guided me."

As witness to many of the comings and goings in Orange Mound, Mitchell has crafted her specialized set of knowledge into a position of community leadership.

In 2016, she served on the Orange Mound Preserve America planning team after First Lady Michelle Obama designated the neighborhood a Preserve America Community.

That same year, the Orange Mound Gallery opened. Mitchell, along with fellow resident LueElla Marshall, worked with ArtsMemphis to secure the space for local African-American artists to exhibit their works. A small space, it was previously a liquor store on Lamar Avenue.

Related: "Orange Mound Gallery models equitable development through arts"

Mitchell also sits on the board of the Melrose Center for Cultural Enrichment. The nonprofit hopes to retrofit the old Melrose school building to serve as a heritage museum and genealogy center for Orange Mound history.

"I hope, more than anything else, we are pointing out the example of what we need across our community and that is people stepping up and assuming those roles of preserving the history of our community with our children. We need to invest in teaching our children history. Our responsibility is to raise up our young children – our young people – so we can have more Mary Mitchells across this community that perpetuate and preserve our history," Mayor Luttrell said.

In addition to the rich heritage present in her neighborhood, Mitchell said she sees black people in general as a source of strength and inspiration.

"Being descendants of the people who traveled the Middle Passage voyage – being from persons who survived that – there's something within that tenacity of spirit that brought us from before 1600 to 2017."

For Mitchell and other residents, Orange Mound, in its small corner of the world, is a tale of that same tenacity and spirit.

"The significance of Orange Mound should never be buried or covered up. Even when I'm not here to tell the story, along with my contemporaries in Orange Mound, we will set the tone and create the structure so it will be told for another 127 years," Mitchell said.

Orange Mound has struggled since 1968, but residents see heritage as key to its revival

[Teresa Weathermon](#), USA TODAY NETWORK - Tennessee Published 6:00 a.m. CT April 2, 2018 | Updated 7:02 a.m. CT April 2, 2018

Commemorating the legacy of Martin Luther King Jr. Michael Schwab



(Photo: Brad Vest / The Commercial Appeal)
CONNECTICUT.PHOTOGRAPHY.COM

Getty Photo

Most of the nation remembers [Martin Luther King Jr.](#) as a martyr who helped break the back of legal segregation that kept African-Americans in shackles more than a century after slavery ended.

But to Orange Mound residents like Daisy Miller and Mary Mitchell, he was a regular fellow.

A fellow who, among other things, visited barbershops and eateries there, in the first residential community in the South that was settled by African-Americans, and the first in the nation to be built by African-Americans.

"He was a man, a regular man," said 80-year-old Daisy Miller, owner of Orange Mound Grill.

"Martin Luther King got his hair cut in Orange Mound," said Cheryl Scales, whose family settled in Orange Mound in 1938. "People forget that he was a man, and that he had a rhythm to his life, in the places that he traveled and in the work that he did."

During the civil rights movement, Orange Mound was a part of that rhythm.

Mary Mitchell, a longtime Orange Mound activist and chronicler of its heritage, remembers how the Orange Mound Mobilizers, a de facto security squad for civil rights demonstrators and others involved in the movement, rallied around King.



Buy Photo

March 31, 2018 - Mary Mitchell, a longtime Orange Mound activist and chronicler of its heritage, remembers how the Orange Mound Mobilizers, a de facto security squad for civil rights demonstrators and others involved in the movement, rallied around King. "The civil rights movement was very prominent in Orange Mound," Mitchell said. "The Memphis Orange Mound Mobilizers were his security guards not only when he came to Memphis, but when he traveled anywhere." (Photo: Brad Vest/The Commercial Appeal)

"The civil rights movement was very prominent in Orange Mound," Mitchell said. "The Memphis Orange Mound Mobilizers were his security guards not only when he came to Memphis, but when he traveled anywhere."

Mitchell also remembers the chaos that ensued after King was assassinated on April 4, 1968.

"On Park Avenue, everything was burning," she said. "I was looking for my children because everything broke out like a tsunami. Guns and tanks were in the streets, and they (National Guardsmen) told me to go back home. ..."

"So, I was walking with my little dog, King, trying to find my children, and as it turns out, they were hiding in the hedges near my home. ... They whispered, 'Mother, here we are'"

But since the time that the civil rights icon visited Orange Mound to eat soul food, get a haircut and inspire activists there to build on the greatness that they had already achieved by becoming the first neighborhood in the South to help black people realize their dream of homeownership, it has struggled.

In 1970, two years after King's murder, 14,023 people were living in Orange Mound.

Today, that number has dwindled to 5,453.



Members of the Orange Mound Council pray at the conclusion of one of their meetings Jan. 24, 2018. (Photo: Brad Vest / The Commercial Appeal)

Also, according to research by anthropologist Charles Williams, author of the book "African-American Life and Culture in Orange Mound: A Case Study of a Black Community in Memphis," the median income in Orange Mound in 1970 was \$10,078 — above the federal poverty threshold of \$3,968 for a family of four that year.

By 2010, though, that income was at \$18,352, and today, the median household incomes in the two census tracts that encompass Orange Mound are \$19,653 and \$17,172 — below the federal poverty threshold of \$24,563 for a family of four.

Also in 1970, 45 percent of the 4,034 housing units in Orange Mound were owner-occupied. Today, 3,064 units exist in the Orange Mound area, and around 40 percent are owner-occupied.

And, as it was in 1970, more than 95 percent of residents are African-American.

Williams, who began researching Orange Mound in 1979, said the changes that have occurred can be tied to two factors: the drug trade that began to take hold in the 1970s and the 1980s, and residents moving to formerly all-white residential areas.

"Things were still turbulent, people were still anxious, in terms of race, but people were on edge because drugs had begun to come on the scene," Williams said. "Some residents moved to an area called Cherokee. It was adjacent to Orange Mound, and it was a little more affluent, and the houses were a little bit bigger than what they had in Orange Mound. ... Between those two things going on, it immediately started going down."

However, the heritage that many Orange Mound residents abandoned is rapidly becoming the key to its revival.

Organizations such as the Orange Mound Community Redevelopment Corp. are working to boost homeownership and businesses in the area. Younger people like Scales, who owns a consulting business in Atlanta and was 5 when King was murdered in Memphis, are returning home and rediscovering their roots in Orange Mound — and encouraging their friends to follow suit.

Scales, a graduate of Melrose High School who attended Princeton University with Michelle Obama, has high hopes for the community.

"It was always joyful, and I had a lot of watchful eyes," she said. "As an adult, and as I've traveled, I realized I grew up in greatness."

Part of that greatness, Scales said, lies with her alma mater. Meirose's alumni association is more than 40 years old, and it has 10,000 alumni in 55 countries, she said.



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People wait for the start of the Classic Parade along Park Avenue near Meirose High School on Sept. 10, 2018. (Photo: Brad Vest / The Commercial Appeal)

That legacy, plus memories of the love and nurturing that people like herself have received in Orange Mound, will breathe new life into it, she said.

"My community made it possible for me to be OK at Princeton because my very first semester there my mother worked for General Electric, and my father worked for Cargill, and my mother got laid off. ...

"What the community did, at the first of the month, they would drop off \$1, or \$5, or a food stamp, and say, 'Put our girl a box together.' Each month my parents would take that money and send me a box, and each month everyone would ask, 'What's in the box?'

"So, I fed everyone in the hallway, and my friends, from the box. ... The community sent it because they didn't want me to be homesick."

Scales was also among those who led Orange Mound residents to turn out last year to protest the proposed closing of Dunbar Elementary School. The Shelby County School

Board voted to keep it open. Right now, she is working with Mitchell to fight plans by Kroger Supermarket to leave the area.

The historical memory of people like Mitchell and Miller, and the pride embodied in people like Scales, are likely what will lead Orange Mound to continue to fight to restore itself to the place where they, as well as King and civil rights demonstrators, once sought support and comfort.

"I think people who are younger, who have heard the stories, will pass them on," said Scales, who said she is working on a road map to persuade younger people to move back to the neighborhood.

"I have very real conversations with people about this. I tell them, 'This isn't about climbing (to a more affluent neighborhood). Orange Mound is the climb.' "

Said Williams, the anthropologist: "Communities are like people; they go through changes. They start out one way, and they transition into something else. The community will survive, but it may not be what it was before.

"But I had never been into a place like Orange Mound, where people will immediately tell you about their love for the place. The landmarks, the schools, Melrose. That's Orange Mound. Another unique thing I found was this alumni association with Melrose. ... People 70 and 80 years old come back for the games and the parades. ...

"It's amazing."

Local News

Hidden History: Orange Mound Built on Site of Former Plantation in 1890

Posted: Feb 20, 2018 11:06 PM CST

Updated: Feb 20, 2018 11:06 PM CST

MEMPHIS, TN. - It's known as the first community in America founded and developed exclusively for African Americans.

It was built on the site of a former plantation in 1890.

The historic Orange Mound Neighborhood in Memphis, Tennessee, still lives up to that designation today.

It was a location where black doctors, lawyers, and business owners could own their own homes.

The community has thrived, although it was tested during the Civil Rights Movement and the assassination of Dr. Martin Luther King Jr. several miles away.

"There was so much love, so much innovation, so much community, unity here.." says Mary Jones-Mitchell, Orange Mound Historian.

If you want to learn about Orange Mound's History, you need to find native, Mary Jones-Mitchell.

"Melrose is the only school in the nation that had two Olympic winners in 1988 in Seoul, Korea," says Mary Jones-Mitchell.

Memphis Mayor Jim Strickland recently named Jones-Mitchell "The Historian of Orange Mound."

She speaks with pride when talking about her community.

"Two years ago this was an abandoned liquor store," says Mary Jones-Mitchell.

Some of Jones-Mitchell's most painful memories however, are about the neighborhood during the Civil Rights Movement.

Her classmate, Lillian Bumpus, fought for equality.

"We boycotted the department stores. We were not supposed to even receive the daily newspaper," Orange Mound native Lillian Jean Bumpus said. "The commercial appeal' did not give blacks titles, Negroes as we were called then."

Throughout its history, black families in Orange Mound have turned to the church for refuge.

"That's why it's so important for the church to be holistic in its outreach in addition to partnering with the schools," says Senior Pastor Reverend Willie Ward Jr., Mt. Pisgah CME Church.

At times Orange Mound was known for the wrong reasons.

Dozens of Orange Mound natives are working hard to restore pride in the historic neighborhood.

"I think faith, family and fortitude will be the mantra for the next 50 years, or the next 150 years for this great place," says **Mary Jones-Mitchell**.

There are a number of notable athletes who came from orange Mound, all graduates of Melrose High School. Barry Wilburn played for the Washington Redskins when they won Superbowl 21. Cedrick Wilson played for the Pittsburg Steelers when they won Superbowl 40. And Andre Lott-Washington won a National Championship with the University of Tennessee Volunteers in 1998.

JANUARY 20, 2019
TO - SHELBY COUNTY SCHOOLS
DR. JORIS RAY - INTERIM SUPERINTENDANT

PLEASE ACCEPT THIS LETTER OF SUPPORT FOR ENCORE STEM ACADEMY ELEMENTARY TO OPEN IN ORANGE MOUND IN 2020. ED BRADLEY IS A PRODUCT OF THE ORANGE MOUND COMMUNITY AND MELROSE HIGH SCHOOL. HE AND HIS WIFE DR. MENTHIA BRADLEY ARE WELL-MANNERED, WITH HIGH REGARD FOR CHILDREN, FAMILY AND SPIRITUAL VALUES. THEIR LEADERSHIP QUALITIES ARE NUMEROUS. THE VIDEO OF THEIR WORK EXHIBITS PATIENCE WITH THE CHILDREN THAT IS GENUINE AND VERY ORGANIZED WHICH ULTIMATELY ENHANCES THE SKILL OF ORGANIZATION WITHIN THE STUDENTS. THEY KEEP AHEAD OF THE CHANGES AS WELL AS ISSUES THAT AFFECT EDUCATORS NOT JUST IN SHELBY COUNTY, BUT THE NATION.

ENCORE STEM ACADEMY ELEMENTARY WILL BE A GREAT ASSET TO THE COMMUNITY.

RESPECTFULLY,
RETIRED SHELBY COUNTY EDUCATOR
1958 - 1995



January 11, 2019

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Director Robinson:

I am Beverly N. Alexander and I was able to enjoy successful corporate careers because I was blessed to received quality education beginning with the first grade. One of those careers was serving as the academic chairperson in the University of Phoenix organization. I have a masters in education and I have two successful adult children with advanced degrees. In our family we know that education is the key to the next level to success of any type. In this my retirement season, I am an entrepreneur.

Establishing an educational STEM entity (Encore) in the Orange Mound community is the ultimate outreach ministry because it serves a need that will have lasting benefits for each family and for the community. Having dedicated founders as Ed and Dr. Menthia Bradley is an assurance that the core principles of STEM education will be included. This school will be an asset to the Orange Mound community and the City of Memphis as a whole; and perhaps one that has the potential to be a benchmark for others to follow.

Dr. Menthia and my children grew up together in the same community and attended the same church for a number of years. I have seen her grow and develop. She is like a daughter and I am so proud of her successes and the passion she exhibits in the education field. On a side note, Menthia was instrumental in my becoming involved with the Orange Mound Community Center where I learned about Chicago Stepping dance classes. Another example of sharing the wealth!

As this Encore STEM program builds, grow, and becomes established, it will become one of the community initiatives that will be placed on my volunteer list. The more we share our wealth of knowledge and the educational experiences we have achieved with others, the better we grow and thrive.

Thank you for your participation in helping and assisting Mr. & Mrs. Bradley (Ed and Dr. Menthia) make Encore STEM educational initiative a reality.

Sincerely

A handwritten signature in blue ink, appearing to read 'B. Alexander', written over a horizontal line.

Beverly N. Alexander



Shelby County Schools Office of Charter Schools
Daphne Robinson, Director
Dr. Joris Ray, Superintendent
160 Hollywood Street
Memphis, TN 38112

January 22, 2019

RE: Letter of Support for Encore STEM Academy

Dear Shelby County Schools Board and Office of Charter Schools,

Encore STEM Academy Elementary Charter School has an exceptional mission and vision that will enable students to excel now and in the future. We are Chefs Derrick and LaQuonta Clark, owners of A Square Meal on Wheels Cafe and Food Truck and we are writing this letter to provide our full support for the school's opening. Upon hearing the vision of Encore, we know that this will be an intriguing option for children in Shelby County Schools because the focus that is similar to optional schools in Memphis, and this will give more opportunities for students to learn Computer Science and STEM.

As a native resident of Orange Mound with family roots deep in the community and local churches, we believe this will be a welcome addition to the community renewal, encouraging students to learn new skills that will help them be prepared for careers. As entrepreneurs and ardent believers in healthy eating, we would share our expertise and volunteer with the students, staff, and families to share wellness lifestyle options, gardening information, and information for future entrepreneurs. We also will work with Encore students when they do projects and exhibitions and provide a sounding board for them to express their ideas.

It is without any hesitation that we offer our full support for Encore STEM Academy opening in the Orange Mound community of Memphis, TN. We thank you for receiving this letter and for considering a new school option for Shelby County Schools children.

Respectfully,

Chefs Derrick and LaQuonta Clark, Owners
A Square Meal on Wheels Cafe and Food Truck



Bibleway House of Prayer
3261 Park Avenue
Memphis, TN 38111
(901) 327-3007

Bishop Michael G. Clark
Pastor

February 26, 2018

Tennessee Department of Education Office of Charter Schools

Dear Tennessee Department of Education,

I am Pastor Bowie of Bibleway House of Prayer located in the Orange Mound neighborhood of Memphis, TN. As Pastor, I am attuned to the needs of the community and Memphis at large, and increased educational opportunities are essential to catapult our city into forward momentum. I have had many ideas to invigorate the youth in the community and work with like minded organizations. When Mr. Bradley spoke to me about Encore STEM Academy, it resonated with the church's vision and the need to use the educational space at our church in a productive and fulfilling manner.

Bibleway House of Prayer has 18,000 square feet that formerly served as a Pre-K and a full school. It is equipped with ADA ramps, various size bathrooms, a commercial kitchen, and a large gathering room for school meetings. We have the physical space to accommodate a growing school body, and the congregation is on board to support Mr. Bradley and the students. He spoke to me and some of the members about "STEM Saturdays" where families can see the types of learning activities that will happen for the children. We were impressed and we are excited to support this cause. This would be a great partnership.

It is crucial that community members come together to do what is best for this kids that they serve. People who are committed to Memphis, plan to remain and build, and have the talent and drive that it takes to work together are important for long lasting change. That is why Bibleway House of Prayer is supportive of Mr. Bradley and the school he is proposing. We look forward to working together.

Thank you for this opportunity.

Rory Bowie
Pastor Bowie, Bibleway House of Prayer

CONSOLIDATED MANAGEMENT SERVICE

2394 Lamar Ave Memphis TN 38114

901-743-7392

Shelby County Schools Board of Education Office of Charter Schools
Dr. Joris Ray, Superintendent and Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

January 29, 2019

Dear Shelby County Schools Board of Education, Dr. Ray, and Mrs. Robinson,

CMS has been operating an accounting, tax, and financial services firm based in Orange Mound since 1991. As a business owner in the community, we have had the pleasure to meet residents, interact with their families, and work with their fiscal needs. Despite the many businesses which have come and gone, we will remain in Orange Mound because we are dedicated to this neighborhood. We are also excited about other entities which are coming back to strengthen the community, such as Encore STEM Academy.

As the Bradleys share the vision of Encore STEM Academy, they are seeking insight from business owners and community members like us. Mr. Bradley, growing up in Orange Mound, expressed much excitement about opening a school to teach a different type of curriculum which emphasizes Science, Technology, Engineering, and Mathematics and Computer Science in a small and unique learning environment. He is emphatic about providing this education to children who may not all have the opportunity to receive this style of teaching.

As an Accountant, I would be proud to volunteer time with the students, staff, and families by sharing information about my career path, tax preparation advice, and support of the students' exhibitions and projects. It takes a village to raise a child, and I am honored to be a part of the village of Encore STEM Academy. It is my hope that this school is approved by the Shelby County Schools Board and that the school is able to open, thrive, and serve Memphis children.

Thank You,

Mr. Thurman Gray
Consolidated Management Service

Laila P. Moustapha
Harlem Children's Zone, Inc
2031 5th Avenue, Floor 2
New York, NY 10035
December 28, 2018



Shelby County Schools Board of Education
Office of Charter Schools, Shelby County Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

To the Shelby County Schools Board of Education,

As a native Memphian and resident of Orange Mound, I come from a long family line of educators. I was taught from an early age about the importance of education. I was reared in the Memphis City Schools educational system ultimately graduating from Overton High School. I can attest that the structured education I received prepared me in my personal and professional endeavors. Afterwards, I earned my degree from the University of TN at Chattanooga and came back to Memphis. Over the course of a few years I worked as a substitute teacher, reading interventionist and Middle School Vocal Music educator. I also loved working in my community as a girl scout troop advisor. Being raised in Memphis instilled deep family values, provided an environment through schools and community programs that helped develop my curiosity and gave me exposure to great arts programs. Currently, I am a Program Director at the Harlem Children's Zone. I oversee a program called A Cut Above, a middle school afterschool program.

I met Menthia Bradley through a mutual colleague while teaching Vocal Music at Wooddale Middle school. From the beginning, Menthia was loving and kind, wise beyond her years and tirelessly committed to educating youth. As Principal at the time of Memphis Business Academy, she worked inside and outside the classroom ensuring the students her team served were being guided by rigorous academics and caring professionals. She takes time to get to know her students and families beyond their achievements in the classroom. She works hand in hand with her teachers and faculty in the creation of amazing ideas and the execution on the ground. I have witnessed this myself while visiting her school. Her teachers believe in her as the leader of their team. She is innovative in her approach and diligent in honing her best practices and discovering new approaches to meet and exceed expectations. She prides herself in cultivating a love of learning for her students, faculty, and for herself. In the zone, we refer to our approach as "whatever it takes." She embodies this. Menthia is also committed to facilitating a loving environment where all students feel supported and are taught to thrive no matter what their personal story is. She is extremely dedicated to the educational profession and has mastered her ability to remain vibrant and energetic in her approach.

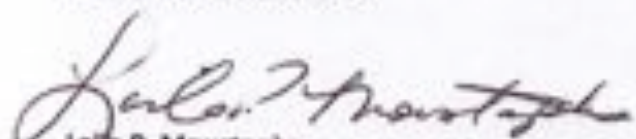
I met Ed Bradley through Menthia. He impressed me with his fortitude and focus on improving each endeavor he decided to commit to. He is fun, loving and passionate about his community. He possesses high standards and is relentless in the pursuit of his goals. He too, embodies a "whatever it takes" mindset. Mr. and Mrs. Bradley's belief in Christ permeates through the way they live their life and how they treat others.

Our Orange Mound community is a special place. My family has lived in this neighborhood for over 30 years. Its history is rich and filled with brilliant minds. Brilliant minds that will benefit from a school like Encore STEM Academy. ESA's commitment to recruiting master educators and providing an outstanding school culture where they recognize even the smallest idiosyncrasies of each learner is essential to this community. Orange Mound deserves this level of commitment for its scholars. I also believe that this environment will trickle into the community to create new opportunities for families and spur much needed revitalization.

As the opening of Encore STEM Academy approaches, I am excited and committed to partnering to aid in its success. I plan on volunteering when I am back home, assisting in connecting the team with resources, and standing in the belief that this academy will make a difference in the Orange Mound community.

Please contact me if you need any additional information.

Respectfully submitted,



Laila P. Moustapha
Program Director, Harlem Children's Zone, Inc
A Cut Above Afterschool Program



Dear Dr. Ray and Mrs. Robinson,

It my utmost pleasure to speak on the character and the program that Mr. Bradley has the, vision, and experience to bring to light. Mr. Bradley and I grew up in the Orange Mound Community and attended Memphis Melrose High School in the heart of the Orange Mound Community and Sherwood Middle School as well. I was excited that he taught my daughter, Marissa Ingram, in the STEM class at John P. Freeman. It is because of his leadership and guidance as an educator that gave her focus and she is now highly sought after from several Ivy League schools in the country. In this since I know first-hand of his work ethic, STEM ability, and effective parental communication.

Encore STEM Academy is an extension of his work as a STEM teacher, and also a great addition to the Orange Mound community. When I heard the school vision, I was most excited about offering these STEM opportunities to students at a younger age, because this learning environment and access to high level technological content usually does not come until high school. As a Research and Development Chemist, I worked with curriculum development and labs at the T-STEM Academy. Also, while working with the Adopt-A-Schools Programs in the Memphis Area, I was one the founders of the Chemical Engineering Program at Memphis East High School. In this program we were able to enhance and promote more science-based carrier choices for promising gifted students within the system. We exposed the students to scholarships that benefited critical thinkers, put them on the path to internships and presented them an avenue that fit their "strengths and talents"

While at the Hershey Company I visited the historical Hershey School in Pennsylvania, and here I found the blueprint for enhancement that our inner-city students must have to succeed. As I conveyed what I witnessed to Mr. Bradley I found he and I were speaking the same language; therefore, when

he presented me with his vision, I knew that he had my full support with this endeavor.

If Shelby County Schools accepts the charter application for Encore STEM Academy, I would be pleased to provide my expertise and support with curriculum, lab, and extended learning opportunities, sharing my career pathway with students, and supporting student exhibitions. Opening this type of program of learning in Orange Mound gives me great joy. This community was the start of my humble beginnings and it gives me great pride to be a part of this educational venture within the Historical neighborhood that I call home.

Thank you,

Mario E. Ingram



Research Chemist/Quality Assurance Specialist

The Hershey Company, Memphis TN

(O) 901-775-5575

(M) 901-268-7364

**KIDDIE KOLLEGE
CHILDCARE CENTER
1980 E. Person Ave.
Memphis, TN 38114
(901) 775-2814 / 775-2815(F)**

March 28, 2019

Shelby County Schools Office of Charter Schools
Dr. Joris Ray, Superintendent
Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Dr. Ray and Mrs. Robinson,

I am the Director of Kiddie Kollege, Chairman of the Trustee Board of Magnolia First Baptist Church and Chairman of the Magnolia Castalia Community Association. As a community advocate, entrepreneur, and champion for early learning opportunities, I support the vision of Encore STEM Academy in the Orange Mound community. During our session at Magnolia Church, I met with Dr. Bradley and Everna Andrews, another church leader, where we learned more about the goals to increase advanced learning for ALL children. Afterwards, we went to visit Kiddie Kollege.

As a community leader, I have several contacts with other Childcare Centers, Community organizations, Church Leaders, families, and key people who can assist in marketing, recruitment, and support in this worthy effort. We serve 132 children at our location including one Shelby County Schools Pre-K and 20 additional 4-year old's in our 3 Star program. We support Encore STEM Academy recruiting and sharing their school vision with our families to open their school in Orange Mound in 2020.

Sincerely,

Carolyn Goodwin-Willett
Director, Kiddie Kollege
Chairman Trustee Board, Magnolia Baptist Church
Chairman, MCCA

Amber Clark

Lane College
545 Lane Avenue
Jackson, TN 38301
(901) 487-6329

TN Department of Education, Office of Charter Schools

Letter of Support for Encore STEM Academy for Mr. Bradley

February 5, 2018

Dear Application Committee:

I am writing this letter to support Encore STEM Academy opening in the Orange Mound community in Memphis, TN.

I am a senior Business and Accounting major at Lane College, and when Mr. Bradley shared the information about the school with me and the family I thought it would be fantastic! If I had been involved at a STEM school at a young age I would have had a stronger Math foundation to excel in my Business and Accounting classes quicker.

Mr. Bradley was my Science teacher at American Way Middle School and his class was so interesting and we really learned a lot about science and about building great character. He was a great teacher and would do a great job with opening a school to help other children excel.

My church is St. James Church of God in Christ in Orange Mound. I have been a member there all my life, and the children at the church would enjoy the STEM Saturdays and Sundays and that the younger kids would be happy to enroll in Encore STEM Academy for this fun learning experience. With Mr. Bradley at the school, I know that he would show great care for their learning, just as he did for me and my classmates.

As Mr. Bradley's former student, and a member of the Orange Mound community, I am proud to support his application to open Encore STEM Academy in Memphis, TN.

Have a great day!

Amber Clark, Senior Lane College

LEGENDARY

PHYSICAL THERAPY & WELLNESS

4469 Mobile Hwy, Ste. C – Pensacola, FL 32506; P: 850.332.7681; F: 850.512.1188

March 21, 2019

Mrs. Daphne Robinson, Director of Charter Schools
Shelby County Schools Board of Education
160 Hollywood Street
Memphis, TN 38112

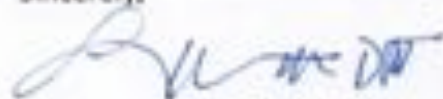
Dear Mrs. Robinson,

I grew up in the Orange Mound Community of Memphis, TN and I have known Mr. Bradley for over thirty years and know his passion for children and education. He has spoken extensively about his views on education and how he wanted to make a change in the school system and provide additional opportunities for children to learn STEM concepts. For the past two years, he has spoken on opening Encore STEM Academy for elementary students. I would love to see him fulfill his dream!

As a Physical Therapist who is involved with Comprehensive Wellness, healthy eating and lifestyles, physical fitness, and practices for holistic well-being, I would provide insight into ways that teachers, students, and parents can enhance their health. I believe that complete wellness (mind, body, and soul) increases academic achievement, work/life balance, and productivity.

It is my hope that as you review this application, you will see that Encore STEM Academy is a good fit for Shelby County Schools and the citizens of Orange Mound.

Sincerely,



Dr. Louie Watkins III, PT, DPT, COO
Legendary Physical Therapy and Wellness Center
Getbetter@LegendaryPhysicalTherapy.com



901.529.7016 lovealive@naal.com 2512 Ridgeland St. • Memphis, TN 38119

February 26, 2018

TN Department of Education: Division of Charter Schools
710 James Robertson Parkway
Nashville, TN 37243


To whom it may concern:

This letter of support is for Mr. K Edward Bradley opening of Encore STEM Academy in Memphis, TN. I, Mildred A. Clark, have had the opportunity to work with Mr. Bradley as a fellow teacher. As his colleague, I can attest to his professionalism, his support of other faculty, his help with children and families, and his service as a team player. Using best practices, Mr. Bradley was quite adroit in assuring that the students he served were able to draw a bridge between science and any other content area where cohesion existed, which strengthens their knowledge and understanding of other subjects such as Math. As a Math teacher, it is refreshing to know that a STEM-focused school is being established that will help strengthen these core competencies. With this being said, I am excited to support Mr. Bradley in these endeavors as a colleague, volunteer, and/or Math tutor.

I, Marc Clark, am excited to increase the exposure in the community Mr. Bradley plans to serve. As a minister of music and parishioner of an Orange Mound church, I firmly believe this school's focus would help children enjoy learning and provide an innovative learning curriculum that the community would embrace. Mr. Bradley has discussed creating "STEM Saturdays and Sundays" where community members will be involved and be afforded opportunity to experience STEM activities at churches, community centers, and daycares within the community. Mildred and I have no doubt that Mr. Bradley and Encore STEM Academy will serve the community well through the fully open doors of Bibleway House of Prayer!

We thank you for your time in reading and acceptance of this letter.

Sincerely,



Marc and Mildred Clark, Founders
Love Alive, Inc.

Lieutenant Frankie Bradley, Memphis Police Department
14332 Choctaw Ridge Drive
Olive Branch, MS 38654
Cell (901) 356-9561
Office (901) 636-3774
frankie.johnson541@yahoo.com

February 21, 2019

Shelby County Schools Board Office of Charter Schools
Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Mrs. Robinson,

I have been with the Memphis Police Department for 24 years and have enjoyed every minute of it! I love working with communities, children, and families to make sure that our city is safe. I have mentored children in the Klondike community with the Knowledge Bowl and have been awarded with Officer Frankie Johnson Day and Women in the Badge Day with Oprah Winfrey. I share all that with you to say this - community is my heart.

As an Orange Mound native, I believe that Encore STEM Academy would provide a great opportunity for a school to increase educational options in the community. The Bradleys shared Envisioning Encore and have asked if I would work with them on their Safety and Security and Comprehensive Wellness Plans as a Community Partner. They stressed that they want children to see police officers in a friendly light and that they want families to see us as a resource. I am honored to do so. Now that I have been promoted to Lieutenant, this gives me the opportunity to do what I enjoy best which is to work directly with citizens, especially children. I know firsthand the activities they need to avoid and how to share my career with them as well. I would love to volunteer with the school with the Safety and Security goals.

As you review the application, please consider that they have great support in opening Encore STEM Academy, including mine. Please feel free to contact me if you have any questions,

Thank you,

Lieutenant Frankie Bradley
Memphis Police Department



My Cup of Tea
House of Orange Mound
3028 Carnes Avenue
Memphis, Tennessee 38111
sales@shopmycupoftea.com

Dear Sirs:

I have had the pleasure of discussing the vision of Mr. and Mrs. Ed Bradley this week and am encouraged regarding their hopes to bring a STEM Academy to the Orange Mound neighborhood. Their experience in education and their enthusiasm gives momentum to the plan and I am impressed with their research. Our community is among the most neglected in Memphis. The woes of childhood poverty and the lack of job security among their parents shout for immediate and consistent attention. I support the Bradleys in prayer and messaging, and agree with their assessment of Orange Mound's need for STEM and their passion for urgent solutions.

Orange Mound's history as a thriving proud community begs for a renaissance among its home owners and neighbors. A cadre of leaders is in place and a yearning for assistance is palatable. Memphis has an obligation to educate all of its citizens. I believe the Bradleys are part of the solution for 38111 and 38114.

Sincerely,

Carey Moore

A handwritten signature in black ink, which appears to read 'Carey Moore', is written over the typed name.

Shelby County Schools Board of Educations
Dr. Joris Ray, Superintendent

March 15, 2019

160 Hollywood Street

Memphis, Tennessee 38112

Dear Shelby County School Board,

As a staunch advocate for education, a former Captain for the Memphis Police Department, and a Melrose High School Alumni, I am deeply rooted and concerned about Orange Mound Schools. I met Mr. Bradley another Orange Mound native and Melrose High school Alumni, at a community meeting on February 9, 2019, where many concerned citizens, educators, and parents discussed the current status of our school system and the future educational options for our children.

Recently, Mr. Bradley presented his school plan for Encore STEM Academy to the Orange Mound Development Corporation Board. At this meeting, he and his wife, the Co-founder, discussed the academic STEM model, their Core Values, and their plans to work with the community and parents, as the school is progressing. We discussed many issues unique to our community such as drug abuse, poverty, poor housing, economic disadvantages and even Environmental Stewardship and animal welfare which resonated with me as I have adopted one dog from MAS and actively feed several dogs in the community.

The plans for Encore STEM Academy Elementary School in historic Orange Mound are interesting and inclusive of the community. It is a unique option that normally children get when they apply to optional school. They expressed that they will serve all students and families who want to enroll there, which is important because we want to have such a school in our neighborhood.

Therefore, I faithfully support Mr. Bradley and his vision for a ENCORE STEM ACADEMY, as outlined, to become a center piece for educational change in our historic Orange Mound community.

Respectfully Submitted,

Retired Captain Claudette Boyd, Memphis Police Department

President of the Orange Mound Community Parade Committee, 2019

Orange Mound Development Corporation Board Member



Orange Mound Development Corporation

2385 Park Avenue, Memphis, Tennessee 38114 ph (901) 327-4205, fax (901) 324-6245

March 27, 2019

Shelby County Schools Board of Education
Dr. Joris Ray, Superintendent
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County Schools Board:

Mr. and Mrs. Bradley shared their school model for Encore STEM Academy with members of the Orange Mound Development Corporation Board. At the meeting, we discussed education reform, creating an Orange Mound special district, and even talked about a potential partnership as we work to Reimagine the Historic Melrose High School.

Mr. Bradley, like very few other people who have come to start schools in our community, is from Orange Mound and shows that he has the heart of the community as the foundation of developing Encore STEM Academy. The Bradley's came to share their school ideas with us and was open to our input and feedback, including the continuity of the Melrose brand. That resonated with me and the board members who all want the absolute best for our community and our babies.

With getting to know Mr. and Mrs. Bradley, their academic background and expertise, their school model makes a great deal of sense for how our children learn, as we strive to make sure they are well equipped for the future.

We would like to show our support for bringing this school into our community, and we look forward to working with them as they develop the 21st Century Core Competencies with students, work with parents and families, and we collaborate with their board to ensure that the community's needs are continually incorporated into the school design and practices.

Thank you for your time and attention. Please feel free to contact us if you have any questions.



Tiana Pyles

Executive Director
Orange Mound Development Corporation

Dear Shelby County Schools,

I am a public-school teacher in the Orange Mound community and I love this community, the children, and the families that we serve, however I am aware that more options would be good for them due to the changes that are occurring and potential school closures. After learning about Encore STEM Academy through Envisioning Encore, I support the charter school that Mr. and Mrs. Bradley are proposing. In fact, if I were remaining in Memphis, I would love to teach at Encore, but I am moving to Nashville to work for RePublic Charter Schools at the end of this school year.

The Bradleys have devoted their lives to education, and they are committed to the work. They have reviewed other high performing schools, including RePublic which emphasizes the importance of knowing Computer Science for all children. Orange Mound schools are undergoing a lot of changes and it would be beneficial for this school to be available for parents as well as nurturing our youth to think outside of the box and experience new ways of learning. With their years of experience in education along with their endless research, I am assured that their love that they share for instilling knowledge to our children will guide their mission into overcoming any challenges that are presented and creating a wonderful educational environment and atmosphere for both educators and students. I have full faith that Mr. and Mrs. Bradley will use their passion for our youth to bring about the necessary innovation that our children need in this community.

Thank you for receiving this letter and I hope that you allow Mr. and Mrs. Bradley to open Encore STEM Academy.

Sincerely,

Paris Wright

Orange Mound Educator

2825 LaRose Avenue
Memphis, TN 38114

December 28, 2018

Shelby County Schools Board of Education, Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Office of Charter Schools, Mrs. Daphne Robinson, Dr. Joris Ray, and the Shelby County Schools Board of Education,

Greetings, I am Betty Neal, a resident of the Historic Orange Mound Community and a proud retired educator of thirty years for the former Memphis City Schools. I taught at Cummings, Jackson, and Charjean and I absolutely love education, my community, and the city of Memphis. I am invested in its growth and revitalization.

Mr. Kim Edward Bradley grew up as my neighbor and he was a very active child, participating in the community gardens that we developed and always working with his siblings and community children, and was helpful to the neighbors.

I am excited that Mr. Bradley chose education as a career, and even more excited that he came to my home to get my input on the proposed charter school, Encore STEM Academy. After attending Envisioning Encore at Cherokee Library where he shared the vision with other Orange Mound citizens, I am proud to lend my recommendation and support to opening the charter school in our community. It is great that a local resident wants to tackle the tough issues of education and provide an option for children to have an engaging education. I have seen many changes in education, and the idea of an engaging STEM based education is vital, necessary, and important for kids.

As a former educator, I will also lend my time to the pre-opening of the school, introducing them to key community representatives and church members. After opening, I will volunteer to tutor students in reading to help increase literacy and assist with the gardens.

As a lifelong educator, Orange Mound citizen, and proud Memphian, I fully support the opening of Encore STEM Academy and will work diligently to assist in any and every way for the children to be successful.

Thank You,



Mrs. Betty Neal

SANDRA D KIMMONS

7586 Stonington Drive, Memphis, TN 38125

901-500-9322 | skimmons65@yahoo.com

Nursing Services for Encore STEM Academy

TN Department of Education Office of Charter Schools

RE: Support Letter for Encore STEM Academy:

This letter is to support the opening of Encore STEM Academy in Memphis, TN. As a medical professional, a quality education and preparation is key to success. The fact that Mr. Bradley is venturing to prepare elementary students is impressive. Not only would I assist with the children's health aspect, but I would inspire students to enter the medical field.

Health Services Provided:

I am able to coordinate the Nursing program, to assure an effective way on handling emergency and daily procedures, under the policy and procedure of the mandated physician, following a written doctor's order, covering situations, that may occur dealing with pediatric medical instances.

I have 30 years in the nursing field, to include working in Health Services for SCS, legacy MCS as a Sped Nurse, since 2012, performing medical procedures. I have the ability to screen needed vaccine records prior to school registry, assessments and administering daily and PRN medication as needed. I have obtained extensive training, hands on, tutorial and testing, which are mandatory under the SCS guidelines, for pediatric health services for the school system. We obtain most of our specified skilled nursing maintenance through, Le Bonheur Children's Hospital. Teaching and Educating the families and children concerning their diagnosis and onset preventives are included in my experienced duties.

I have covered multiple areas, while accomplishing a broad amount of experience. I would share my passion for pediatric nursing, health and wellness, and inspiring children to enter the nursing field while and giving the best health services to Encore STEM Academy

Sincerely,

SANDRA D KIMMONS LPN

Trenia's Salon
2753 Park Avenue
Memphis, TN 38114
treniad45@yahoo.com
(901) 340-6197

March 25, 2019

Shelby County Schools Board Office of Charter Schools
Dr. Joris Ray, Superintendent
Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Dr. Ray and Mrs. Robinson,

I am a second generation homeowner, business owner, mother and grandmother in Orange Mound. I own the historic Trenia's Salon, on Park Avenue in the heart of the community. I graduated from Melrose High School, like Mr. Bradley, and I know many generations of families here.

When the Bradleys shared the vision of Encore STEM Academy, I knew this would be a great school for my Grandson Maiko, who is 1 years old now. This is the kind of education that he and other children need and can really help them prosper. I will do all that I can to help this school be opened. We discussed having recruitment sessions at Trenia's Salon, introducing them to other stylists and business owners in Orange Mound, and sharing information about the school with my clients. I would be grateful to do that. I will introduce them to the many people that I know who would also be glad to enroll their children and grandchildren. I look forward to us working together.

Thank you!
Katrenia Dickerson



January 10, 2019

Centers for Disease Control
and Prevention (CDC)
Atlanta GA 30341-3724

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

To the Shelby County Schools Board of Education:

My name is Shelby Alexander, and as a Memphis native, I am proud to have this opportunity to provide this letter of support for Ed Bradley and Dr. Menthia Bradley in their endeavor to open and operate Encore STEM Academy. I have known Menthia since childhood; we met at church and became fast friends since that time. Throughout our friendship, I have seen Menthia's love for children, and her dedication as she pursued advanced degrees in the educational field. After completing her formal education, I have witnessed Menthia's commitment to excellence as she worked in the school system. She always worked extra hours to ensure that her school curriculum and objectives were met, and she would implement programs so that children could experience cultural experiences outside of the classroom. She also had great relationships with her students, and she would often stay in contact with those who graduated, and celebrate their accomplishments as they moved up to high school and celebrate when they were admitted to colleges.

I recall my excitement as Menthia advanced her educational career from teacher to principal in a short span of years. She has truly found her passion in the education field, and continues to cultivate nurturing relationships with staff, coaching and mentoring teachers to improve their skills, and often helping to advance their careers by creating other opportunities for them.

Currently I work as a Public Health Advisor with the Centers for Disease Control and Prevention (CDC) in Atlanta, GA. My educational background is in science, specifically biology and public/community health. So STEM is an even more relevant topic close to my heart. Working at CDC in the public health field—specifically opioid and overdose prevention—gives me the opportunity to work with people and allows me to be a part of fighting this opioid crisis.

This is definitely an area that Menthia and I have in common: we both enjoy working with people and making a positive impact on communities. Therefore, it would be a wonderful addition to the Orange Mound community to house a STEM school and provide the necessary tools to equip young people to be successful in their future high school and college careers, and even beyond in their working careers. I would enjoy volunteering my expertise as they develop a Comprehensive Wellness Plan. I am confident that Encore STEM Academy will be a success story, and hopefully will be the start of more educational opportunities and growth in the Orange Mound community and benefit the city of Memphis as a whole.

Sincerely,
Shelby T. Alexander, M.S



February 11, 2019

TN Department of Education, Office of Charter Schools
710 James Robertson Parkway
Nashville, TN 37243

To whom it may concern,

Please accept this letter in support of the proposal submitted by Dr. Menthia and Ed Bradley for the Encore STEM Academy planned to open in Memphis, TN on August, 2020.

The Clean Memphis education platform and the proposed Encore STEM Academy share a similar methodology and vision for educating today's youth. Our collaboration will focus on creating a healthy school environment focused on environmental education and sustainable practices. I have worked with both Ed and Menthia Bradley for several years in the environmental education space and have been very impressed by their success and dedication to educating children. Our collaboration will focus on STEM based environmental education, service-learning projects and educational fieldtrips.

I fully support and ask you to strongly consider the application submitted by Encore STEM Academy.

Sincerely,

Janet Boscarino
Executive Director
Clean Memphis
901-488-6786

janet@cleanmemphis.org
www.cleanmemphis.org



Encore STEM Academy Sustainability Plan in Partnership with Clean Memphis/Sustainable Schools Challenge

The purpose of the Sustainable Schools Challenge (SSC) is to foster a culture of sustainability in the school environment focused on STEM based activities and curricula. SSC is student centered and works in conjunction with an administrative team focused on problem-based learning and reducing environmental impacts. The following strategies will serve as the foundation for creating a sustainability plan for Encore STEM Academy.

Vision: Encore STEM Academy is a sustainable campus focused on STEM based activities that foster lifelong sustainable behaviors as well as critical thinking skills.

Engagement/Training: Clean Memphis teaching will work closely with Encore STEM Academy to provide professional development for teachers, administrative and facilities staff to foster a sustainable school environment.

Core Concepts and Practices:

Environmental Impact and Energy Efficiency

Buildings: Improved - Energy Conservation/Energy-Efficient (Buildings)

Improved - Water Efficiency and Conservation (Buildings)

Reduce Waste Production – Reduce, reuse and recycle

Work with facilities and administration to ensure to establish a baseline of consumption, identify steps to curb consumption and create an action plan.

Students will participate in energy and water conservation education and create a campaign to reduce consumption school wide. Classroom education to include a focus on alternative energy.

Establish a robust waste reduction program school wide that focuses on source reduction, diversion of waste to recycling and composting.

Healthy School Environment

Buildings: Ensure Integrated School Environmental Health Program

Good ventilation, control humidity and condensation

Comply with relevant state laws related to pesticide and other hazardous materials

Student led in-door air quality audit

High Standard of Nutrition and Fitness

Ensure highest level of nutrition standards as set by Shelby County Schools.

Provide a reasonable amount of outdoor time

Create, maintain in an outdoor learning garden or classroom throughout the year. Focus on healthy food habits.

Environmental and Sustainability Education

Interdisciplinary Learning about the Key Relationships between Dynamic Environmental, Energy and Human Systems.

Use of the Environmental and Sustainability Education to Develop STEM content, Knowledge and Critical Thinking Skills

Clean Memphis staff and education team will work with teachers, students and administrators to implement this foundation of sustainability.



March 15, 2019

Shelby County Schools Board of Education
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County Schools Board.

As an Industrial Engineer for over twenty years, I know that it is vital to start preparing children for STEM careers at an early age. Earlier preparation leads to a great foundation, exposure, and curiosity into engineering. This letter is to support Encore STEM Academy to open as a Shelby County Charter School for elementary students. This school environment would be engaging and allow children to learn some of the skills that I learned in college, especially collaboration and teamwork.

If the school is opened, working with the children and learning more about their projects would be a pleasure. Since I enjoy Math, engaging students in fun learning experiences would also be a good experience for them and for me.

Please accept this letter and support for Encore STEM Academy.

Sincerely,

A handwritten signature in black ink that reads "Angela Blakely". The signature is written in a cursive style with a long, sweeping flourish at the end.

Angela Blakely, P. E.

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Ron DeSantis
Governor

Vision: To be the Healthiest State in the Nation

February 18, 2019

Shelby County Schools Board of Education
Office of Charter Schools
Dr. Joris Ray, Interim Superintendent
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

RE: Letter of Recommendation Encore STEM Academy for Mr. and Mrs. Bradley

Dear Mrs. Robinson,

As a native Memphian who was educated in public schools, I am acutely aware of the strong legacy that our school system has. This is evident by the recent unanimous appointment of Dr. Joris Ray as Interim Superintendent of Shelby County Schools, who attended John P. Freeman (JPF) and Memphis Central High School with me and Dr. Menthia P. Bradley. We all attended John P. Freeman for one year, in ninth grade the first year it opened, which had a profound effect on every student in that inaugural class as we were in a nurturing, supportive, academically challenging environment. Dr. Bradley and I also attended college together at Dillard University and the University of New Orleans. Her husband, Mr. Ed Bradley, also attended public schools - Cherokee Elementary, Sherwood Middle, and Melrose High in Orange Mound. He has an impressive 20 years of service as an educator to the Shelby County Schools District. Mr. Bradley taught at John P. Freeman Middle and started their STEM program.

As detailed above, John P. Freeman had a profound effect on many students, now adults, but that school is not available for all students. Dr. Ray, Dr. Bradley, and I attended JPF thirty years ago and it was an optional school then and it still is now. Every child deserves such an environment. This letter is to support Encore STEM Academy, an academically challenging, nurturing, and supportive public charter school open to ALL students, proposed for the Orange Mound Community in 2020.

I am a Pediatrician in Jacksonville, Florida, and I spend a significant amount of time working and volunteering with students and studying educational research - including charter schools and new curriculum. Encore STEM Academy proposes to open an elementary charter school which will help children at a young age be exposed to careers such as mine. Earlier career exposure has a wide reach for children and lets them see what is attainable for them, helping them to make better choices in school and in life. In "Envisioning Encore," Mr. and Mrs. Bradley discussed the small class sizes of twenty students each, and how EVERY student will have Computer Science, STEM, and project



Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Ron DeSantis
Governor

Vision: To be the Healthiest State in the Nation

based learning activities. I am excited to provide my support to them, as I have seen how Menthia has dedicated her life to serving children and has married a fellow educator with the same vision.

Although I live in Florida, I am in Memphis at least four times annually. As an ardent supporter, I look forward to working with their staff and children on the following projects:

Comprehensive Wellness Plan - working with Encore STEM Academy to share preventive wellness plans, nutrition, and support healthy active lifestyles and choices.

Career and Project Assistance - Sharing details of how to become a physician/medical provider and supporting students on projects they create.

Emotional Health- discussing and providing techniques for coping with stress and difficulties occurring in everyday life.

This application for Encore STEM Academy Elementary Charter School represents a great culmination of talent, educational background, research based best practices, and coordination of many entities who will assist in making this work for Shelby County Schools. Just as I received a great educational foundation, I strongly believe that Mr. and Mrs. Bradley will provide a great foundation to the children they serve. They have corralled several volunteers and community partners, myself included, who are ready and willing to give our time, treasure, and talent to support Encore STEM Academy. I am proud to be a community partner.

Thank you,

A handwritten signature in black ink that reads "Akilah Jamila Epe, MD".

Akilah Jamila Epe, MD
Senior Lead Physician
Center for Women and Children





HOPE FELLOWSHIP
CHURCH

Dr. Timothy Jackson, Jr., Senior Pastor

3750 Hacka Cross Road, Suite 102-363, Memphis, TN 38126
hfcmemphis@gmail.com
(901) 290-2121

December 5, 2018

Shelby County Schools Board of Education
Office of Charter Schools, Shelby County Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

To the Shelby County Schools Board of Education:

My name is Timothy Jackson, Jr., I am the Senior Pastor of Hope Fellowship Church Memphis. In addition, I am a proud native Memphian employed as a Senior Environmental Specialist at FedEx Express. Amazingly, both entities that comprise my bi-vocational life are passionate about community development in the city of Memphis. Both are heavily infused in the community development/empowerment efforts in Memphis both personally and professionally. Hope Fellowship Church (HFC) is committed to empowering residents of the Memphis community. In light of the current state of the community, HFC desires to be a ray of hope during these tremendously challenging times. One way that we accomplish this is through the empowerment of our members and the community at large. Personally, I have discovered there is no greater empowerment tool than education. Investing into the lives of our city's future leaders is paramount. I have known Dr. Menhisa and Ed Bradley for over thirty years, they have always demonstrated tremendous passion for education, children, and their native city of Memphis. Understanding and witnessing decades of success in the educational space made it no surprise to hear of their development of the Encore STEM Academy. I remain amazed by the holistic approach to education that incorporates the whole child, both within and outside of the classroom environment. As one who regular interacts with local children, this seems to be a key missing ingredient in our current educational system.

In addition, the curriculum developed for Encore STEM Academy is unparalleled. The inclusion of an environmental component was most impressive. To my knowledge, environmental awareness is not a subject that exists or is addressed much in the current educational space. Encore STEM Academy has developed a curriculum that will not only address environmental responsibility but will have an environmentally responsible culture. This is nothing short of amazing through the lens of someone who works in the environmental sector. In my dual role as an Environmental Specialist and Pastor, I plan to support Encore STEM Academy by volunteering with students, parents, providing community resources, attending career fairs, and the provision of material items.

I believe the atypical model developed by Dr. Menhisa and Ed Bradley has the potential to shift the approach to education both locally and nationally. I wholeheartedly believe in the vision and future of Encore STEM Academy, I am hopeful you will as well. If you should have any questions or need additional information, feel free to contact me at (901) 486-5137 or by e-mail at

PastorTim@hfcmemphis.com

Sincerely,

Dr. Timothy Jackson, Jr., Senior Pastor

A church where HOPE resides, HOPE is received, and HOPE is restored.



January 14, 2019

Pets. We need them. They need us.

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
Dr. Joris Ray, Interim Superintendent
160 Hollywood Street
Memphis, TN 38112

To Dr. Joris Ray and the Shelby County Schools Board,

My name is Matthew Womack and I have been working at the Humane Society of Memphis & Shelby County for 8 years, serving as the Community Outreach & Humane Education Manager for the last 5 years. During that time, I have seen the great need for humane animal education to change the mindset of our future leaders. In schools, we try to accomplish this by incorporating humane education into things they are already doing such as art and reading programs. We have completed several art projects where students draw, paint, etc. portraits of adoptable animals, which we then display at our facility and offer to send home with the family who eventually adopts the pet. We also have done several reading programs and videos of children practicing their reading skills with an adoptable animal, which we then share across social media to attract potential adopters.

I have reviewed a presentation by Ed & Dr. Mentha Bradley on the curriculum they are proposing and offering a focus on environmental stewardship and I think we could provide a great partnership for the community of Orange Mound. That area, along with so many in Memphis, have many animals running stray and not enough access to affordable veterinary clinics. Most stray animals have not been spayed or neutered and leads to even more unplanned litters, exacerbating the problem.

We hope to partner with Encore STEM Academy to provide numerous lessons that can be part of their curriculum including responsible pet ownership, humane education, and dog body language. We have numerous volunteer opportunities for students aged 13-16 as part of our KPAW (Kids Promoting Animal Welfare) Program, we offer a summer camp for children aged 7-12, and love to host school groups to come tour our facility. We know that to make lasting change, we need to transform the way kids see their relationship with animals and arm them with the knowledge to be successful and responsible pet owners. The vision Encore STEM Academy has proposed to expand their education process beyond the books and walls of their classroom would be a great benefit to the Memphis community and the children that live here.

Sincerely,

A handwritten signature in blue ink that reads "Matthew Womack". The signature is fluid and cursive.

Matthew Womack
Community Outreach & Humane Education
Humane Society of Memphis & Shelby County
901-937-3913; mwomack@memphishumane.org

Jackson State University
1400 John R. Lynch Street
Jackson, MS. 39217

To Shelby County Schools, Daphne Robinson,

My name is Moriah Turner. I am a Junior, Elementary Education major at THREE Jackson State University. I graduated from Lewisburg High School in Olive Branch, Mississippi. My school history goes even as far back to attending both Southwind Elementary School & Treadwell Elementary School in Memphis, Tennessee. I have known Dr. Menthia Bradley for quite some time now. She is also my current mentor as I matriculate throughout my college career. Dr. Bradley is one of the most influential people I have the pleasure of knowing. She makes it her mission to not only better herself in every way, but she also betters those around her. She is a staple in the Orange Mound community. She is fully committed to bringing exactly what the children of this area need; a loving role model who is able to teach within love as well as understanding when it may come to the different home lives the children may have.

A school of this design can only do great things within this community. The STEM field is forever growing, and with the help of the Bradleys', the youth will be better prepared. It is extremely important to give the youth in this area not only a better education, but to also give them a better avenue to grow into amazing members of society. I wholeheartedly believe that Encore STEM Academy has the potential to be all of this and more. Research has shown in the past that schools are able to set the tone for neighborhoods they reside in. By allowing this academy to come to fruition, this will not only better the lives of the incoming students, but it will also better the lives of students soon to come. The entire area of Orange Mound will be soon to follow.

It is my hope to be able to play a part in this monumental breakthrough in education. I would love nothing more to than to be a mentor and/or tutor at Encore STEM. With my degree concentrations being in reading and science, I believe I would be able to fit in perfectly with the curriculum being enforced for the students. The goals that are set would push the children towards their greatest potential in every area. Our future scientists, engineers, mathematicians, etc. are here within this very city. It is our duty to give them the best education possible to aid them in their dreams. I feel that Encore STEM is the very best thing that could be given to the students, the community, and to the city of Memphis alike.

With Best Regards,
Moriah Turner



March 15, 2019

Shelby County Schools Board of Education
Dr. Joris Ray, Superintendent
Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County Schools Board of Education,

Latino Memphis is a 501-c3 organization. We are the largest organization serving the Hispanic community in West Tennessee, by connecting, collaborating and advocating for health, education, and justice.

Latino Memphis is the first step in a pursuit of a better life for many Latinos living in Memphis. Over 80,000 Latino Memphians currently live, worship, work, study, and have fun here. As the primary provider of services to this community, we have dedicated ourselves to the idea that every Latino Memphian should have the opportunity and resources to become an engaged and active participant in making our city great. This means providing educational and career advancement opportunities, connecting clients to needed services, ensuring families are safe, and encouraging engagement between and among people of all backgrounds and ethnicities.

We believe in the power of education. Currently we partner with Shelby County Schools to offer the Abriendo Puertas Program at Kingsbury High School, Cordova High School, Southwind High School, and White Station High School. In this program, 971 students have completed the Abriendo Puertas curriculum since 2012 with a high school graduation rate of 95% compared to the average of 63% for the same population. Our average acceptance rate is 100% into an institution of higher learning for those who graduate on time.

Recently, I met with Mr. and Mrs. Bradley during an Envisioning Encore session where they shared their vision for Encore STEM Academy, an elementary charter school. While our work with Shelby County Schools has been focused mostly on high school,



we see that starting STEM education at the
elementary level can be beneficial for many students. Latino Memphis is proud to
partner with Encore STEM Academy in the following ways:

1. Allow Encore STEM Academy team members to come to our offices and set up informational booths to speak with families for community outreach, student and teacher recruitment, and marketing.
2. Encore STEM Academy can advertise for teacher positions on our newly launched job posting page, which is at no cost.
3. Latino Memphis can provide insight into serving their Hispanic population and increasing positive relationships between black and brown children and citizens of Memphis, increase family partnerships, and encourage engagement.

Just as we have partnered with Shelby County Schools for high schools, we see the benefit of Encore STEM Academy and we are offering our support to its' success. Please contact me if you have any questions.

Thank you,

Mauricio Calvo
Executive Director
Latino Memphis
Mauricio@latinomemphis.org
901.386.5882

Ariel Avent, Senior
Middle Tennessee State University
aaa5y@mtmail.mtsu.edu
(901) 825-8048

February 17, 2018

Recommendation for Encore STEM Academy:

Dear Shelby County Schools,

I am excited to write this letter of recommendation for Dr. Bradley because she has done, and continues, to do so much for me. As my former Principal at Memphis Business Academy (MBA), she made sure I felt comfortable as a new eighth grader being around students who had been together for two years prior. That was almost ten years ago. She checked up on me and my family, attended my birthday party, and has remained in contact with me ever since.

I remember my times at MBA with Dr. Bradley very vividly. At MBA, she wanted students to be involved in extracurricular activities. Cheerleading didn't fit me, so I joined SECME Science program and became the President. This allowed me to explore different areas within science while furthering my leadership skills. This was one of many programs that she supported to allow students to find their niche. She has always had a passion for hands on learning. She introduced the students to Mr. Schultz, a guinea pig who she rescued from Petco and kept at school for us to enjoy (but I did not like him!). When he passed away, she was too sad to break the news to her students, so she brought a veterinarian to talk the entire student body. I had never seen an African American veterinarian in my life until that day.

Now that I am in college, Dr. Bradley still has guinea pigs, (and a dog, and two fish), that goofy and fun personality, and is still encouraging. Because of her influence and my admiration of her work with children, I volunteer 4 days a week with the Boys and Girls Club in their after-school STEM program. Now that I work with children, I admire her even more for being able to

keep her high level of joy, passion, and commitment for what she does! Educating children especially in economically challenged areas is tough work!

Dr. Bradley shared with me that she and her husband are opening a school in Memphis, TN that focuses on STEM education, Encore STEM Academy (ESA). As a major in this field, I know that if I had earlier exposure that it would have given me a stronger foundation. I don't even remember anything unique about my elementary school. This would have been great for me! I could have gained hands on experience in an immersive environment while learning about historical figures and other current people who are doing work/research in science.

As an upperclassman within my field, I am the only Black and sometimes female student in many of my college classes, and sometimes I even feel ostracized by the professors, yet I know that I will succeed and help others to also reach success. Throughout my college career, I've seen many students of color fail because they lack the foundation and support that many of their peers receive. She has been a key factor in my support system. I can call her anytime and she will help me to the best of her abilities.

If Encore STEM Academy is accepted, it will be a great option for children. She told me that she will use the animals in fun ways, such as teaching independence, teamwork, and leadership. Even though I don't particularly like animals or animal science, I know that the other kids did, and I know that it is a different way to get kids to collaborate. I also know that many programs that incorporate live animal sciences are more successful.

I am graduating from Middle Tennessee State University this summer, and Dr. Bradley has been with me the whole way. The dedication she has in my opinion is unmatched. She will go beyond the call of duty for the wellbeing and success of her students. Just as she has been with me for ten years, she will be just as dedicated to this program and to the children at Encore STEM Academy. I look forward to seeing Dr. Bradley at my graduation and volunteering at Encore STEM Academy when I return to Memphis showing the "Techies" that they can achieve what I did and much more.

Thank you!

Ariel Avent, Senior Genetics & Biotechnology Major

Middle Tennessee State University

ONE13 DESIGN LLC

53 BALSAM COURT, PARAMUS NJ, 07652 (917) 482-1969

January 12, 2019

To Whom It May Concern:

I have had the absolute pleasure and blessing to design the logo for ENCORE STEM Academy in Memphis, TN.

As a Creative Director, I have been blessed with a prosperous 17 year career. I'm at a point in my career where I have my choice of projects. I've worked extremely hard to make sure that I can choose whatever projects I desire.

When I was asked to help design their new logo and school crest, I jumped at the opportunity because I believe deeply in their mission and in their sound leadership. Edward and Mentha Bradley are strong, courageous leaders, with a clear vision that will impact the youth of Memphis in a positive, lasting way!

When I come to Memphis (I make my way there at least once per year), I can't wait to volunteer with the students and families on graphic design projects!

Sincerely yours,

Kwaku Amuti
Creative Director
One13 Design LLC

4666 Tarkington Drive
Memphis, TN 38128

March 13, 2019

Shelby County Schools Board of Education
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County Schools Board of Education,

Mr. and Mrs. Bradley shared the Envisioning Encore session with me and my family at the Orange Mound Community Center to discuss the charter school, Encore STEM Academy. The plans for this school would be very interesting to the Hispanic families that I interact in with my ministry and work as a Community Advocate. When the charter is approved, I would like to work with them for student and teacher recruitment, introduction to members of the Hispanic community, translating documents, and helping them to have a more diverse community.

Please accept this letter of support. Thank you and have a good day.

Sincerely,
Pastor Pedro Hernandez



November 28, 2018

TN Department of Education, Office of Charter Schools
710 James Robertson Parkway
Nashville, TN 37243

To whom it may concern,

Please accept this letter in support of the proposal submitted by Dr. Menthia and Ed Bradley for the Encore STEM Academy planned to open in Memphis, TN on August, 2020.

The Education Department at the Pink Palace Museum and the proposed Encore STEM Academy share a similar methodology and vision for educating today's youth. Too often, informal educational institutions such as museums are seen as a "nice" and not necessary part of student intellectual development. After speaking with Dr. Menthia and Ed Bradley it was clear that their vision incorporates the whole child – both within the classroom and beyond the classroom walls. Our potential partnerships opportunities are many and could include museum lab, classroom and theater programs, outreach experiences, STEM activities, special learning projects and professional development opportunities.

I fully support and ask you to strongly consider the application submitted by Encore STEM Academy.

Sincerely,

Alice A. (Alex) Eilers-Guttensohn
Manager of Education
Pink Palace Museum
901.636.2387
alex.eilers@memphistn.gov

4443 Kanita Cove
Memphis, TN 38125
(901) 493-6877
roseking7961@yahoo.com

February 15, 2019

Shelby County Schools Board of Education
Office of Charter Schools
Mrs. Daphne Robinson, Director
Dr. Joris Ray, Interim Superintendent
160 Hollywood Street
Memphis, TN 38112

RE: Letter of Support for Encore STEM Academy

Dear Shelby County Schools Board,

Mr. and Mrs. Bradley have shared their vision for Encore STEM Academy as a proposed elementary charter school for Orange Mound and asked for my support and endorsement. As a Retired School Counselor, I have worked at six schools over the last thirty years, I am proud of the many changes that the district is making, and I support this educational venture. I have known the Bradleys for several years and am aware of their personalities, temperaments, and professionalism which is key to successfully starting a new school and working with children and families.

As a Retired Counselor, I will volunteer with their staff, students, and parents on a comprehensive wellness program to provide support for adverse child experiences, in accordance and implementation of Dr. Joris Ray's Seven Next Steps Toward Destination 2025. His Second Priority of Social Emotional Learning to help students excel is dear to me as I have spent the last 30 years advocating for students' mental and emotional health, wholeness, and stability. I have worked directly with children in preventive and post traumatic situations, including Adverse Childhood Experiences (ACE'S), and students with strong social emotional health are more able to perform at their utmost academic potential. I have collaborated with staff and administrators, teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement and to create a safe and respectful learning environment.

After reviewing their Envisioning Encore proposal for Orange Mound and learning more about their charter school, it is my hope that you will accept the application for Encore STEM Academy and allow its charter to be approved. I will work along with my cohort of retired colleagues to help the children they enroll to experience success -socially, emotionally, and academically.

Thank you,
Rose King
Retired Shelby County Schools Counselor



SELF+TUCKER
ARCHITECTS

ARCHITECTURE
PLANNING
INTERIOR DESIGN

Designing a Better Memphis

January 26, 2019

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

To the Shelby County Schools Board of Education:

I am pleased to present this letter in support of the proposal by Dr. Menthia and Ed Bradley for the Encore STEM Academy planned to open in Memphis during August 2020. It is especially exciting to see these two extraordinary educators partner to bring forth their vision for this innovative school proposed for a location in the historic community of Orange Mound.

I had the opportunity to work with Dr. Bradley during my work as the Architect for a new Building at the Memphis Business Academy. The design process began 2012 and extend through 2014. Dr. Bradley is a committed educator with a passion for the success of her students. She helped our team to create a building that provides an exceptional learning environment that has won local, state and national design awards. The Four Awards are as follows:

- 2018 AIA Tennessee Design Award
- 2018 AIA Memphis Award of Merit
- 2017 National Organization of Minority Architects Award for Design Excellence
- 2015 Building Memphis Award

After the completion of the project, Dr. Bradley also teamed with us to share her experience in a presentation to local chapter of the American Institute of Architects entitled:

"School Design Beyond the Basics - Using the Design Process to Engage the Community and Expand STEM Career Awareness"

It was powerful and insightful for Dr. Bradley talk about the project from the client's perspective, a point view that is not typically presented at AIA Chapter meetings.

There is a pressing need for the Encore STEM Academy. There are other STEM schools in our City, however, students must travel outside of Orange Mound to benefit from these schools.

Self + Tucker Architects looks forward to partnering with the Encore STEM Academy by volunteering, being a community resource, speaking to students and their parents about careers in architecture and offering field trips to our firm and our projects.

I participated in the recent Envisioning Encore session that the Bradleys held at the Cherokee Library. We believe in the vision of the Encore STEM Academy and know that it will be beneficial to Orange Mound and the greater Memphis area.

Sincerely,

Jimmie E. Tucker, AIA, LEED BD+C
Managing Principal
SELF + TUCKER ARCHITECTS

Juan R. Self, AIA
PRINCIPAL

Jimmie E. Tucker, AIA, NCARB
PRINCIPAL

James H. Murray, AIA, NCARB
ASSOCIATE PRINCIPAL

683 Dr. M. L. King, Jr. Ave.
Suite 201
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E. info@selftucker.com
www.selftucker.com

The Newsletter of
Southwest Tennessee
Community College

Southwest

SCOOP



The Diversity Club and Club of the Arts to honor Memphis State Eight pioneer Bertha Rogers Looney Feb. 7

Southwest's Diversity Club and Club of the Arts will present civil rights student pioneer Bertha Rogers Looney with the Sharing the Love Award Feb. 7. The award ceremony will take place at 11:00 a.m. in the M-Auditorium on the Union Ave. Campus, Room 109.

Looney and seven other African Americans were the first group of students to desegregate Memphis State University (now the University of Memphis) in 1968, and became known as the Memphis State Eight.

The Memphis State Eight have received numerous honors and awards for their perseverance in breaking down racial barriers to higher education. The University of Memphis presented the Memphis State Eight with the Arthur S. Holmon Lifetime Achievement Award, and the Center for Research on Women honored Looney as one of the 100 most influential women in their 100-year history. Other awards include the Memphis Theological Seminary Henry Logan Starks' Legacy Award, New Sardis Baptist Church Memphis Living Legends Award, and in 2017, the City of Memphis and Church of God in Christ bestowed the "Be the Dream" Legacy award.

Looney completed her bachelor's and master's degrees from the University of Memphis. Her teaching career spans more than 40 years—she is a former high school business education teacher and a retired associate professor of English from Southwest. Looney is a member of the National Association for the Advancement of Colored People (NAACP) and the Better Love Yourself organization. Her publications include "Our Heritage Has Seeded our Future," and a book of poems, "Homecoming Portraits."

The event is open to the public and will feature a musical production, student dramatic presentation and a reading. RSVP is not required. For more information, contact Associate Professor for Social Behavioral Sciences Malinda Wade at mwade@southwest.tn.edu.



SOUTHWEST

TENNESSEE COMMUNITY COLLEGE

P.O. Box 780 • Memphis, TN 38101-0780 • (901) 333-5000 • www.southwest.tn.edu

March 6, 2018

Office of Charter Schools
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Dear Charter School Selection Committee:

Mr. K. Edward Bradley is applying to open Encore STEM Academy in the Orange Mound Community of Memphis, Tennessee. He has enlisted me to write a letter of support, which I do with great joy. Mr. Bradley is a Science and STEM educator who will infuse this level of knowledge throughout the curriculum for elementary aged children.

Currently, I teach English and African American literature at Southwest Tennessee Community College in Memphis. Unfortunately, the College has a program for some of the students who lack the foundation needed on a college level for mathematics attainment and success. Earlier preparation and exposure will help students to develop a love and knowledge base for success on the college level.

As a member of the Memphis State Eight, the group of African Americans who integrated the now University of Memphis in 1959, I am delighted to see other local citizens embark on uncharted territories and expand educational opportunities for some of the children in communities who could benefit most. The connection that Mr. Bradley and I have is through the transformational power of education. We are both from Memphis, and both graduated from the University of Memphis. As a veteran educator, it is my honor to pass the torch and place this blessing on Mr. Bradley and Encore STEM Academy.

Thank you for your receipt of this letter.

Sincerely,



Mrs. Bertha Rogers Looney, Professor
Languages and Literature Department



January 2, 2019

Shelby County Schools Board of Education - Office of Charter Schools
160 Hollywood Street
Memphis, TN 38112

To the Shelby County Schools Board of Education,

Please accept this letter in support of the application submitted by Drs. Ed and Menthia Bradley for the Encore STEM Academy.

My name is Sarah Green, and I serve as the Environmental Literacy Coordinator for Tennessee State Parks. In this capacity, I strive to advance the Tennessee Environmental Literacy Plan accepted by the Tennessee Department of Education and the Tennessee Department of Environment and Conservation in 2012. Tennessee's Environmental Literacy Plan brings together stakeholders working to benefit Tennessee's learners so that they have an increased awareness and knowledge of the interrelationships among life forms and natural systems; an understanding of ecological, social, economic and cultural processes and issues; and the knowledge and skills needed to make informed decisions and to become environmental stewards.

Encore STEM Academy's core values align with this plan in many ways. Encore STEM prioritizes environmental stewardship and will support their local Memphis community through environmentally themed service-learning activities. But the learning is not only for students, as the school will be sharing their knowledge with their community through educational courses for parents and community members.

With over 400 STEM degrees available for college students, STEM is the future. Preparing students to meet future Tennessee needs is our job as educators, and Encore STEM's technology focus can set students on the path of success from a young age.

I support Encore STEM Academy and ask you to strongly consider their application for the 2020-2021 school year. Memphis will benefit from Encore STEM.

Sincerely,

Sarah Green
Environmental Literacy Coordinator – Tennessee State Parks
sarah.green@tn.gov

Tennessee State Parks Teacher Resource Guide

Tennessee State Parks is committed to supporting Tennessee's educators. We strive to provide productive professional development opportunities for teachers, trained guest speakers for classrooms, and quality afterschool programs for students reinforcing academic standards.



Professional Development

Want standards-based, hands-on trainings you can take straight to the classroom and receive PDP credit, too?

Sign-up or request a training from our certified facilitators!

Subjects are centered in science but integrate seamlessly into other subjects.



Guest Speakers

Deepen your students' experiential learning activities with a visit from our Interpretive Rangers! Programs can be tailored to meet Tennessee academic standards and your grade level's pacing guide.

Programs are designed with the three-dimensional lesson plan in mind and are based in subjects such as science, math, and social studies.



Junior Ranger



Get Outdoors!

Junior Ranger Afterschool Program

The Junior Ranger Program offers learners, ages 6 to 14, a fresh look at the world around them. Inspiring a love of nature and the outdoors, this afterschool program dives into topics like outdoor safety, astronomy, wildlife, history, plants, and water.

Contact Barbara.McKeever@tn.gov
to request your school's Junior Ranger
Afterschool Program now!



Field Trips

Tennessee State Parks provides 56 state park locations for your school field trip!

Field trip programs may be customized for your grade-level and academic standards needs and are facilitated by our knowledgeable and experienced Tennessee Park Rangers.

Learn the science hiding in a game of marbles, experience the wildlife of our Tennessee habitats, or walk the historic Trail of Tears. The possibilities are endless.



Get Connected

Stay connected with other formal and non-formal
environmental educators!



For More Information Contact

Katie.Wisniewski@tn.gov

Sarah.Green@tn.gov



Teo's Flooring
8835 Cordova Oaks Cove
Cordova, TN 38018

March 12, 2019

Shelby County Schools
Dr. Joris Ray, Superintendent
Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County Schools,

My family and I attended Envisioning Encore at the Orange Mound Community Center. At this meeting, we learned about the charter school, curriculum, and ideas for elementary students at Encore STEM Academy. We are writing to provide support for this charter school, and we will work with them to invite more people from the Hispanic community to learn more about the school and how they can enroll if they would like to. We would also like to visit the school and see the projects that students work on in this STEM environment. We believe that children will love this school!

Thank you,
Mynor Teo, Owner

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

To the Shelby County Schools Board of Education,

My name is Sybil Amuti, founder of The Great Girlfriends and a native Memphian. I have been involved in supporting the development of Encore STEM Academy as a brand strategist and advocate for educational resources in underserved communities. As a graduate of Memphis Central High School ('96) and a woman solely educated in public schools from primary school until college, I can attest to the power and benefit of a strong learning environment and exposure to innovative learning materials being instrumental towards long term success as a professional. My years of learning in the Memphis City Schools System prepared me to be an excellent scholar and graduate of an HBCU (Dillard University '00) and a masters graduate of an ivy league university (Columbia University of New York '01). Because of the tremendous amount of exposure and educational nurture that was made available, I now lend my time and voice to empowering underserved youth in the New York area as a volunteer and mentor with Covenant House, and a workshop facilitator for Harlem's Children Zone.

Memphis is an excellent city with a rich heritage in education and African American culture. A large part of that cultural preservation would be investing in Memphis youth with state of the arts education services specific to areas where African Americans have traditionally established community and growth. Orange Mound was one of the most culturally rich areas in Memphis at one point, and the community deserves another opportunity to foster connection, growth, sustainability, and heritage through education. When the youth are educated, their future is sealed and their community can make great gains. Additionally, crime is lowered and children have a greater chance of becoming positive contributors to the workforce and city as a whole. I believe that Orange Mound is loaded with the potential to resource Memphis with fresh talent and educational ambassadors for the future.

My personal commitment to Encore Stem Academy is to lend my voice, my talent, my career, and my time as a volunteer and contributor towards the personal and professional development of the parents in the community. With frequent visits to Memphis, I am committed to creating bridges for growth and sustainability through workshops, school visits, mentorship, and brand consultancy. I am excited to know that Memphians are innovating education and ultimately arming a new generation of leaders and visionaries for the future.

Thank you for allowing me to take part in this journey with you!

Sincerely,

**Sybil Amuti, M.S.U.P.
Co-Founder, The Great Girlfriends**



February 28, 2019

Shelby County Schools Board of Education

Mrs. Daphne Robinson, Director

Dr. Joris Ray, Interim Superintendent

160 Hollywood Street

Memphis, TN 38112

RE: Encore STEM Academy Support Letter

Dear Shelby County Schools Board,

I am Jade Thornton and I am writing this letter of support on behalf of United Parents and Students-Tennessee. United Parents and Students (UPAS) works to train and organize parents and students to address the issues in the community that pose barriers to student learning and also inhibit local quality of life as a whole. UPAS focuses on issues such as affordable housing, clean and safe streets and food insecurity. As a former teacher and native Memphian, I saw firsthand how these disparities greatly impacted our schools and student achievement for our underserved communities.

As a community support provider, UPAS will structure training and build genuine bases of community organizing and civic engagement in Orange Mound. We will work with parents and students to develop their political agency to create solutions to challenges they may face, and all of this work is at no cost to families or the school. We would be honored to work with Encore STEM Academy's families to provide support on their Core Value of Community and Neighborhood. Their school design is very inclusive of families, parents, and community which is essential to the development of a well-functioning school.

Thank you,

Jade Thornton

Regional Coordinator of Organizing

United Parents and Students

jthornton@unitedparentsandstudents.org



Department of Engineering Technology

203 Engineering Technology Bldg
Memphis, Tennessee 38152-3210

Office: 901.678.2325
Fax: 901.678.4180

www.memphis.edu

January 15, 2019

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

To the Shelby County Schools Board of Education,

Please accept this letter in support of the proposal submitted by Dr. Menthia and Ed Bradley for the Encore STEM Academy planned to open in Memphis, TN on August of 2020. Being the recipient of unprepared students and recognizing that many of the missing skills are those that are taught in Elementary School, it is imperative that we take advantage of opportunities such as Encore STEM Academy. After attending a recent presentation by Dr. Menthia and Ed Bradley, it was immediately evident that we share the same vision of stepping up the level of student preparedness by exposing students to emerging technologies, intriguing hands-on learning activities and educational best practices at an early age.

Prospective partnership opportunities are many and could include visits to the University of Memphis, outreach experiences, STEM activities and co-curriculum development (e.g., a renewable and conservation-based energy curriculum). I fully support and ask that you strongly consider the application submitted by Encore STEM Academy.

Sincerely,

Lenwood Fields, Ph.D.
Assistant Professor
University Of Memphis
Engineering Technology
230 Engineering Technology Bldg.
Memphis, TN 38152
LLFields1@memphis.edu
Tel: 901-678-4963

To: STEM Teachers in Grades 3-12
From: Lenwood Fields, Ph.D.
Subj: Professional Development Workshop Opportunity
Date: 3/22/19

I am pleased to announce that there will be a FREE, two-day, development workshop for STEM teachers this summer on June 3-4 at the University of Memphis. Lunch, snacks and beverages will be provided. This workshop will benefit teachers in several ways: First of all, it will introduce STEM teachers to Thermoelectrics (TEs) which is a promising, emerging, green technology that uses heat to generate electricity and electricity to transfer heat. Secondly, it will show teachers how to demonstrate many of the new Tennessee science standards related to heat and energy – including the renewable/alternative energy standards. And last of all, the teachers will leave with hardware that they can take back to their schools to demonstrate many of the new Tennessee science standards to their students. The overall goal of the workshop is to position our STEM teachers to introduce an emerging, less well-known, green energy technology to as many of our future energy leaders as possible.

This two-day workshop will allow teachers in grades three through twelve to demonstrate the following new Tennessee science standards where

- PS → Physical Sciences
PS3 is Energy Concentration
- ESS → Earth and Space Sciences
ESS3 is Earth and Human Activity Concentration
- ETS → Engineering, Technology and Applications of Science
ETS1 is Engineering Design Concentration
- CHEM → Chemistry
- PHYS → Physics

- 3.PS3.2 Apply scientific ideas to design, test, and refine a device that converts electrical energy to another form of energy, using open or closed simple circuits.
- 4.PS3.3 Describe how stored energy can be converted into another form for practical use.
- 4.ESS3.1 Obtain and combine information to describe that energy and fuels are derived from natural resources and that some energy and fuel sources are renewable (sunlight, wind, water) and some are not (fossil fuels, minerals).
- 6.PS3.1 Analyze the properties and compare sources of kinetic, elastic potential, gravitational potential, electric potential, chemical, and thermal energy.
- 6.PS3.4 Conduct an investigation to demonstrate the way that heat (thermal energy) moves among objects through radiation, conduction, or convection.

- 6.ESS3.2 Investigate and compare existing and developing technologies that utilize renewable and alternative energy resources.
- 6.ETS1.2 Design and test different solutions that impact energy transfer.
- 6.ESS3.1 Differentiate between renewable and nonrenewable resources by asking questions about their availability and sustainability.
- 6.ESS3.2 Investigate and compare existing and developing technologies that will utilize renewable and alternate energy sources.
- 6.ETS1.2 Design and test different solutions that impact energy transfer.
- CHEM1.PS3.1 Contrast the concepts of temperature and heat flow in macroscopic and microscopic terms. Understand that thermal energy is a form of energy and temperature is a measure of average kinetic energy of a particle.
- CHEM1.PS3.4 Analyze energy changes to explain and defend the law of conservation of energy.
- PHYS.PS3.1 Identify and calculate different types of energy and their transformations (thermal, kinetic, potential, including magnetic and electrical potential energies) from one form to another in a system.
- PHYS.PS3.2 Investigate conduction, convection, and radiation as a mechanism for the transfer of thermal energy.
- PHYS.PS3.3 Use the principle of energy conservation and mathematical representations to quantify the change in energy of one component of a system when the energy that flows in and out of the system and the change in energy of the other components is known.
- PHYS.PS3.5 Construct an argument based on qualitative and quantitative evidence that relates the change in temperature of a substance to its mass and heat energy added or removed from a system.
- PHYS.PS3.6 Define power and solve problems involving the rate of energy production or consumption ($P = \Delta E / \Delta t$). Explain and predict changes in power consumption based on changes in energy demand or elapsed time. Investigate power consumption and power production systems in common use.
- PHYS.PS3.7 Investigate and evaluate the laws of thermodynamics and use them to describe internal energy, heat, and work.
- PHYS.PS3.14 Recognize and communicate information about energy efficiency and/or inefficiency of machines used in everyday life.
- PHYS.PS3.15 Compare and contrast the process, design, and performance of numerous next-generation energy sources (hydropower, wind power, solar power, geothermal power, biomass power etc.).

The workshop will be limited to the first 21 teachers who can make a definite commitment to attend. I am looking forward to working with each of you and providing you with a positive experience that you can share with your students.

Sincerely,



Lenwood Fields, PhD
Department of Engineering Technology



The University of Memphis
230 Engineering Tech Building
Memphis, TN 38152

901.678.4963 | LLFields1@memphis.edu



January 14, 2019

Daphne Robinson, Director
Shelby County Schools Board of Education
Office of Charter Schools
160 Hollywood Street
Memphis, TN 38112

Dear Ms. Robinson and the Shelby County Schools Board of Education,

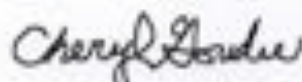
The University of Memphis Meeman Biological Station is pleased to support the proposal submitted by the Encore STEM Academy (ESA) and scheduled to open in Memphis, Tennessee, in August 2020. The proposed ESA is an exciting new charter school that will certainly have the potential to distinguish itself among other schools in the Memphis area. It's strategic location in the heart of historic Orange Mound demonstrates a sincere commitment to educate and empower the children and the community.

The leadership team, Drs. Ed and Menthia Bradley, have put considerable effort into researching and designing an engaging and compelling curriculum concept that will surely advance student success. Having seen Dr. Menthia Bradley in action at Memphis Business Academy, and watching Dr. Ed Bradley present ESA's core principles, and watching them both interact with colleagues, collaborators and community stakeholders, I have no doubt that their enthusiasm for life-long learning will be adopted by students, teachers and family members. Their ultimate goal through the curriculum of producing STEM-educated, work-force ready "techies" demonstrates their recognition that education isn't a journey to be endured, but an exploratory opportunity to help mold and develop vital and contributing citizens.

We look forward to collaborating with ESA as they grow out their curriculum, and will work with them to provide outdoor, experiential, STEM-centered and State of Tennessee Standards-based environmental education opportunities in a forested setting. We would also offer professional development opportunities for their teachers to continually encourage the stimulatory advantages of learning in a natural environment. As the State works to incorporate environmental literacy into the curriculum, ESA will be well ahead of the curve with environmental stewardship as one of its guiding principles.

I fully encourage you to approve the application of Encore STEM Academy. If you have any questions or require additional information, please don't hesitate to contact me (cgoudie@memphis.edu).

Sincerely,



Cheryl A. Goudie, Ph.D.
Program Coordinator

March 18, 2019

Shelby County Schools Board
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County Schools,

I love animals. I received my Animal Laboratory Technician Assistant Certificate and I enjoy working with animals and the positive effect they have on people. I am writing this letter to support Encore STEM Academy and their creative idea that kids and families can learn more about animals and how to take great care of them. I believe that this would be interesting as an extracurricular class, and I would enjoy speaking to people about how I received my certification and work with reviewing their projects.

Have a good day,

Iris Rain, Animal Laboratory Technician Assistant



Protecting and Enhancing the Wolf River Corridor and Watershed as a Sustainable Natural Resource

December 5, 2018

TN Department of Education, Office of Charter Schools
710 James Robertson Parkway
Nashville, TN 37243

To whom it may concern,

I would like to offer my support to Mr. Kim Edward Bradley for the establishment of the Encore STEM Academy planned to begin operation in August 2020 in the Orange Mound area of Memphis. I believe Mr. Bradley has an excellent vision to embrace STEM education in grades K – 2 with a focus on science, technology, engineering and mathematics, as well as environmental stewardship and the humane treatment of animals.

As the Director of Education for the Wolf River Conservancy, I have spent over 10 years teaching K-12 students and adults about water quality, watersheds, wetlands, wildlife and aquatic ecology, among other topics. It is my mission to build scientific literacy through student-driven projects and to inspire, engage, and instill a sense of ownership of and responsibility for our local environment and our native wildlife. I believe this is a mission I share with the Encore STEM Academy team.

The Wolf River Conservancy provides classroom programs, field trips, and habitat restoration service projects for area students, using a variety of teaching tools including live animals. We look forward to partnering with Encore STEM Academy to provide programs which are tailored to their needs, indoors or outdoors, and to help to create engaged, knowledgeable, competent, and caring young citizens.

Thank you,

Catherine A. Justis
Director of Education, Wolf River Conservancy
P.O. Box 11031
Memphis, TN 38111
(901) 219-7323
education@wolfriver.org



Wolf River Conservancy Environmental Education for Schools

The Wolf River Conservancy is proud to provide free environmental education programming to K-12 students in the Wolf River Watershed, in Shelby County Schools, and throughout the Mid South.

We seek to connect classroom concepts to the real world by offering place-based education, hands-on activities, service projects, and field trips in addition to presentations on the Wolf River and a variety of related topics.

All programs reinforce education standards used in Shelby County Schools. There is no cost for our programming; transportation costs for students can be covered under some circumstances.

Contact WRC Education Director Cathy Justis for more information: education@wolfriver.org.



Topics include but are not limited to:

- The Wolf River
- Watersheds
- Water Quality
- Water Pollution
- Local Water Resources
- Conservation
- Biodiversity
- Ecology
- Wildlife (e.g. bats, birds, reptiles, amphibians, aquatic organisms, butterflies, pollinators, native plants, invasive species)



Not seeing what you're interested in? Please contact Cathy Justis at education@wolfriver.org. We'll do our best to design a program that meets your needs!



Inspiring ♦ Encouraging ♦ Informing
Servicing organization for the Women of Stamina Awards
www.womenofstaminaawards.com

January 23, 2019

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Director Robinson,

For close to twenty years I have served as Community Event Coordinator for Comrades N Community Inc. Our signature event, the Women of Stamina Awards has honored one hundred and forty local very diverse women eighty years and older who were born between 1890 and 1936. We use their bios to create events that inspire, encourage and inform the community. We are firm believers that until we know more about our past, the future can't be properly celebrated. I am writing this letter in support of the proposal submitted by Dr. Mentha and Ed Bradley regarding the planned opening of the Encore STEM Academy, Memphis Tennessee, August 2020.

Dr. Mentha Bradley has served as our contact for the Frayser area student field trips offered to the Memphis Business Academy. Dr. Bradley's commitment to education and environment, and her love for children makes her a prime candidate to be seated at the helm. She totally believes in giving the students a chance to view all the choices life has to offer.

I am confident the Encore STEM Academy will be successful in bringing great things to fruition in the Orange Mound area where no such curriculum presently exists. We are hopeful we will have the opportunity to add Encore to our list of inner-city schools we offer field trips to annually. We believe inspiration works wonders and can be the motivating force in the implementation of tangible action that can lead to success.

We will also be partnering with **Shelby County Master Gardeners** and a new ministry forthcoming in 2020 "**From Carpenters 2 Architects**" a male mentoring ministry. These partnerships will allow us to offer more diversity in the area of our field trips and add workshops for the students in the Memphis community to attend.

We so look forward to working with the Encore STEM Academy and ask that you give their application your most careful consideration.

Yours in service,
Beverly C. (Cate) Bradshaw
Community Events Coordinator
Comrades N Community Inc.
901 691 5966
bhw@womenofstaminaawards.com

"Comraderie Counts"



FACING HISTORY AND OURSELVES

People make choices. Choices make history.

Roger Brooks
President and Chief Executive Officer

Julie A. Lell
Chair, Board of Directors

Jeffrey J. Bussgang
Seth A. Kaminan
Co-Chairs, Board of Trustees

Richard A. Smith
Chair Emeritus

Keane Anthony Appiah
Chair, Board of Scholars

Cristina S. Fochler
Chair, Memphis Advisory Board

Marti Tappens Murphy
Director, Memphis Office

March 22, 2019

Shelby County Schools Board Office of Charter Schools
Dr. Joris Ray, Superintendent
Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Dr. Ray and Mrs. Robinson,

We are writing in support of Encore STEM Academy based on our very positive working relationship with Dr. Menthis Bradley as a school leader. Facing History's unique approach to pedagogy, classroom resources, professional development, coaching, and support equips teachers with the tools and strategies they need to help students become thoughtful, responsible citizens.

It is because of our approach that Dr. Menthis Bradley embraced the partnership with Facing History and Ourselves when we launched our Memphis Neighborhood Schools Network, a school partnership model that uses Facing History's theory of change to increase teacher effectiveness, support student social, emotional and academic growth, and help to improve school culture and climate. Under Dr. Bradley's leadership, Memphis Business Academy has fully participated in the partnership with Facing History beginning in the spring of 2016.

As an educator committed to helping students find their voices, we often observed the ways she prioritized opportunities for students, whether it was special programs for student dialogue or making sure MBA students participated in our Facing History Student Leadership Group. When Facing History got the opportunity to send representatives from Memphis to the Connecting Communities of Courage Conference at Facebook, we asked Dr. Bradley to be our representative and she selected two students to accompany her. Mr. Bradley also paid to attend to receive the conference professional development.

It is because Dr. Bradley shares our vision for creating school communities based on equity and justice where all students can find their voice and become active and engaged agents of change that we asked her to speak about our partnership at the Facing History Memphis Benefit Dinner in October 2018.

We support the vision for Encore STEM Academy and the vision and leadership of Dr. and Mr. Bradley.

Warm regards,

Steven Beckon
Program Director for Equity and Inclusion

Marti Tappens Murphy
Executive Director, Memphis

115 Huling Avenue
Memphis, TN 38103
1-452-1776
facinghistory.org

Headquarters
16 Hurd Road
Brookline, MA 02445
617-232-1995



Welcome

Dear Friends,

Facebook's InspiRED and The National School Climate Center (NSCC) are honored and delighted to welcome you to the *Connecting Communities of Courage: Building Inclusive, Safe and Engaged Schools Summit*. This national convening brings together a diverse community of stakeholders at the national, state, and local level - community action organizations and youth leaders together with schools, prosocial organizations, policymakers, researchers, and funders - to collaboratively address the critical needs of P-12 schools by shining a spotlight on successes nationwide and developing cross-sector solutions.

This Summit will yield actionable practice strategies and policy recommendations, and cultivate a vibrant network focused on sustainable solutions to increase engagement and promote safe school communities for all. The goal is to create a collective 'community of courage' with youth at the center.

Our hope is that today will provide you with a clear assessment of the challenges and opportunities facing young people and schools today. Also, that the day provides inspiration and motivation to further your commitment to courageous action, and a supportive intergenerational community who will stand by you and lift you up as we march forward on this shared journey. We acknowledge that the challenge to build inclusive, safe and engaging schools is complex and requires all education stakeholders to work together to identify and commit to strategies and support.

Thank you for joining us today and sharing your unique set of experiences, insights, strategies, resources and networks with the CCC Summit community. Together we will take the first collective step toward a much greater effort to help our schools reflect and proactively build on the strengths of the diverse communities they support.

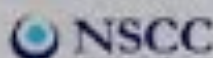
Thank you!

The *Connecting Communities of Courage* Steering Committee

Building Inclusive, Safe and Engaged Schools Summit



Agenda



TIME	SESSION	FACILITATORS
8:00 – 8:30	Registration & Breakfast	
8:30 – 9:00	<p>Call to Action</p> <p>Purpose and expectations for the Summit will be shared as well as inspirational information to establish core assumptions and launch discussion.</p> <p>Analysis of the Summit Pre-Survey data will highlight participants' experiences, strategies and collaborations to contribute to the day's deliberations and decisions.</p>	<p>Summit Co-Facilitators</p> <ul style="list-style-type: none"> • Merrit Jones, Director of Partnerships Student Voice • David Adams, Director of Social Emotional Learning Urban Assembly <p>Facebook Representative</p> <ul style="list-style-type: none"> • Ima Archibong, Vice President of Global Platform Partnerships at Facebook <p>NSCC Representative</p> <ul style="list-style-type: none"> • Darlene Foster, Chief Operating Officer National School Climate Center <p>State of the Field: Research and Survey Findings</p> <ul style="list-style-type: none"> • Dorothy Espelage, Professor of Psychology University of Florida
9:00 – 10:30	<p>Problem of Practice and Response to the Problem</p> <p>Panel of stakeholders will define and dissect the problem of practice and share initial reactions that will inform conversations during the work group segment.</p>	<p>Panel Facilitator</p> <ul style="list-style-type: none"> • Dana Simmons, Director of Education Yale Center for Emotional Intelligence <p>Panelists:</p> <ul style="list-style-type: none"> • Ben Gurewitz, University of California at Davis sophomore and co-founder of the Diverse Learners Coalition • Hana Mangat, Winston Churchill High School (MO) student and co-founder of youth-led 5th Kid 2 Kid program • Etale Rodriguez, superintendent of Schools Monroe-Woodbury Central School District Central Valley, New York • Stacie Molnar-Malin, Education Consultant School Climate and Social Emotional Learning at Pennsylvania Department of Education • Steve Spector, Associate Program Director for Urban Education at Facing History and Ourselves • Julie Foster-Straw, Program Director re:imagine/KTL
10:30 – 11:00	BREAK	
11:00 – 12:00	<p>Work Groups I</p> <p>Working in pre-assigned groups, participants will discuss inclusion, safety and engagement by considering the current state, practice recommendations, policy recommendations, and gaps and opportunities.</p>	<p>Session Co-Facilitators</p> <ul style="list-style-type: none"> • Vanessa Camilleri, Senior Education Consultant GALLUP • Eric Hassler, Assistant Superintendent Curriculum & Instruction Monroe-Woodbury Central School District Central Valley, New York
12:00 – 1:00	LUNCH	
1:00 – 2:30	Work Groups II - CONTINUED FROM ABOVE	
2:30 – 2:45	BREAK	
2:45 – 3:15	<p>Jig Saw</p> <p>A synthesis of emergent themes from work-group discussions will be provided.</p>	<p>Session Co-Facilitators</p> <ul style="list-style-type: none"> • Vanessa Camilleri • Eric Hassler
3:15 – 4:00	<p>Call to Action: Next Steps and Commitments</p> <p>Reflective comments will be shared to summarize the summit experience and launch the post-summit phase.</p>	<p>Summit Co-Facilitators</p> <ul style="list-style-type: none"> • Merrit Jones • David Adams <p>Facebook Representative</p> <ul style="list-style-type: none"> • Lauryn (Ike) Ogbach, Head of Education Partnerships, Facebook <p>NSCC Representative</p> <ul style="list-style-type: none"> • Darlene Foster • Whitney Allgood, CEO National School Climate Center <p>Closing Comments</p> <ul style="list-style-type: none"> • Merrit Jones



Methodist.
Healthcare

March 12, 2019

Shelby County Schools Board
Dr. Joris Ray, Superintendent
Mrs. Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County School Board,

I am writing to support the charter application for Encore STEM Academy. Mr. Ed Bradley taught my daughter Shondre Jordan at American Way Middle School. As her teacher, he kept up with her academically to ensure that she was learning and enjoying the Science curriculum. He kept me up to date with her work, and made sure that she progressed, providing fun learning activities for her class. Now that Mr. Bradley is working with a team to create Encore STEM Academy, I firmly believe that this school will be successful and students will do well. It is great that someone with so many years of experience in the classroom is venturing out to continue in education and put the practice to new use. Parents will be pleased with the communication and how he keeps them involved. Students will excel and have fun with the creative activities.

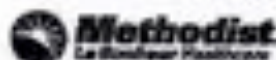
I write this letter to say that I support the opening of Encore STEM Academy, and it will do well. As a community partner, I will come to view their exhibitions and projects and I look forward to being a part of this school. Please contact me if you have any questions.

Have a great day,

Zina C. Jordan

Appeals Sr Rep

Revenue Recovery



1350 Concourse Ave. Suite 664

Memphis TN 38104

(901)516-1119wk (901)937-6668 fax

Shelby County Schools Board of Education
Office of Charter Schools
Daphne Robinson, Director
Dr. Joris Ray, Interim Superintendent
160 Hollywood Street
Memphis, TN 38112

January 31, 2019

Dear Dr. Ray,

The educational option that Encore STEM Academy proposes for Shelby County Schools' students in Orange Mound is impressive and enlightened. In keeping with the national educational trends, Ed and Menthia Bradley plan to provide a most exciting and innovative opportunity for our children, and I support them in this effort.

I've been a member of Germantown United Methodist Church for about twenty years. I am a member of the United Methodist Women, and within our unit we have small groups called circles. My circle, the Joy Circle, partnered with Memphis Business Academy when they were located in a small church in Frayser. I met Dr. Menthia Bradley ten years ago. We have fundraised for students together, we have dreamed together, prayed together, laughed together and cried together. Dr. Bradley is reliable, trustworthy, gifted, but most importantly she loves children. She will go above and beyond to help a child even if it means picking up a donated bicycle the day before Christmas Eve to see it goes to a deserving child whose father is in critical condition in the hospital. (Yes, she did that this year.) Every pore of Dr. Bradley's body exudes enthusiasm, joy, love, and respect for students and teachers. She is a consummate professional. Her work and responses are timely, and she has strong organizational skills.

I met Mr. Ed Bradley when he came into Dr. Bradley's life. Not only, did she gain a husband, but a life partner who shares her passion and her goals. I've had the opportunity to hear them talk about this venture and it's clear that they have a clear vision for the STEM Academy, and they are enthusiastic about it. We have also talked about education, family, and Memphis development, and they are optimistic about the future. They continually seek professional growth and they both are receiving endorsements for Computer Science. Together, they have the capacity to successfully open Encore STEM Academy Elementary School, and I support this charter school application.

Sincerely,

Mrs. Yolanda V.C. Toney
Retired Public and Private School English Teacher (in Multiple States)
Seminary Candidate



Nilene Woods
TBC Corporation
1000 TBC Drive
Rossville, TN. 38066
Phone: 901-541-3651
nwoods@tbcbrands.com

February 21, 2019

Shelby County Schools Board of Education
Office of Charter Schools
160 Hollywood Street
Memphis, TN 38112

Dear Shelby County School Board Members,

Hello! I am writing to support Encore STEM Academy as a proposed charter school for Orange Mound. I know both the Co-Founders Mr. and Mrs. Bradley and they are great educators and great people! Mr. Bradley taught my son and coached him in Basketball at Kirby Middle School. As his Teacher and his Coach, he made a strong impression on him as he also mentored him on being a great young man. Even when my son Moses was not in his class or on the team, he continued to work with him and provide support with homework and life skills. Mr. Bradley always communicated effectively with me and kept me up to date on his progress and academic needs. He is a great mentor and parent advocate.

I know Dr. Bradley because I supervised her in a volunteer community organization and she was always professional, helpful, on-time and friendly. She treated her volunteering like it was a job! She always talked about her students and when they would see her, they were happy, which I thought was rare for a Principal.

Together, they have the love and professionalism necessary to work well with students and families. After hearing the vision of their school and knowing them professionally, I know that Encore STEM Academy will be a great place for kids!

Thank you,

Nilene Woods,
Traffic Analyst



Encore STEM Academy <encorestem@gmail.com>

please print

message

Encore STEM Academy <encorestem@gmail.com>
To: Ked Bradley <encorestem@gmail.com>

Sun, Mar 31, 2019 at 1:42 PM

Correspondence with Charter School Development Corporation

School Contact Information

School Name

Encore STEM Academy

School Website

www.encorestemacademy.org

Name (First and Last) Title

Kim Edward Bradley Co-Founder

Phone

9014638197

Email

encorestem@gmail.com

501(c)(3) Designation?

Yes

Are you working with a Charter Management Organization (CMO) or an Education Management Organization (EMO)?

No**Charter Authorizer/Sponsor Information**

Approved to operate school?

No

Do you have an application pending approval?

Yes

When is an approval expected?

07/01/2019

Contract with authorizer/sponsor?

No

Projected contract with authorizer (date)

07/01/2019

Authorizer/Sponsor Authorizer/Sponsor Website
 Shelby County Schools www.scsk12.org

Authorizer/Sponsor Contact Person Authorizer/Sponsor Contact Phone
 Daphne Robinson 9014165321

Charter School Operations

Projected commencement date
 08/03/2020

Education model
 STEM

Enrollment Data and Student Metrics

Starting Grades Served
 - Kindergarten
 - 1st
 - 2nd

Grades Served at Full Capacity
 - Kindergarten
 - 1st
 - 2nd
 - 3rd
 - 4th
 - 5th

Projected Enrollment

Next Year	Year 2	Year 3	Year 4	Year 5
120	160	200	240	240

Student Population

Anticipated percentage of students eligible to receive free and/or reduced price lunch
 85

Anticipated percentage of students to receive special education services (Please only include students receiving IEP services, not 504 or other services)
 10

CSDC Program/Services Requested

Type of services requested
 - Real Estate Development Services

Loan type requested
 Renovation

Which real estate development services are you interested in?

Acquisition and renovation of an existing building

Have you identified a facility for lease/to purchase?

Yes

Public School District (where facility is geographically located)

Shelby County Schools

Facility location street

3281 Park Avenue

Facility location city

Memphis

State

Tennessee

Postal code

381111

Current square footage

18000

Projected completion square footage

18000

Steve Bowie <sbowie@cornundi.com>

Wed, Mar 20, 10:40 AM
(4 days ago)

to me

Thanks for your inquiry. I've made a few quick responses below in red and if you're still interested will be glad to speak with you sometime this week. We are just beginning the process of considering how to move forward with alternative uses for the property. Frankly, even if there is a fit, I doubt seriously that it's possible to qualify the details of a long term arrangement by April 1. But glad to talk.

Steve

Stephen W. Bowie, CCIM, SIOR
Principal

COR MUNDI INVESTMENTS, LLC
2542 Ridgeway Rd, Suite 8
Memphis, TN 38119
(o) 901.683.9063
(o) 901.270.5027
(f) 901.818.2755

sbowie@cornundi.com

From: Encore STEM Academy <encorestem@gmail.com>
Sent: Tuesday, March 19, 2019 7:48 PM
To: Steve Bowie <sbowie@cornundi.com>
Subject: St . Anne Catholic Church Facility

Greetings Mr. Bowie,

Happy Tuesday to you! We are Ed and Menthia P. Bradley, and we plan to open a charter school to serve the Orange Mound community, Encore STEM Academy. We saw today that a morality clause prevented the University of Memphis from purchasing that space.

We would like to discuss this space with you at your earliest convenience. A few questions would be:

1. Would the morality clause prevent any public/charter school from operating there? **No; the primary issue was a U of M issue regarding ANY restrictions on their use of the property. Specific concerns from the Diocese regard programming to include organizations like Planned Parenthood who advocate abortion.**
2. What aspect of the morality clause did the University of Memphis feel they could not comply with?

3. What is the square footage? classroom amount? Classroom building is about 42,000 sf; gym is about 12,000 sf.
 4. What are the leasing requirements? We have some parameters to suggest for a NNN lease
 5. Is the space up to code and turnkey? No, it will be the responsibility of the tenant to make necessary improvements to the building; lease rate reflects taking the property 'as is'.
-

How soon are you available to speak and for us to view the space? We have our application due April 1, and we would like to speak in the next few days.

Thank you and we look forward to speaking with you soon. We are able to jump on the phone (901) 463-8197.

Have a great day,
Ed and Menthia P. Bradley

https://www.bizjournals.com/memphis/news/2019/03/18/morality-clause-stops-u-of-ms-middle-school-from.html?utm_source=newsletter&utm_medium=email&utm_campaign=cb_bureau_tn



Business and Development Specialists
for Charter Schools

March 15, 2019

Shelby County Schools
Office of Charter Schools
995 S. Lauderdale
Memphis, TN 38126

To Whom It May Concern,

As a Client Manager at Edtec, I am pleased to provide this letter of support of the launch of Encore STEM Academy Charter School in the Shelby County School District. Edtec provided charter application budget development services to the Encore STEM Academy team. Edtec is a social venture founded in 2001 to develop, support, and advance quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities, and student information, we have helped support over 400 charter schools, CMOs, and charter support organizations across 11 states.

In collaboration with Ed Bradley, the lead petitioner, our team built the budget and cash flow projections based on conservative estimates of the actual costs to implement Encore STEM Academy's program as described in the charter application. Assumptions driving our analysis are based on:

- Historical financial and demographic data from similar charter schools throughout Memphis and Shelby County Schools
- Projections from reliable sources, such as committed funders to the organization
- Rates from Shelby County Schools and the Tennessee Department of Education

School leadership estimated expenses based on research and statewide proprietary data on charter school expenditures. Expense assumptions increase in the multi-year projections to account for inflation, in addition to being increased for additional enrollment and staffing growth until full capacity.

As a back-office provider serving Tennessee charter schools since 2012, we feel confident in the numbers and underlying assumptions presented with Encore STEM Academy. In our experience serving 17+ Tennessee charter schools, we have seen many schools successfully operate with similar plans. We are proud to support Encore STEM Academy and eagerly await the approval of their charter application upon review.

Should you have any questions or need for clarification, please contact me at jenny.tabor@edtec.com.

Thanks,

Jenny Tabor
Client Manager

HMH follow up

Inbox

Good afternoon Mr. Bradley,

It was so wonderful to speak w/ you yesterday. Please forgive the brief e-mail. Because you are not yet in our system, I cannot create a cost proposal for you. However, I'm going to give you a good idea of what our solutions cost. When we get closer to launch date we can start to discuss multiprogram discounts and the like. So, for now this is list price for all solutions.

My phone number is below in my signature. Please feel free to reach out anytime.

There are several options and all assume a 25:1 student to teacher ratio. This is just a static image as pricing is still being fleshed out.

For all other programs it is probably best to simply use our K-8 Catalog. Please follow this link: <https://www.hmhco.com/virtual-catalog/grades-k12>

- Journeys 12
- GO Math/ GO Math! (Vivan Las Matemáticas) 254
- Math Expressions Common Core 280
- Math in Focus 316

I have also attached a TN Science proposal as well. This is state contract pricing so there is no negotiating the TN Science price. It has been set by the state. So, take a look at one created for White County.

Thank you,

Joe

Joe Dixon

Sr. Account Executive | Private, Parochial, and Charter Schools

Tennessee

Houghton Mifflin Harcourt

125 High Street

Boston, MA 02110

Mobile: 901.212.4274

Joe.dixon@hnhco.com

hnhco.com

6 Year National Pricing at a Glance

Write-in Softcover

Comprehensive

\$190 K-2

\$170 3-5

- Write-In SE per student
- Print/Digital Leveled Library

Streamlined

\$142 K-2

\$132 3-5

- Write-In SE per student
- **No Leveled Library**

Digital

Digital Learning

\$96

- Online

Hardcover

Classroom

\$152 K-2

\$148 3-5

- Hardcover SE per student
- Print/Digital Leveled Library

Essentials Classroom

\$128 K-2

\$120 3-5

- 6 Hardcover SEs per class
- Print/Digital Leveled Library

Per Student Price is based on selling the SRP and TRP at a 25:1 student:teacher ratio.



08:34





Harmony

Transportation

2801 FRISCO AVE.
MEMPHIS, TN 38114

Payment Terms. Harmony agrees to furnish all labor, parts, and other materials for the operation of buses, including drivers, maintenance, repairs, etc. for the sum of \$290/day per bus route (morning & afternoon) performed. The "initial" need for Encore STEM Academy will be for ONE bus. Encore STEM Academy agrees to a fee of \$50/hr per bus for field trips, with a TWO HOUR MINIMUM.

Payment Schedule. Payment shall be made in monthly installments mailed by Encore STEM Academy no later than the last business day of each calendar month's operation of school buses performed by Harmony, provided that Encore STEM Academy receives the invoice for which payment is requested by the seventh (7th) business day of the month after Home to School Services has been provided. Should Harmony fail to submit invoices timely, Encore STEM Academy shall make payment as soon after its receipt of the invoice as reasonably practicable.



Harmony

Transportation

2601 FRISCO AVE.
MEMPHIS, TN 38114

QUOTE RATE: 2 HR MINIMAL AT \$150.00 AND \$50.00 EACH HOUR AFTER
OUT OF TOWN DAY RATE: \$750.00 AND \$50.00 EACH HOUR AFTER
IN TOWN OVER 8HRS PRICE AS A DAY RATE (OUR RATE ARE FROM GATE-TO-
GATE). WE DO WAITS ONLY NO DROP OFF.

FIELD TRIP REQUEST FORM



1. Name of SCHOOL & GROUP:

2. _____

3. Destination of the trip: _____

4. DATE OF TRIP: _____

5. Approximate Departure and Return time for the Trip --

Pick Up Time: _____ AM/PM Request Bus to Wait: YES/NO Return Time: _____

6. Grades, Teachers, or Coaches planning to go on the Field Trip

Name Grade

Please list the names of Person Ordering trips, Telephone Numbers, & Email.

7. Number of Students: 0 Students _____

8. Number of BUSES and Bus Type: _____

There is a minimum of 2 hours at \$150 and \$50 each hour after. Day rate is a flat rate of \$750 at 8hrs and \$50 each hour after (in town only). Out of town rate 1-8hrs \$750 (within a 3hr radius). Rates are from gate-to-gate. No drop off only waits.

A Federal Agency may not conduct or sponsor, and a person is not required to respond to, nor shall a person be subject to a penalty for failure to comply with a collection of information subject to the requirements of the Paperwork Reduction Act unless that collection of information displays a current valid OMB Control Number. The OMB Control Number for this information collection is 2128-0008. Public reporting burden for this collection of information is estimated to average 2 minutes per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. All responses to this collection of information are mandatory. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: Information Collection Clearance Officer, Federal Motor Carrier Safety Administration, MC-83A, Washington, D.C. 20590.



United States Department of Transportation
Federal Motor Carrier Safety Administration

Endorsement for Motor Carrier Policies of Insurance for Public Liability
under Section 18 of the Bus Regulatory Reform Act of 1982

FORM MCS-90B

Issued to HARMONY TRANSPORTATION LLC of MEMPHIS, TN 38114
(Motor Carrier name) (Motor Carrier state or province)

Dated at Orinda, CA on this 19th day of August, 2017

Amending Policy Number: 7NAP5024888 Effective Date: 08/10/2017

Name of Insurance Company: National Indemnity Company of the South

Countersigned by: [Signature]

(Authorized company representative)

The policy to which this endorsement is attached provides primary or excess insurance, as indicated for the limits shown/blank only and:

- This insurance is primary and the company shall not be liable for amounts in excess of \$ 5,000,000 for each accident.
- This insurance is excess and the company shall not be liable for amounts in excess of \$ _____ for each accident in excess of the underlying limit of \$ _____ for each accident.

Whenever required by the Federal Motor Carrier Safety Administration (FMCSA), the company agrees to furnish the FMCSA a duplicate of said policy and all its endorsements. The company also agrees, upon telephone request by an authorized representative of the FMCSA, to verify that the policy is in force as of a particular date. The telephone number to call is: 800-848-3888. Cancellation of this endorsement may be effected by the company of the insured by giving (i) thirty-five (35) days notice in writing to the other party (with 30 days notice to commence from the date the notice is mailed, proof of mailing shall be sufficient proof of notice), and (ii) if the insured is subject to the FMCSA's registration requirements under 49 U.S.C. 13901, by providing thirty (30) days notice to the FMCSA (with 30 days notice to commence from the date the notice is received by the FMCSA at its office in Washington, DC).

DEFINITIONS AS USED IN THIS ENDORSEMENT

Accident includes continuous or repeated exposure to conditions or which results in bodily injury, property damage, or environmental damage which the insured neither expected nor intended.

Bodily Injury means injury to the body, sickness, or disease to any person, including death resulting from any of these.

Motor Vehicle means a for-hire carrier of passengers by motor vehicle.

Property Damage means damage to or loss of use of tangible property.

Public Liability means liability for bodily injury, property damage, and environmental restoration.

(Continued on next page)

The insurance policy to which this endorsement is attached provides automobile liability insurance and is amended to assure compliance by the insured, within the limits stated herein, as a for-hire motor carrier of passengers with Section 18 of the Bus Regulatory Reform Act of 1982 and the rules and regulations of the Federal Motor Carrier Safety Administration.

In consideration of the premium stated in the policy to which this endorsement is attached, the insurer (the company) agrees to pay, within the limits of liability described herein, any final judgment received against the insured for public liability resulting from negligence in the operation, maintenance or use of motor vehicles subject to the financial responsibility requirements of Sections 18 of the Bus Regulatory Reform Act of 1982 regardless of whether or not each motor vehicle is specifically described in the policy and whether or not such negligence occurs on any route or in any territory authorized to be served by the insured or elsewhere. Such insurance as is afforded, for public liability, does not apply to injury to or death of the insured's employees while engaged in the course of their employment, or property transported by the insured, designated as cargo. It is understood and agreed that no condition, provision, stipulation, or limitation contained in the policy, this endorsement, or any other endorsement thereon, or violation thereof, shall relieve the company from liability or from

the payment of any final judgment, within the limits of liability herein described, irrespective of the financial condition, insolvency or bankruptcy of the insured. However, all terms, conditions, and limitations in the policy to which the endorsement is attached shall remain in full force and effect as binding between the insured and the company. The insured agrees to reimburse the company for any payment made by the company on account of any accident, claim, or suit involving a breach of the terms of the policy, and for any payment that the company would not have been obligated to make under the provisions of the policy except for the agreement contained in this endorsement. It is further understood and agreed that, upon failure of the company to pay any final judgment recovered against the insured as provided herein, the judgment creditor may maintain an action in any court of competent jurisdiction against the company to compel such payment. The limits of the company's liability for the amounts prescribed in this endorsement apply separately to each accident and any payment under the policy because of any one accident shall not operate to reduce the liability of the company for the payment of final judgments resulting from any other accident.

SCHEDULE OF LIMITS — PUBLIC LIABILITY

For-hire motor carriers of passengers
operating in interstate or foreign commerce

The Bus Regulatory Reform Act 1982 requires limits of financial responsibility according to vehicle seating capacity. It is the Motor Carrier's obligation to obtain the required limits of financial responsibility. The schedule of limits shown on the reverse side does not provide coverage. The limits shown in the schedule are for information purposes only.

Vehicle seating capacity	Minimum limits
(1) Any vehicle with a seating capacity of 16 passengers or more	\$5,000,000
(2) Any vehicle with a seating capacity of 15 passengers or less	\$1,000,000

FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION
ACCEPTANCE REPORT

USER ID: NICO2
TRANSMISSION NUMBER: WEB44551
TRANSMITTED ON: 08/10/2017 09:36:09
COMPANY NAME: NATIONAL INDEMNITY COMPANY OF THE SOUTH
SUBMITTED BY: NATIONAL INDEMNITY GROUP (23486-01)

Docket	Form/Type	Policy Number	Effective Date	Action
MC-34776	BMC-91X/B/PD	74APS074666	08/10/2017	ACCEPTED

Values in FMCSA Licensing & Insurance Database:

Legal Name: HARMONY TRANSPORTATION LLC
Address: 2801 FRISCO AV
MEMPHIS TN US 38114

91X Coverage(Type/Max/Underlying): Primary / \$5,000,000 / \$0

Total: 1

Clemmie Smith
Comptroller

2601 Frisco Ave
Memphis, TN 38114
901-421-5969 Office
901-949-3522 Cell

csmith@harmony-transportation.com



Harmony
Transportation

Tommie Taylor
OWNER

2601 Frisco Ave
Memphis, TN 38114
901-421-5969 Office
901-949-1270 Cell

ttaylor@harmony-transportation.com



Harmony
Transportation

Calvin Newell
Safety Supervisor

2601 Frisco Ave
Memphis, TN 38114
901-421-5969 Office
901-907-0757 Fax

cnewell@harmony-transportation.com



Harmony
Transportation

Jilanch Williams
Routing/Sales

2601 Frisco Ave
Memphis, TN 38114
901-421-5969 Office
724-655-1947 Cell

jwilliams@harmony-transportation.com



Harmony
Transportation

Kawaniis McNeary
Charter Coordinator

2601 Frisco Ave
Memphis, TN 38114
901-421-5969 Office
901-907-0757 Fax

kmcneary@harmony-transportation.com



Harmony
Transportation

Sandra Porterfield
Human Resources

2601 Frisco Ave
Memphis, TN 38114
901-421-5969 Office
901-907-0757 Fax

sporterfield@harmony-transportation.com



Harmony
Transportation

* USDOT Number MCMX Number : Name

Enter Value: 3021840

Search

Company Snapshot

HARMONY TRANSPORTATION LLC

USDOT Number: 3021840

ID/Operations | Inspections/Crashes in US | Inspections/Crashes in Canada | Safety Rating

Carriers: If you would like to update the following ID/Operations information, please complete and submit form MCS-150 which can be obtained [online](#) or from your State FMCSA office. If you would like to challenge the accuracy of your company's safety data, you can do so using FMCSA's [DataQs](#) system.

Other Information for this Carrier

- ▼ [SMS Results](#)
- ▼ [Licenses & Insurance](#)

Carrier and other users: FMCSA provides the Company Safety Profile (CSP) to motor carriers and the general public interested in obtaining greater detail on a particular motor carrier's safety performance than what is captured in the Company Snapshot. To obtain a CSP please visit the [CSP order page](#) or call (800)833-6660 or (703)290-4001 (Fee Required).

For help on the explanation of individual data fields, click on any field name or for help of a general nature go to [SAFER General Help](#).

The information below reflects the content of the FMCSA management information systems as of 08/14/2017.

Entity Type:	CARRIER		
Operating Status:	AUTHORIZED FOR Passenger	Out of Service Date:	None
Legal Name:	HARMONY TRANSPORTATION LLC		
DBA Name:			
Domestic Address:	3601 FRISCO AV MEMPHIS, TN 38114		
Phone:	(901) 421-8999		
Billing Address:	3601 FRISCO AV MEMPHIS, TN 38114		
USDOT Number:	3021840	State Carrier ID Number:	
MCMTX Number(s):	BL2A733	DOTS Number:	-
Carrier Code:	31	Encls:	15
MCB-DBL Form Date:	08/14/2017	MCB-DBL Renewal Date:	1 (2018)
Operation Classification:	<input checked="" type="checkbox"/> Auth. For Hire <input type="checkbox"/> Exempt For Hire <input type="checkbox"/> Private(Property) <input checked="" type="checkbox"/> Priv. Pass. <input type="checkbox"/> (Business)		
	<input type="checkbox"/> Priv. Pass.(Non-Business) <input type="checkbox"/> Migrant <input type="checkbox"/> U.S. Mail <input type="checkbox"/> Fed. Gov't	<input type="checkbox"/> State Gov't <input type="checkbox"/> Local Gov't <input type="checkbox"/> Indian Nation	
Carrier Operation:	<input checked="" type="checkbox"/> Interstate <input type="checkbox"/> Intrastate Only (HS) <input type="checkbox"/> Intrastate Only (Non-HS)		
Basic Carriers:	<input type="checkbox"/> General Freight <input type="checkbox"/> Household Goods <input type="checkbox"/> Metal sheets, coils, rolls <input type="checkbox"/> Motor Vehicles <input type="checkbox"/> Drive/Tow away <input type="checkbox"/> Logs, Poles, Beams, Lumber <input type="checkbox"/> Building Materials <input type="checkbox"/> Mobile Homes <input type="checkbox"/> Machinery, Large Objects <input type="checkbox"/> Fresh Produce	<input type="checkbox"/> Liquids/Gases <input type="checkbox"/> Intermodal Cont. <input checked="" type="checkbox"/> Passengers <input type="checkbox"/> Offroad Equipment <input type="checkbox"/> Livestock <input type="checkbox"/> Grain, Feed, Hay <input type="checkbox"/> Coal/Coke <input type="checkbox"/> Meat <input type="checkbox"/> Garbage/Refuse <input type="checkbox"/> US Mail	<input type="checkbox"/> Chemicals <input type="checkbox"/> Commodities Dry Bulk <input type="checkbox"/> Refrigerated Food <input type="checkbox"/> Beverages <input type="checkbox"/> Paper Products <input type="checkbox"/> Utilities <input type="checkbox"/> Agricultural/Farm Supplies <input type="checkbox"/> Construction <input type="checkbox"/> Water Well

ID/Operations | Inspections/Crashes in US | Inspections/Crashes in Canada | Safety Rating

SAFER Web - Company Snapshot HARMONY TRANSPORTATION LLC

US Inspection results for 24 months prior to: 08/14/2017

Total Inspections: 0
Total EP Inspections: 0Note: Total inspections may be less than the sum of vehicle, driver, and hazmat inspections. Go to [Inspections Help](#) for further information.

Inspection Type	Inspections			
	Vehicle	Driver	Hazmat	EP
Inspections	0	0	0	0
Out of Service	0	0	0	0
Out of Service %	0%	0%	0%	0%
Half Average % (2008-2016)	20.72%	5.51%	4.50%	N/A

Crashes reported to FMCSA by states for 24 months prior to: 08/14/2017

Note: Crashes listed represent a motor carrier's involvement in reportable crashes, without any determination as to responsibility.

Type	Fatal	Crashes		Total
		Injury	Property	
Crashes	0	0	0	0

[ID/Operations](#) | [Inspections/Crashes in US](#) | [Inspections/Crashes in Canada](#) | [Safety Rating](#)

Canadian Inspection results for 24 months prior to: 08/14/2017

Total Inspections: 0

Note: Total inspections may be less than the sum of vehicle and driver inspections. Go to [Inspections Help](#) for further information.

Inspection Type	Inspections	
	Vehicle	Driver
Inspections	0	0
Out of Service	0	0
Out of Service %	0%	0%

Crashes results for 24 months prior to: 08/14/2017

Note: Crashes listed represent a motor carrier's involvement in reportable crashes, without any determination as to responsibility.

Type	Fatal	Crashes		Total
		Injury	Property	
Crashes	0	0	0	0

[ID/Operations](#) | [Inspections/Crashes in US](#) | [Inspections/Crashes in Canada](#) | [Safety Rating](#)

The Federal safety rating does not necessarily reflect the safety of the carrier when operating in intrastate commerce.

Carrier Safety Rating

The rating below is current as of: 08/14/2017

Review Information:

Rating Date:	Rating:	Review Date:	Review Type:
None	None	None	None

Bus Inspection History

Date Run: 08/03/2017

Registration #	Vin	Inspection Date	Inspection Type
CB74571	4DRBLJAH488272681	08/01/2017	Annual
CB74570	4LZABRDJ48C251345	08/02/2017	Annual
CB74569	4LZAAXC827CW92547	08/02/2017	Annual
CB74568	4LZAAXC877CW92561	08/01/2017	Annual
CB74567	4LZAAXC817CW92565	08/01/2017	Annual
CB74566	4LZAAXC847CW92561	08/01/2017	Annual
CB74565	4LZAAXC837CW92564	08/01/2017	Annual
CB74564	4LZAAXC877CW92558	08/02/2017	Annual
CB74563	4LZAAXC887CW92559	08/01/2017	Annual
CB74562	4LZABRDJ48C251343	08/01/2017	Annual
CB74561	4LZAAXC837CW92556	08/02/2017	Annual
CB74560	4LZAAXC847CW92548	08/02/2017	Annual
CB74559	4DRBLJAH874855792	08/02/2017	Annual
CB74558	4LZABRDJ78C251341	08/01/2017	Annual
CB74557	4LZAAXC807CW92563	08/01/2017	Annual
CB74556	4DRBLJAH488272682	08/01/2017	Annual
CB74555	4DRBLJAH48855024	07/28/2017	Annual
CB74554	4DRBLJAH08A578003	07/28/2017	Annual
CB74553	4DRBLJAH18A578002	07/28/2017	Annual
CB74552	4DRBLJAH08A578008	07/28/2017	Annual



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupul Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017
In Service Date: 08/01/2006

Inspection Type: Annual
VIN: 4UZABR0J08CZ51343

Sticker No: TN081132
Body Build Date: 08/01/2006

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 108201

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74562

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 4/8

Brakes - Left Axle 2: Pass

Measurements: 1

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Brakes - Right Axle 2: Pass

Measurements: 1

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017

In Service Date: 02/01/2006

Inspection Type: Annual

VIN: 4UZAAXCS97CW92569

Sticker No: TN081124

Body Build Date: 02/01/2006

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 117993

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74663

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 4/8

Brakes - Left Axle 2: Pass

Measurements: 1 2/8

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1128 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 06/02/2017

Inspection Type: Annual

Sticker No: TN081134

In Service Date: 02/01/2005

VIN: 4UZAAXC877CW92568

Body Build Date: 02/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: Thomas Built Bus

Mileage: 130765

Registration #: CB74584

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 4/8

Measurements: 1 4/8

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

Measurements: 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 06/02/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Public Transportation Division
Derrick Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, ext. 3
Fax: 615-253-2380

Bus Inspection Report

Inspection Date: 08/01/2017
In Service Date: 02/01/2005

Inspection Type: Annual
VIN: 4LUZAAXSX7CW92554

Sticker No: TN081125
Body Build Date: 02/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: Thomas Built Bus

Mileage: 70417

Registration #: CB74565

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Measurements: 1

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1

Measurements: 1

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017
In Service Date: 02/01/2005

Inspection Type: Annual
VIN: 4UZAAACS47CW02551

Sticker No: TN081131
Body Build Date: 02/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 110277

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74566

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 1

Brakes - Left Axle 2: Pass

Measurements: 1 2/8

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 1

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017
In Service Date: 01/01/2005

Inspection Type: Annual
VIN: 4LZAAXCS17CW92555

Sticker No: TN081128
Body Build Date: 01/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 105656

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74567

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 1 2/8

Brakes - Left Axle 2: Pass

Measurements: 1 2/8

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupul Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017
In Service Date: 01/01/2005

Inspection Type: Annual
VIN: 4UZAAACS77CW92561

Sticker No: TN081130
Body Build Date: 01/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 95857

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74568

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 1 4/8

Brakes - Left Axle 2: Pass

Measurements: 4/8

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 4/8

Brakes - Right Axle 2: Pass

Measurements: 1 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/02/2017
In Service Date: 01/01/2006

Inspection Type: Annual
VIN: 4UZAAXC827CW92547

Sticker No: TN081135
Body Build Date: 01/01/2006

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 81444

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74569

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 1 2/8

Brakes - Left Axle 2: Pass

Measurements: 1

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Brakes - Right Axle 2: Pass

Measurements: 1

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/02/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017

Inspection Type: Annual

Sticker No: TN081128

In Service Date: 10/01/2009

VIN: 4DRBLUAAN4B8272681

Body Build Date: 10/01/2009

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: International

Mileage: 69175

Registration #: CB74571

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Measurements: 1

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

Measurements: 1 2/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Devlin Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4996, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/02/2017

Inspection Type: Annual

Sticker No: TN081137

In Service Date: 08/01/2006

VIN: 4UZABRDJ48CZ51345

Body Build Date: 08/01/2006

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: Thomas Built Bus

Mileage: 113325

Registration #: CB74570

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Measurements: 1

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1 4/8

Measurements: 1 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/02/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 07/28/2017

In Service Date: 04/01/2007

Inspection Type: Annual

VIN: 4DRBUAAN28A576008

Sticker No: TN081116

Body Build Date: 04/01/2007

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 52040

Brake System: Air

Body Make: International

Registration #: CB74552

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 1 2/8

Brakes - Left Axle 2: Pass

Measurements: 1

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 07/28/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 07/28/2017

Inspection Type: Annual

Sticker No: TN081118

In Service Date: 04/01/2007

VIN: 4DRBLUAAN18A578002

Body Build Date: 04/01/2007

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: International

Mileage: 99182

Registration #: CB74553

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Measurements: 1 4/8

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

Measurements: 1 2/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 07/28/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupit Transportation Division
Devle Quad A, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-3280

Bus Inspection Report

Inspection Date: 07/28/2017
In Service Date: 04/01/2007

Inspection Type: Annual
VIN: 4DRBUAAN38A578003

Sicker No: TN081117
Body Build Date: 04/01/2007

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: International

Mileage: 73417

Registration #: CB74554

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Measurements: 1 2/8

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1

Measurements: 1

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 07/28/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupit Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 07/28/2017

Inspection Type: Annual

Sticker No: TN081115

In Service Date: 05/01/2007

VIN: 4DRBLUAA/N48B650524

Body Build Date: 05/01/2007

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: International

Mileage: 124450

Registration #: CB74555

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 1

Measurements: 1 2/8

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

Measurements: 1 2/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 07/28/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-343-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017

In Service Date: 10/01/2009

Inspection Type: Annual

VIN: 4DRBLUAAN88B272662

Sticker No: TN081127

Body Build Date: 10/01/2009

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 73643

Brake System: Air

Body Make: International

Registration #: CB74556

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 4/8

Brakes - Left Axle 2: Pass

Measurements: 1

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Brakes - Right Axle 2: Pass

Measurements: 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupul Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017
In Service Date: 01/01/2005

Inspection Type: Annual
VIN: 4UZAAXCB07CW92563

Sticker No: TN081129
Body Build Date: 01/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: Thomas Built Bus

Mileage: 53365

Registration #: CB74557

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Measurements: 1

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 4/8

Measurements: 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/01/2017

In Service Date: 07/01/2008

Inspection Type: Annual

VIN: 4LZABRDJ78CZ51341

Sticker No: TN081123

Body Build Date: 07/01/2008

Childcare Facility:

Childcare Facility License #:

School System: SHELBY SPECIAL SCHOOL DISTRICT

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 93108

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74558

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 4/8

Brakes - Left Axle 2: Pass

Measurements: 1 2/8

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Brakes - Right Axle 2: Pass

Measurements: 1

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/01/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/02/2017
In Service Date: 02/01/2006

Inspection Type: Annual
VIN: 4DRBUAAN87A505782

Sticker No: TN081139
Body Build Date: 02/01/2006

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: IC Bus

Mileage: 80064

Registration #: CB74559

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Measurements: 1 4/8

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1 2/8

Measurements: 1 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/02/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad A, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 06/02/2017
In Service Date: 02/01/2006

Inspection Type: Annual
VIN: 4UZAAXCS47CW92548

Sticker No: TN081136
Body Build Date: 02/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Mileage: 79332

Brake System: Air

Body Make: Thomas Built Bus

Registration #: CB74560

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Electrical: Pass

Engine: Pass

Suspension - Left Axle 1: Pass

Suspension - Left Axle 2: Pass

Brakes - Left Axle 1: Pass

Measurements: 1 4/8

Brakes - Left Axle 2: Pass

Measurements: 1 4/8

Safety/Gauges: Pass

Body Exterior: Pass

Chassis: Pass

Suspension - Right Axle 1: Pass

Suspension - Right Axle 2: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 4/8

Brakes - Right Axle 2: Pass

Measurements: 1 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 06/02/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupil Transportation Division
Davis Quad 3, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/02/2017
In Service Date: 02/01/2005

Inspection Type: Annual
VIN: 4UZAAXCS37CW92556

Sicker No: TN081138
Body Build Date: 02/01/2005

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: Thomas Built Bus

Mileage: 103040

Registration #: CB74561

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 1 2/8

Measurements: 1 2/8

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 1

Measurements: 1

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/02/2017



TENNESSEE DEPARTMENT OF SAFETY & HOMELAND SECURITY
Tennessee Highway Patrol - Pupli Transportation Division
Davis Quad 1, 1228 Foster Avenue
Nashville, Tennessee 37243
Phone: 615-743-4990, option 3
Fax: 615-253-2280

Bus Inspection Report

Inspection Date: 08/10/2017
In Service Date: 04/01/2007

Inspection Type: Annual
VIN: 4DRBUAANXBA576001

Sticker No: TN081159
Body Build Date: 04/01/2006

Childcare Facility:

Childcare Facility License #:

School System: SHELBY COUNTY

Bus Owner: HARMONY TRANSPORTATION MEMPHIS
CHARTER

Vehicle Type: C

Body Make: IC Bus

Mileage: 85802

Registration #: CB74551

Brake System: Air

Bus Status: In Service

Bus Status Comments:

Body Interior: Pass

Safety/Gauges: Pass

Electrical: Pass

Body Exterior: Pass

Engine: Pass

Chassis: Pass

Suspension - Left Axle 1: Pass

Suspension - Right Axle 1: Pass

Suspension - Left Axle 2: Pass

Suspension - Right Axle 2: Pass

Brakes - Left Axle 1: Pass

Brakes - Right Axle 1: Pass

Measurements: 4/8

Measurements: 4/8

Brakes - Left Axle 2: Pass

Brakes - Right Axle 2: Pass

Measurements: 4/8

Measurements: 4/8

General Remarks:

SCHOOL BUS NOTE: All OUT-OF-SERVICE deficiencies must be corrected before the vehicle can continue in service. All other deficiencies must be repaired within 30 days or earlier. I have no additional knowledge about the mechanical condition of this bus that would result in an unsafe declaration by the inspector.

CHILDCARE FACILITY NOTE: This original inspection MUST be on file at your Child Care Center. A copy MUST be placed in the vehicle. ALL unsatisfactory items must be corrected prior to transporting children.

Inspector: Rodney Shaw

Inspection Certified By: TRACY MITCHELL

Certification Date: 08/10/2017



1/9/2019

Shelby County Schools Office of Charter Schools
Daphne Robinson, Director
160 Hollywood Street
Memphis, TN 38112

Dear Ms. Robinson,

We would like to express our strong support for Encore STEM Academy, a proposed elementary charter school in Memphis. We are the Co-Directors of the High Tech High New School Creation Fellowship which supports the most innovative new school founders from across the nation.

We are compelled by the vision of Encore STEM Academy and the commitment of its founders, Ed and Mentha Bradley to equity, deeper learning, and authentic community engagement. Their passion, experience, and diligence in opening a school that will authentically meet the needs of students and families in Memphis resulted in their selection for the New School Creation Fellowship. Over the next two years, Ed and Mentha will actively engage in three weeklong residencies, monthly expert panels, and leadership mentorship and have also been awarded a \$10,000 startup grant. They will also travel to innovative schools around the United States to continue learning and collaborating with educators.

We believe that Ed and Mentha are thoughtful leaders with an incredible work ethic who are driven by serving their community and future students and staff members. We recommend Encore STEM Academy for authorization, and look forward to seeing the school develop and thrive over the coming years.

Very sincerely,

Stacey Lopez

Tony Simmons



April 13, 2018

Dear Ed,

We are excited to offer you admission to the HTH Graduate School of Education (GSE) New School Creation Fellowship! We hope you decide to become a part of our learning community!

As a New School Creation Fellow, you will be joining a group of inspiring educators and entrepreneurs who are passionate about designing and launching new schools focused on equity and deeper learning, as well as deepening their leadership practice. As we read through your and your colleagues' applications, we were impressed with the experiences, ideas, and energy each of you will bring to the cohort. As you experience this program, we will do our best to personalize your learning and fuel your growth as an educator, leader, and new school founder.

With the New School Creation fellowship funded by the Walton Family Foundation, you will have the following support:

- Three week-long residencies at High Tech High/GSE (two in year one and one in year two)
- Online modules and mentoring to support school design and leadership development
- Two three-day national school visits (year one)
- Up to \$10,000 in start-up funding

Note: Travel, lodging and food are included in the residencies and school visits.

The New School Creation residencies will happen in the fall and spring in San Diego next year – Monday (10/1/18) through Friday (10/5/18) and Monday (3/18/19) through Friday (3/22/19). The dates and locations for the national school visits are yet to be determined and will be designed with input from the cohort.

If you choose to accept the fellowship offer, you are committing to open a new school in one of the 13 Walton priority cities by fall of 2020 (or 2021 if needed). To accept or decline this offer, please e-mail Hayley Murugesan, Director- Student Affairs, at hmurugesan@hightechhigh.org by **April 27th**. We at the HTH GSE look forward to the opportunity to learn alongside you next year.

Regards~

Kelly Wilson
Dean
HTH Graduate School of Education
kwilson@hightechhigh.org

Tony Simmons
Director, New School Creation Fellowship
HTH Graduate School of Education/
Executive Director, High School for Recording Arts
simmons@hightechhigh.org

Lucy Calkins and TCRWP Colleagues **Order Form**

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Reading+Writing+Phonics



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LUCY CALKINS & TCWP COLLEAGUES
UNITS of STUDY
Reading+Writing+Phonics



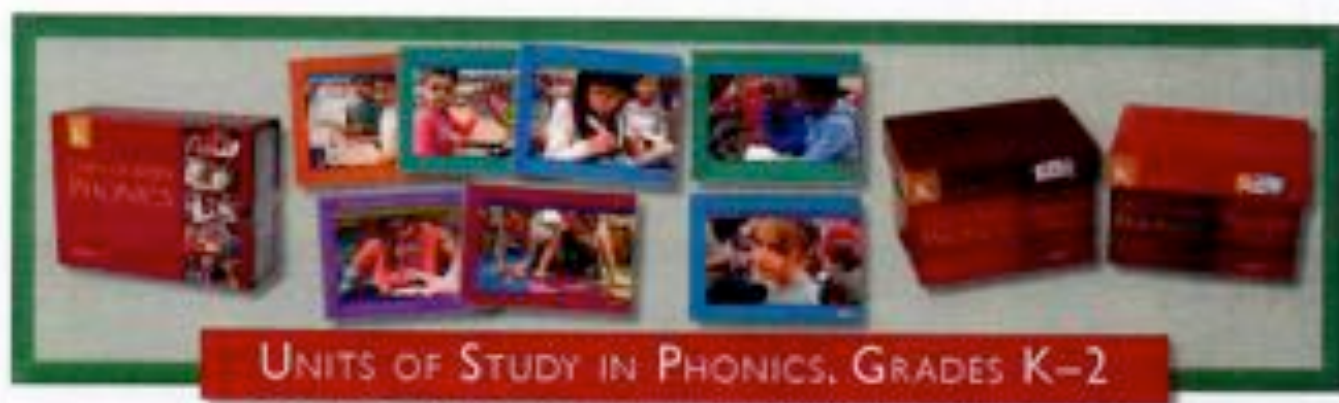
UNITS OF STUDY FOR TEACHING WRITING, GRADES K–8

The Units of Study offer all of the teaching points, minilessons, conferences, and small-group work needed to teach a comprehensive workshop curriculum.

Also Available: TCWP Classroom Libraries and Library Shelves that directly align with the units—for more information, see pg. 7-17.

Product Name	ISBN	School Price	Qty.	Total Cost
SERIES BUNDLES				
Units of Study in Opinion, Information, and Narrative Writing, Grades K–5 Bundle with Trade Packs	978-0-325-08973-7	\$1,290.00		
Units of Study in Opinion, Information, and Narrative Writing, Grades K–5 Bundle without Trade Packs	978-0-325-08999-7	\$1,161.00		
Units of Study in Argument, Information, and Narrative Writing, Grades 6–8 Bundle	978-0-325-05375-2	\$472.50		
EACH GRADE LEVEL WITH TRADE PACK				
Units of Study in Opinion, Information, and Narrative Writing, Grade K with Trade Pack	978-0-325-08953-9	\$259.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 1 with Trade Pack	978-0-325-08954-6	\$259.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 2 with Trade Pack	978-0-325-08955-3	\$259.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 3 with Trade Pack	978-0-325-08956-0	\$259.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 4 with Trade Pack	978-0-325-08957-7	\$259.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 5 with Trade Pack	978-0-325-08958-4	\$259.00		
EACH GRADE LEVEL WITHOUT TRADE PACK				
Units of Study in Opinion, Information, and Narrative Writing, Grade K	978-0-325-08947-8	\$215.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 1	978-0-325-08948-5	\$215.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 2	978-0-325-08949-2	\$215.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 3	978-0-325-08950-8	\$215.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 4	978-0-325-08951-5	\$215.00		
Units of Study in Opinion, Information, and Narrative Writing, Grade 5	978-0-325-08952-2	\$215.00		
Units of Study in Argument, Information, and Narrative Writing, Grade 6	978-0-325-04714-0	\$175.00		
Units of Study in Argument, Information, and Narrative Writing, Grade 7	978-0-325-04715-7	\$175.00		
Units of Study in Argument, Information, and Narrative Writing, Grade 8	978-0-325-04716-4	\$175.00		

For information about trade packs, available separately, visit unitsofstudy.com.



UNITS OF STUDY IN PHONICS, GRADES K-2

These lean, engaging new phonics units are deeply grounded in best-practice research—and are also kid-friendly and fun. Lessons synchronize instruction across the reading and writing Units of Study, allowing opportunities to revisit high-leverage phonics skills across the day in ways that help students become stronger readers and writers.

Product Name	ISBN	School Price	Qty.	Total Cost
EACH GRADE LEVEL BUNDLE				
Units of Study in Phonics, Grade K Bundle with Resource Pack	978-0-525-10670-4	\$345.00		
Units of Study in Phonics, Grade 1 Bundle with Resource Pack	978-0-525-10671-1	\$345.00		
Units of Study in Phonics, Grade 2 Bundle with Resource Pack—coming in fall 2019	coming in fall 2019	\$345.00		
EACH GRADE LEVEL WITHOUT RESOURCE PACKS				
Units of Study in Phonics, Grade K	978-0-525-10555-6	\$295.00		
Units of Study in Phonics, Grade 1	978-0-525-10554-5	\$295.00		
Units of Study in Phonics, Grade 2—coming in summer 2019	978-0-525-10555-0	\$295.00		
RESOURCE PACKS ALONE				
Units of Study in Phonics, Grade K Resource Pack	978-0-525-10668-1	\$150.00		
Units of Study in Phonics, Grade 1 Resource Pack	978-0-525-10669-8	\$150.00		
Units of Study in Phonics, Grade 2 Resource Pack—coming in summer 2019	978-0-525-10673-5	\$150.00		

See UnitsOfStudy.com/Phonics for a complete inventory of additional materials you may need that are referenced in the units (such as household objects and common primary classroom supplies like magnetic letters, whiteboards, etc.) and a shopping list with links to where you can obtain these phonics and classroom essentials if you do not already have them.



LUCY CALKINS & TCRWP COLLEAGUES
UNITS of STUDY
Reading+Writing+Phonics



UNITS OF STUDY FOR TEACHING READING, GRADES K-5

The Units of Study offer all of the teaching points, minilessons, conferences, and small-group work needed to teach a comprehensive workshop curriculum.

Also Available: TCRWP Classroom Libraries and Library Shelves that directly align with the units—for more information, see pg. 7-17

Product Name	ISBN	School Price	Qty.	Total Cost
SERIES BUNDLES				
Units of Study for Teaching Reading, Grades K-5 Bundle with Trade Packs	978-0-325-05376-9	\$2,670.00		
Units of Study for Teaching Reading, Grades K-5 Bundle without Trade Packs	978-0-325-07729-1	\$1,290.00		
EACH K-5 GRADE LEVEL WITH TRADE PACK				
Units of Study for Teaching Reading, Grade K with Trade Pack	978-0-325-07864-1	\$330.00		
Units of Study for Teaching Reading, Grade 1 with Trade Pack	978-0-325-07865-8	\$330.00		
Units of Study for Teaching Reading, Grade 2 with Trade Pack	978-0-325-07866-5	\$330.00		
Units of Study for Teaching Reading, Grade 3 with Trade Pack	978-0-325-07867-2	\$330.00		
Units of Study for Teaching Reading, Grade 4 with Trade Pack	978-0-325-07868-9	\$330.00		
Units of Study for Teaching Reading, Grade 5 with Trade Pack	978-0-325-07869-6	\$330.00		
EACH K-5 GRADE LEVEL WITHOUT TRADE PACK				
Units of Study for Teaching Reading, Grade K	978-0-325-07695-5	\$259.00		
Units of Study for Teaching Reading, Grade 1	978-0-325-07694-2	\$259.00		
Units of Study for Teaching Reading, Grade 2	978-0-325-07695-9	\$259.00		
Units of Study for Teaching Reading, Grade 3	978-0-325-07696-6	\$259.00		
Units of Study for Teaching Reading, Grade 4	978-0-325-07697-3	\$259.00		
Units of Study for Teaching Reading, Grade 5	978-0-325-07698-0	\$259.00		

For information about trade packs, available separately, visit unitsofstudy.com.

Encore STEM Academy Moby Max Correspondence

Hi Mentha,

Thank you for writing. Your school is now listed in the MobyMax database! Feel free to start using MobyMax by registering at www.mobymax.com whenever you are ready.

After you sign up, you might want to watch our QuickStart video and our Advanced Tutorial using these two links:

[Getting Started In MobyMax](#)
[MobyMax Advanced Tutorial](#)

We also host live training webinars every Tuesday from 8:30-9:30 am and Thursday from 4-5 pm eastern time. To view the MobyMax webinar, click this link:

<https://secure.join.me/mobywebinar>

Enjoy!

Please do not hesitate to reply to this email or call 1-888-793-8331 if you have additional questions. You can also learn more about MobyMax by reading our [Help Center FAQs](#).

Cheers,
Lisa

On Wed, Mar 27 at 9:37 AM, Encorestem <encorestem@gmail.com> wrote:
Thank you! My answers are below:

On Wed, Mar 27, 2019 at 6:46 AM Kendall <support@mobymax.com> wrote:
Hi there,

Thank you for writing. First it looks like we will need some information from you, to get your school added:
Contact Name:

School Name: Encore STEM Academy

Address: 3281 Park Avenue Memphis, TN 38111

School District: Shelby County Schools

Phone#: (901) 463-8197

Website: www.encorestemacademy.org

Once we have this information, and your school set up, we can go ahead and get started on that quote.

Hope to hear back soon!

Please do not hesitate to reply to this email or call 1-888-793-8331 if you have additional questions. You can also learn more about MobyMax by reading our [Help Center FAQs](#).

Cheers,
Kendall



Measuring What Matters™

Schedule A

Company Address: 121 NW Everett Street
Portland, OR 97209

License Start Date: 07/01/2019
License End Date: 06/30/2020

Prepared By: Michael Nathan
Phone: (503) 548-5018
Email: michael.nathan@nwea.org

Bill To Name: Encore STEM Academy
Bill To Address: 3306 Overton Crossing St
Memphis, TN 38127-6549

Created Date: 03/06/2019
Quote Number: 00015120
Partner ID:

Contact Name: Mentha Bradley
Phone: (901) 218-9667
Email: mentha@hotmail.com

Ship To Name: Encore STEM Academy
Ship To Address: 3306 Overton Crossing St
Memphis, TN 38127-6549

	Unit Price	Quantity	Total Price
Virtual Applying Reports Workshop (two 2-hour sessions, up to 12 participants)	\$1,500.00	1	\$1,500.00
Online MAP Growth Basics	\$1,000.00	1	\$1,000.00
MAP Growth K-2	\$12.50	120	\$1,500.00

Quote Subtotal \$4,000.00
Estimated Tax \$0.00
Grand Total \$4,000.00

Terms and Conditions

This Schedule A is subject to NWEA's terms and conditions located at: <https://legal.nwea.org/>. By signing this Schedule A you agree you have read and understood the terms and agree to them.

If this schedule includes virtually delivered professional learning or workshops, then cancellation is subject to the Virtual Workshop Cancellation Policy: at <http://legal.nwea.org/supplementalterms.html>.

Information about NWEA's collection, use, and disclosure of Student Information can be found here: <https://legal.nwea.org/nwea-privacy-and-security-for-ill.html>

NWEA's W9 can be found at: <https://legal.nwea.org/nwea-w-9.html>

Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above. Please confirm the billing address, or specify changes to your account manager.

Signature

Signature: _____ Printed Name: _____

Date: _____ Title: _____

RAPTOR[®]

TECHNOLOGIES

THE GOLD STANDARD IN SCHOOL SAFETY

Protect Every Child, Every School, Every Day
Federal Tax ID #45-4914152

Account Name : Encore STEM Academy
Quote Number : 201902-25448
Created Date : 2/27/2019
Expiration Date : 3/29/2019

Product	Product Description	Sales Price	Quantity	Total Price
Visitor Management Annual Access Fee	One (1) year Annual Software Access Fee (per location). Renewal fee is due on the anniversary month of purchase. Raptor Alert Monitoring service and technical support is included.	\$540.00	1.00	\$540.00
CR5400 ID Scanner	ID scanner for state issued identification cards – 2 year limited warranty.	\$495.00	1.00	\$495.00
Raptor Visitor Badges (White) Box	Raptor visitor badges (4 rolls/300 badges per roll). Quality guaranteed for one (1) year after purchase date.	\$50.00	1.00	\$50.00
Database Activation Fee	One-time fee for provisioning and activating database storage (per location).	\$350.00	1.00	\$350.00
Shipping and Handling Fee	Required on all new orders.	\$26.00	1.00	\$26.00
Remote Installation and Training Fee	Remote web- and phone-based installation and training (per location).	\$125.00	1.00	\$125.00
Raptor Student Passes Box	Raptor student tardy passes (4 rolls/1200 count, 300 badges per roll). Quality guaranteed for one (1) year after purchase date.	\$50.00	1.00	\$50.00
Dymo 450 Twin Turbo Label Printer	Badge printer for dual printing— 2 year limited warranty.	\$200.00	1.00	\$200.00

Grand Total : **\$1,836.00**

Submit purchase orders via email to orders@raptortech.com or fax to 713-480-2577
Make check payments to Raptor Technologies Dept. 141 P.O. Box 4458 Houston, TX 77210-4458
Order additional equipment and supplies with credit card at: www.shop.raptortech.com or email quotes@raptortech.com

TERMS AND CONDITIONS:

- Only hardware and supplies purchased through Raptor Technologies, LLC are approved for use with the Raptor System. Use of any hardware or supplies not approved by Raptor Technologies may void all warranties and guarantees.
- Restocking fee of 20% of purchase price will apply to all returns. Shipping/handling fees are non-refundable.

RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
x.renaissance.com

Quote
2033575

Quote Details

Encore STEM Academy - 7252581

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Accelerated Reader One-Time Fee		1	\$1,599.00	\$0.00	\$1,599.00
Star 360 One-Time Fee		1	\$1,599.00	\$0.00	\$1,599.00
Renaissance Applications					
Accelerated Reader Subscription	06/01/2020 - 07/31/2021	100	\$7.25	\$0.00	\$725.00
Star 360 Subscription	06/01/2020 - 07/31/2021	100	\$15.00	\$0.00	\$1,500.00
Hosting Services					
Annual All Product Renaissance Place Hosting Fee	06/01/2020 - 07/31/2021	1	\$635.00	\$0.00	\$635.00
Professional Services					
Live Hourly Webinar - myON		3	\$250.00	\$0.00	\$750.00
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Annual Assessment Implementation & Data Coaching	06/01/2020 - 07/31/2021	1	\$850.00	\$0.00	\$850.00
myON Applications					
myON reader Tier 1	06/01/2020 - 07/31/2021	1	\$3,400.00	\$0.00	\$3,400.00
Encore STEM Academy Subtotal					\$11,858.00
Sales Tax					\$978.37
Encore STEM Academy Total					\$0.00 \$11,936.37

RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Toll Free I.D. 39-1559474
www.renaissance.com

Quote
2033575

This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT Item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax (TPT). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax Item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax Item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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**CHARTER EDUCATIONAL PROFESSIONAL SERVICES AGREEMENT
BETWEEN
TEACH FOR AMERICA, INC AND
[NAME OF PARTNER]**

This educational professional services agreement ("Agreement") is dated [INSERT DATE], 2019 and is between Teach For America, Inc. ("Teach For America"), a Connecticut non-profit with regional office located at 1350 Concourse Ave., Memphis, TN 38104 and XXXXXX ("Charter School") located at [INSERT ADDRESS] (each, a "Party" and collectively "the Parties").

RECITALS

WHEREAS, Teach For America is a national leader in recruiting, selecting, training and providing ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced school systems.

WHEREAS, Charter School seeks to recruit new teachers who are trained to lead students to academic achievement and to equip said teachers with ongoing professional development and support to further develop and sustain their professional practice.

NOW THEREFORE, Charter School and Teach For America agree to be bound by the terms and conditions of this Agreement:

AGREEMENT

I. TEACHER CANDIDATE RECRUITMENT, SELECTION AND HIRING

Charter School Responsibilities:

- A. Charter School agrees to hire the following numbers of Teachers from the Teach For America program (the "Agreed Number"):
- (i) _____ Teachers for academic school years 2019-20 and 2020-21 [and
 - (ii) _____ Teachers for academic school years 2020-21 and 2021-22].

- B. Charter School and Teach For America will collaborate to facilitate the hiring of individual Teachers, in accordance with Charter School's established hiring practices.

Teach For America Responsibilities:

- C. Candidate Recruitment and Selection. Teach For America agrees to provide Charter School with the Agreed Number of Teachers, as defined in paragraph D below. While Teach For America will use reasonable efforts to supply the Agreed Number of Teachers, Teach For America does not guarantee its ability to do so.
- D. Teacher Sourcing. Teach For America warrants that it will recruit, select, and present to the Charter School for hire teacher candidates who meet applicable federal, state and/or local educational standards and requirements for teacher licensure (herein referred to as "Teachers") and who hold (or in the process of obtaining) appropriate certification. For the purposes of this Section, only those requirements in effect at the time that the Teacher is offered employment by Charter will be applicable.

II. TEACHER PLACEMENT AND PROFESSIONAL DEVELOPMENT

Charter School Responsibilities:

- A. Charter School acknowledges that there is an expectation that it will employ Teachers hired under this Agreement for a minimum of two (2) years, provided that the Teacher remains an employee in good standing within Charter School's sole discretion. Charter School may also continue to employ individual Teachers beyond the two year commitment by mutual agreement between Charter School and such Teacher.

- (i.) Charter School agrees that Teachers hired under this Agreement will function as full-time classroom teachers and will not serve as aides, assistants, or in another adjunct capacity.
- (ii.) Charter School will provide Teachers the same salary and benefits as it provides for other similarly-situated teachers employed by Charter School. This obligation extends to providing Teachers returning for their second year of service with at least the same seniority rights and salary as are provided to other full-time alternatively certified second-year teachers. Notwithstanding the above, Teach For America acknowledges it exercises no control of the salary and benefits offered to Teachers by Charter School per this Agreement.
- (iii.) During the term of this Agreement, and to the fullest extent permitted by applicable law and regulation, Charter School will maintain employment practices liability insurance in amounts sufficient to protect its interests.
- (iv.) To the fullest extent permitted by law, Charter School agrees to share Teacher performance data in a timely manner so that Teach For America may provide targeted professional development. Both Parties acknowledge that sharing this data does not create a joint employment relationship between the Parties. For the avoidance of doubt, Charter School remains solely responsible for all employment-related decisions.
- (v.) Subject to any obligations under pre-existing labor agreements and applicable municipal and state laws and regulations, Charter School shall use reasonable efforts not to terminate any employed Teacher from his/her teaching position in the event of a reduction in force (RIF), layoffs, "leveling" or other elimination or consolidation of teaching positions within Charter School. Charter School shall treat any Teacher employed in connection with this Agreement whose teaching position is eliminated at least as favorably as other teachers with the same job classification, certification status, and/or seniority rights.
- (vi.) For the avoidance of doubt, in the event Charter School is an at-will employer nothing in this Agreement shall be construed to grant additional employment rights to individual Teachers.

- (vii.) Nothing in this Agreement shall be construed to permit Teach For America to interfere in the employment relationship between Charter School and an employed Teacher.
 - (viii.) Nothing in this Agreement shall be construed to permit Teach For America to function as the representative of any Teacher absent the express agreement among the Parties and the Teacher that Teach For America may operate in such capacity in a particular circumstance.
 - (ix.) Nothing in this Agreement shall be construed to imply that an employer-employee relationship exists between Teach For America and any individual Teacher.
 - (x.) Nothing in this Agreement shall be construed to make Teach For America a party to any employment agreement between the Charter School and the Teacher.
- B. Charter School agrees to assign a clinical mentor to each Teacher(s) hired under this Agreement, to meet the Tennessee State Board of Education requirements for candidates completing a job-embedded clinical practice. Charter School agrees to assign and to share the names of all mentors with Teach For America by September 1 of each calendar year. At a minimum, educators who serve as mentors must be:
- a. identified as a highly effective teacher as evidenced by a state-approved evaluation model;
 - b. appropriately licensed and endorsed in the area where they will be supervising the candidate.

Teach For America Responsibilities

- C. Services. Prior to entering the classroom, all Teacher candidates will undergo pre-service training designed and delivered by Teach For America. During the course of the academic year, Teach For America will provide professional development services and activities for Teachers. These services may include periodic classroom observations by regional program staff, videotaping of instruction with review of instructional technique, co-investigative discussions to facilitate Teacher capacity for self-reflection and evaluation of

instructional practice using student achievement data, and content area/grade-level workshops facilitated by veteran teachers.

- D. Resources. Teach For America will facilitate teacher access to an assortment of resources including sample lesson plans, assessments, grade tracking systems, and content area/grade level instructional materials. Professional development services will be available to all Teachers during their first two years in the classroom.

E. Data Access

- (i) During the course of the academic year, Teach For America shall provide on behalf of Charter School various professional development services and activities for participating Teachers as well as on-line data storage services to facilitate such professional development services (the "Professional Development and Data Storage Services"). These services may include periodic classroom observations by regional program staff, videotaping of instruction with review of instructional technique, co-investigative discussions to facilitate Teacher capacity for self-reflection and evaluation of instructional practice using student achievement data, and content area/grade-level workshops facilitated by veteran teachers. In addition, Teach For America shall facilitate Teacher access to an assortment of resources including sample lesson plans, assessments, grade tracking systems, and content area/grade level instructional materials. These professional development services will be available to all Teachers during their first two years in the classroom. To facilitate provision of these professional development services, Teach For America may provide on-line data storage services, including transfer and storage of identifiable student information on Teach For America's proprietary software and servers.
- (ii) To facilitate provision of the Professional Development and Data Storage Services, Charter School may disclose to Teach For America student-related records and personally identifiable information contained in such records (collectively, "Student Records"). Pursuant to its obligations under the Family

Educational Rights and Privacy Act, 20 USC §1232g, and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time ("FERPA"), Charter School hereby acknowledges that, in the course of providing the Professional Development and Data Storage Services, Teach For America is a school official with legitimate educational interests in the Student Records disclosed to Teach For America, pursuant to 34 CFR §99.31(a)(1).

- (iii.) Teach For America agrees to use, maintain, and redisclose Student Records only in accordance with the requirements of FERPA. Without limiting the foregoing, Teach For America agrees that it shall not maintain, use, disclose, or allow access to Student Records except as permitted by this Agreement or as otherwise authorized by the Charter School or by law, and will use Student Records disclosed by the Charter School only for the purposes for which such disclosure was made.
- (iv.) Charter School acknowledges that Teach For America may re-disclose Student Records to third parties pursuant to Teach For America's provision of the Professional Development and Data Storage Services, as provided in 34 C.F.R. § 99.33(b), provided that Teach For America shall, in advance, provide to Charter School the names of such parties and a brief description of such parties' legitimate educational interest in receiving such information.

F. Certification. Teach For America will ensure that Teachers are enrolled in an alternative certification/licensure program that enables Teachers to obtain appropriate credentials to become a "highly qualified" classroom teacher of record, according to the requirements of the Every Student Succeeds Act and applicable state regulations in existence at the time of signature of this Agreement.

G. Credentialing. Individual Teachers are responsible for completing all credential requirements. Teach For America is not responsible in the event of any failure by an individual Teacher to fulfill obligations to maintain his/her teaching credentials.

III. GENERAL PROVISIONS

- A. Fees-for-Service. In recognition of the costs incurred by Teach For America for the recruitment, selection, training, and professional development support of Teachers, Charter School agrees to pay Teach For America an annual fee of \$5,000.00 for each year that each Teacher is employed with Charter School under this Agreement.
- B. Invoice and Payment. Teach For America will invoice Charter School for all amounts due under this Agreement and Charter School shall make payment to Teach For America no later than March 1 of each calendar year. A failure to provide an invoice does not constitute a breach on behalf of Tech For America nor does such failure negate the Charter School's responsibility to pay. For the avoidance of doubt, Charter School will be invoiced fees for each of the individual Teacher(s) initially employed by the Charter School. For the avoidance of doubt, Charter School shall pay all invoices by March 1 of each calendar year.
- C. Non-Refund Policy. Teach For America has no obligation to refund to Charter School any amount paid by Charter School regarding any Teacher for any reason whatsoever. For the avoidance of doubt, Charter School will be invoiced for fees for each of the individual Teacher(s) initially employed by the Charter School.
- D. Term. The term of this Agreement will cover the 2019 cohort of Teachers for the 2019-20 and 2020-21 academic years. This Agreement will expire on the last day of the final cohort's second academic year 2020-21 and may be renewed at the end of the term on the same or substantially similar terms by mutual agreement of the parties.
- E. Termination. This Agreement may be terminated at any time by mutual written agreement of the Parties. In the event of termination, Teach For America will be entitled to all outstanding amounts due up to the date of termination. The Agreement may also be terminated by either Party in the event of a material breach of this Agreement or purpose of this Agreement by either Party, where such breach is incapable of being cured or, if

capable of being cured within thirty (30) business days following receipt by the breaching Party of written notice of such breach from the non-breaching Party.

F. Survivability. In the event of the expiration or termination of this Agreement, Sections IIA (Charter School Responsibilities) shall survive and will remain in effect until such time as there are no Agreed Number of Teachers in their second year of employment with the Charter School. In addition, Sections IIIF (Survivability), and IIIG (Mutual Indemnification/Limitation of Liability) shall survive the expiration or termination of this Agreement indefinitely.

G. No Warranty. Charter School hereby agrees and acknowledges that Teach For America does not make and has not made any representation and warranty (express or implied) as to the fitness of any Teacher presented or provided by Teach For America and Charter School shall indemnify and hold harmless the TFA Indemnitees (as defined below in the Section related to Mutual Indemnification) from and against any Losses (also defined below in the same Section below) resulting from any claim related to the services provided by Teach For America, including, but not limited to, claims that any Teacher presented or provided by Teach For America was unfit for the position for which he or she was hired by Charter School.

H. Mutual Indemnification / Limitation of Liability

- (i) To the extent permitted by applicable state laws and regulations, Charter School will indemnify and hold harmless Teach For America and its officers, directors, employees and agents (the "TFA Indemnitees") against any and all losses, liabilities, claims, damages, costs and expenses (including reasonable attorneys' fees) ("Losses") to which such TFA Indemnitee may become subject arising out of the provision by Teach For America to Charter School of services hereunder (including without limitation the designation of Teachers), except to the extent such Losses result from the willful misconduct or gross negligence of such TFA Indemnitee.

- (ii.) Teach For America will indemnify and hold harmless the Charter School and its officers, directors, employees and agents (the "Charter School Indemnitees") against any and all Losses to which such Charter School Indemnitee may become subject arising out of the provision by Teach For America to Charter School of services hereunder, except to the extent such Losses result from the willful misconduct or gross negligence of such Charter School Indemnitee.
- (iii.) Neither Teach For America nor any of its officers, directors, employees or agents shall be liable to Charter School for any Loss incurred by Charter School in connection with the matters to which this Agreement relates, except for a loss resulting from willful misconduct or gross negligence on the part of Teach For America; provided that in no event shall Teach For America and its officers, directors, employees and agents have any liability to Charter School or any such individual Partner School in connection with the matters to which this Agreement relates in excess of the aggregate amount of payments made to Teach For America by Charter School pursuant to this Agreement.
- (iv.) To the extent permitted by applicable state laws and regulations, neither Party shall have any liability to the other Party for Losses asserted after 6 months of the expiration or termination of this Agreement, whichever is earliest.

- I. Employment Status. Teach For America and Charter School agree that none of the Teachers assigned to Charter School under this Agreement is an agent or employee of Teach For America, and no such Teacher has any right or authority to create or assume any obligation, express or implied, on behalf of Teach For America or to bind Teach For America in any respect whatsoever.
- J. Surveys. Charter School acknowledges that Teach For America may survey individual constituents, teachers, etc. at the school site regarding its programming and professional development of Teachers in the classroom.

- K. Amendment/Modification. No amendment or modification of this Agreement, and no waiver hereunder, will be valid or binding unless set forth in writing and signed by each Party.
- L. Non-Assignment. Neither this Agreement nor any of the rights, interests or obligations under this Agreement shall be assigned, in whole or in part, by operation of law or otherwise by either party without the prior written consent of the other party, and any such assignment that is not consented to shall be null and void.
- M. Counterparts. This Agreement may be executed in any number of counterparts (including by electronic transmission), each of which when executed and delivered shall be deemed to be an original and all of which counterparts taken together shall constitute but one and the same instrument. The execution of this Agreement by any Party shall not become effective until counterparts have been executed by all Parties.
- N. Construction. The headings of Sections contained in this Agreement are for convenience only, and they do not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the Sections of this Agreement. Any reference in this Agreement to gender includes all genders. Further, except where expressly specified to the contrary, the words "include," "including," and "such as" in this Agreement should be read to mean "include without limitation."
- O. Governing Law. This Agreement and all matters relating hereto shall be governed by, construed and interpreted in accordance with the laws of the State of Tennessee without regard to the conflict of laws provisions of such State. Any legal suit, action, or proceeding relating to this Agreement must be instituted in the federal or state courts located in Tennessee. Each Party irrevocably submits to the exclusive jurisdiction of such courts in any suit, action or proceeding.
- P. Severability. If any term or provision of this Agreement is determined to be illegal, unenforceable or invalid in whole or in part for any reason, such illegal, unenforceable or invalid provisions or part thereof shall be stricken from this Agreement, and such provision

shall not affect the legality, enforceability or validity of the remainder of this Agreement. If any provision or part thereof of this Agreement is stricken in accordance with the provisions of this Section (Severability), then such stricken provision shall be replaced, to the extent possible, with a legal, enforceable and valid provision that is as similar in tenor to the stricken provision as is legally possible.

- Q. Notices. Any notices to either Party under this Agreement shall be in writing and delivered by hand or sent by nationally recognized messenger service, or by registered or certified mail, return receipt requested, to the addresses set forth below or to such other address as that Party may hereafter designate by notice. Notice shall be effective when received, which shall be no greater than one (1) business day after being sent by a nationally recognized messenger service or three days after being sent by mail.

**CHARTER SCHOOL
CONTACT**

Name: _____
Title: _____
Address: _____
Email: _____

TEACH FOR AMERICA:

Name: Mackenzie Smith
Title: Managing Director, Participant Operations
Address: 1350 Concourse Ave., Suite 437
Memphis, TN 38104
Email: Mackenzie.smith@teachforamerica.org

***With an electronic copy to:**

Name: TFA Legal Affairs
Email: LegalAffairs@teachforamerica.org
*Send only notices related to breach of contract and indemnity.

- R. Waiver. A waiver or a breach or default under this Agreement shall not be a waiver of any other subsequent breach or default. The failure or delay in enforcing compliance with any term or condition of this Agreement shall not constitute a waiver of such term or condition unless such term or condition is expressly waived in writing.
- S. Entire Agreement/Authority/Binding. This Agreement is the complete and exclusive statement of the agreement between the parties as to the subject matter hereof and

supersedes all communications between the parties related to the subject matter of this Agreement.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, each of Charter School and Teach For America has caused its duly authorized representative to sign this Agreement in the space provided below.

By: _____
Name: _____
Address: _____

By: _____
Name: Athena Palmer
Title: Executive Director
Address: 1350 Concourse Ave., Suite 437
Memphis, TN 38104

Teach For America

Contract Owner Attestation:

This contract required legal changes to the required terms and was reviewed/approved by TFA Legal Affairs in this final form.

This contract did not require legal changes and was not reviewed by TFA Legal Affairs.

Name: Mackenzie Smith
Title: Managing Director,
Participant Operations



Encore STEM Academy <encorestem@gmail.com>

please print

Message

Encore STEM Academy <encorestem@gmail.com>

To: Ed Brad <eddiebrad@gmail.com>

Sun, Mar 31, 2019 at 1:44 PM

Correspondence with Walton Family Foundations

Thanks for filling out [Walton Family Foundation | Startup Grant Program Eligibility Form](#)

Here's what we got from you:

Walton Family Foundation | Startup Grant Program Eligibility Form

NOTE: The School Startup Grant process is closed for 2018. All schools that submit eligibility forms now will be held for the next round in 2019.

Email address *

Applicant Information

Proposed School Name ***Lead Applicant Name *****Title ***

Contact Email *

encorestem@gmail.com

Contact Phone Number (XXX-XXX-XXXX) *

901463-8197

How did you hear about the WFF Startup Grant Program? *

Walton's Website and High Tech High Graduate School of Education

School Information

If selecting 'Other', please enter the correct information in the following format 'State: City'. Note: Schools outside the United States are not eligible to receive funding through this grant program.

Location and District of Proposed School *

- Tennessee: Shelby County Schools

Address of Proposed School *

3201 Park Avenue Memphis, TN 38111

Year Proposed School to Open *

2020

Grades *

K, 1, 2

School Sector *

Charter **Is this a new school, expansion, or restart? ***New School **What percentage of your student population will be eligible for free and reduced price lunch? ***

90

What is your projected enrollment at full scale? *

200

Charter School Information

What is the school's authorizer? *

Shelby County Schools in Memphis, TN

Authorization

Note: If the school is not yet authorized, this date will be in the future, so please include the projected authorization date you are working toward.

If you don't yet have a specific day of the month, please use the first (MM/01/YYYY).

What is the school's authorization date? *July 1 2019 **Are you affiliated with a charter management organization/network? ***

Yes

No

School Incubator/Fellowship Program

Are you affiliated with a school incubator or Fellowship program (e.g. Building Excellent Schools, New Schools Venture Fund, the Mind Trust, or Educate 78)? *

Yes

No

School Program Information

What is your school's purpose/aim? *

The purpose/aim of Encore STEM Academy is to provide elementary students in the Orange Mound community with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity, and Communication for high academic achievement.

What is your school model/instructional approach? Who are the students the school plans to serve? *

Encore STEM Academy's model/instructional approach is STEM and Computer Science. The students the school plans to serve are those who do not have access to a STEM based school unless they apply and are accepted to an optional school in Memphis, TN or attend a school outside of the neighborhood. In the first year of opening, Encore STEM Academy plans to serve Orange Mound elementary school students in grades K, 1, and 2.

Thank you for your receipt of this application and we look forward to the next steps.

WORDS THEIR WAY DIGITAL

WORD STUDY IN ACTION

Introducing...

Words Their Way Digital

A brand-new interactive version of the Words Their Way program.

Sign up for a
Free 30 Day Trial
at
[pearsoned.com/
words-trial](http://pearsoned.com/words-trial)

The best-selling Words Their Way approach has helped millions of children improve their literacy skills. The keys to this successful, evidence-based, classroom-tested approach are placing students into appropriate groups, modeling sorts for students, providing ample practice, applying word study skills to texts, and tracking student progress.

Features of Words Their Way Digital:

- Includes **all** stages of Words Their Way with every license purchased.
- Allows teachers to broadcast content onto student devices or a whiteboard. Provides interactive sorts with audio and visual support.
- Provides instant progress monitoring by allowing teachers to use instantly scored sorts for formative assessment.
- Includes translation support in 46 languages.
- Includes the full Words Their Way library.
- Includes teaching support at point of use—professional development and ELL tips.



Works
on any
device



Pearson

Words Their Way Digital: Word Study in Action Access. Teachers receive free access.

Words Their Way Digital: Student Access – 1 year	9781428439658	12.97
Words Their Way Digital: Student Access – 3 years	9781428439665	30.97
Words Their Way Digital: Student Access – 6 years	9781428439672	54.97

Print Words Their Way: Word Study in Action Student Notebooks PLUS Digital Access. Teachers receive free access.

1 Emergent Early Letter Name Student Notebook Plus 1 Year Digital Access	9781428440364	15.97
3 Year Supply Emergent Early Letter Name Student Notebook Plus 3 Year Digital Access	9781428440380	36.97
6 Year Supply Emergent Early Letter Name Student Notebook Plus 6 Year Digital Access	9781428440395	62.97
10 Pack Emergent Early Letter Name Student Notebook Plus 1 Year Digital Access	9781428440371	115.97

1 Letter Name Student Notebook Plus 1 Year Digital Access	9781428440401	15.97
3 Year Supply Letter Name Student Notebook Plus 3 Year Digital Access	9781428440425	36.97
6 Year Supply Letter Name Student Notebook Plus 6 Year Digital Access	9781428440432	62.97
10 Pack Letter Name Student Notebook Plus 1 Year Digital Access	9781428440418	115.97

1 Within Word Pattern Student Notebook Plus 1 Year Digital Access	9781428440449	15.97
3 Year Supply Within Word Pattern Student Notebook Plus 3 Year Digital Access	9781428440463	36.97
6 Year Supply Within Word Pattern Student Notebook Plus 6 Year Digital Access	9781428440470	62.97
10 Pack Within Word Pattern Student Notebook Plus 1 Year Digital Access	9781428440456	115.97

1 Syllables and Affixes Student Notebook Plus 1 Year Digital Access	9781428440487	13.97
3 Year Supply Syllables and Affixes Student Notebook Plus 3 Year Digital Access	9781428440500	36.97
6 Year Supply Syllables and Affixes Student Notebook Plus 6 Year Digital Access	9781428440517	62.97
10 Pack Syllables and Affixes Student Notebook Plus 1 Year Digital Access	9781428440494	115.97

1 Derivational Relations Student Notebook Plus 1 Year Digital Access	9781428440524	15.97
3 Year Supply Derivational Relations Student Notebook Plus 3 Year Digital Access	9781428440548	36.97
6 Year Supply Derivational Relations Student Notebook Plus 6 Year Digital Access	9781428440555	62.97
10 Pack Derivational Relations Student Notebook Plus 1 Year Digital Access	9781428440531	115.97



PearsonSchool.com
800-848-9500

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Shelby County Schools Board of Education
Daphne Robinson, Director of Charter Schools
160 Hollywood
Memphis, TN 38112

January 24, 2019

To the Shelby County Schools Board,

It is with the highest honor that we write a Letter of Recommendation for Encore STEM Academy's charter school application. We have known Mr. and Mrs. Bradley for several years, and are well aware and proud of their knowledge, skills, and love for education. When they talk about working with kids, and in our seeing their interactions with children, the pure excitement and joy they have fills the room! Encore STEM Academy is a natural progression for them in their educational and career endeavors, providing a way for them to join their talents to benefit children in Ed's home neighborhood of Orange Mound. Both of them have been loyal to Shelby County Schools and have spent over two decades in education, and they have amassed a high level of wisdom that will be beneficial in opening a school.

As entrepreneurs, we know the hard work, dedication, and time it takes to start and grow a business, and the benefits of having a partner in the work. My wife and I are the founders of Xtreme Cleaning Service, and we provide commercial and home custodial and janitorial and floor cleaning services. Working together, we have been able to have some impressive accomplishments such as an A+ rating by the Better Business Bureau, registered vendor with the City of Memphis and Shelby County Airport, and working with the Memphis Fire Department. Similarly, we believe the Bradleys working together will produce impressive results academically for the students. We support the opening of Encore STEM Academy, and we will work with them to provide top quality custodial care for their facility as we have industry contacts and professionals who are qualified to do the work, they have background checks, use non-hazardous materials, and will provide the utmost service to the children and families.

Thank you for this opportunity to support Encore STEM Academy's school application. The academic STEM focus will be interactive, innovative, and prepare children for college and careers. With their combination of skills, knowledge, and love for children, they will be successful!

Sincerely,
Ronnie and Melody Johnson
901) 219-1725



C/O Ronnie Johnson
3750 Hacks Cross road suite 102-335
Memphis, TN 38125

Encore Stem Academy:

It is our pleasure to introduce our professional cleaning company, Xtreme Clean Incorporated. We are definitely interested in becoming your janitorial service provider. Xtreme Clean Inc. guarantees to provide cleaning at 100% satisfaction. Our company's motto is "cleaning beyond your expectations". We believe in going above and beyond what our customers expect. We offer competitive pricing with high quality service. We are a very reliable company with an "A+" rating with the Better Business Bureau (BBB).

Feel free to contact us for a free quote.

Regards,

Ronnie Johnson
President
(901) 219-1725

Encore STEM Academy



Attachment F

Board Governance Documents

F1. Articles of Incorporation

Pursuant to the provision of the Nonprofit Corporation Act of the state of Tennessee, the undersigned incorporators hereby adopt the following Articles of Incorporation:

Article 1

The name of this corporation is: Encore Education Network, Inc., dba Encore STEM Academy (hereafter "Encore STEM Academy" or the "School").

Article 2

The name and address of the registered agent and registered office of this corporation is: The name of the registered agent is Kim Ed Bradley and the registered office of Encore STEM Academy shall be 8530 Rainsong Cove, Cordova, TN 38016. Encore STEM Academy may also have offices at such other places as its Board of Directors (the "Board") shall determine the business of Encore STEM Academy requires, provided, however, that the registered office shall be registered with the Secretary of State of Tennessee and the agent so registered shall be located at the same address, or as otherwise provided by the Board.

Article 3

The purposes for which this corporation is organized are: The purpose for which Encore STEM Academy is organized is to establish and run a Charter School (the "School") in Memphis, Tennessee, pursuant to the Tennessee Public Charter Schools Act of 2002, as amended, supplemented or replaced, ("The Charter Schools Act"), under its Charter Agreement with Shelby County Schools and Shelby County, Tennessee (the "Charter Agreement"), with a stated mission of providing students in grades K-5 with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity and Communication for high academic achievement in order to produce high achieving scholars attained by a rigorous curriculum who create real-world solutions with success in middle school, high school, college and careers.

Article 4

The number of directors of this corporation shall be at least five (5) and no more than fifteen (15) and the names and addresses of the initial directors are as follows:

Ashiqua Jackson, 11232 Tusculumbia Rd., Collierville, TN 38017
Kate Friedman, 350 Saint Andrews Fairway, Memphis, TN 38111
Peggy West, 9365 Forest Wind Dr., Collierville, TN 38017
Myra Hamilton, 1751 Wood Oak Dr., Cordova, TN 38016

Chanda Robinson, 6617 Meadow Bend, Memphis, TN 38141
Zain Noordin, 10527 N. Ashglen Cir., Collierville, TN 38017
Phil Hamilton, Olive Branch, MS 38654
Mario Walker, 4328 Marguerite Dr., Memphis, TN 38109
Erick Shelley, 4215 Spring Leaf Ln, Memphis, TN 38141
Ruth Martinez, 6675 Old Canton Rd., Apt 2053, Ridgeland, MS 39157
Stacy Hollingsworth, 1110 Cathedral Lane, Cordova, TN 38018

Article 5

The name(s) and address(es) of the incorporator(s) of this corporation is/are:

Kim Edward Bradley, 8530 Rainsong Cove, Cordova, TN 38016
Menthia P. Bradley, 8530 Rainsong Cove, Cordova, TN 38016

Article 6

The period of duration of this corporation is: Perpetual

Article 7

The classes, rights, privileges, qualifications, and obligations of members of this corporation are as follows:

Board of Directors

The Board of Directors shall have all powers and duties for the conduct of the activities of Encore STEM Academy. Encore STEM Academy shall not have members. While persons who associate with, or attend programs of, participate in, contribute to, or benefit from Encore STEM Academy may be referred to as "members," no rights, voting or otherwise, will inure to any such persons.

Section 7.1 General Powers. The Board shall have the power to govern the business, affairs, and property of Encore STEM Academy in accordance with the applicable laws and regulations of the state of Tennessee and any limitations in the Articles of Incorporation or these Bylaws. The Head of School will be an advisory, non-voting member of the Board (ex officio). As required by law (currently, TCA § 49-13-104), the Board shall contain at least one (1) parent representative whose child is currently enrolled in the School. The parent representative shall be appointed by the Board within six (6) months of the School's opening date.

Section 7.2 Number. The Board shall consist of at least five (5) Directors and no more than fifteen (15) Directors. All Directors will have identical rights and responsibilities.

Section 7.3 Qualifications. Directors will be selected who have the qualifications and diversity of expertise to fulfill Encore STEM Academy's mission and objectives.

Section 7.4 Compensation. Directors shall serve without compensation.

Encore STEM Academy Charter School 202 of 250

ATTACHMENT F3: By-Laws

Section 7.5 Selection. The Governance Committee (defined at ¶ 6.2) shall present a slate of potential Directors and Officers for election by the Board. The Board shall approve a process for nominating Directors to the Board through the Governance Committee. There will be a meeting annually dedicated to the election of nominated Directors.

Section 7.6 Tenure. Directors shall serve staggered terms to balance continuity with new perspectives. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. 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 three (3) consecutive terms.

Section 7.7 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 7.8 Resignation. A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 7.9 Removal. The Board may remove any Officer or Director for cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, if a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to act on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 7.10 Initial Board. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two (2) Directors who will serve a one (1) year term, at least two (2) Directors who will serve a two (2) year term, and at least two (2) Directors who will serve a three (3) year term.

Section 7.11 Members of the Board:

- (a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Memphis Merit Academy activities in accordance with Encore STEM Academy policies.
- (b) Shall serve with the highest degree of duty, loyalty, and care and shall undertake no enterprise to profit personally from his, or her, position with Encore STEM Academy.
- (c) Shall be bound by the Board's Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- (d) Shall have no direct or indirect financial interest in the assets or lease of Encore STEM Academy; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Encore STEM Academy shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
- (e) Shall be covered and Officers Insurance Provided by Encore STEM Academy in amounts required by the Board in its reasonable discretion.

Article 8

Additional provisions (attach separate pages if necessary):

The undersigned incorporators hereby declare under penalty of perjury that the statements made in the foregoing Articles of Incorporation are true.

Dated: February 15, 2019

Name and Address of Incorporator:

Kim Ed Bradley, M.A.T., 8530 Rainsong Cove, Cordova, TN 38016

Name and Address of Incorporator:

Menthia P. Bradley, Ph.D, 8530 Rainsong Cove, Cordova, TN 38016



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

Encore Education Network, Inc.
8530 RAINSONG CV
CORDOVA, TN 38016-6135

February 13, 2018

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	008948846	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	02/13/2018
Filing Date:	02/13/2018 11:32 AM	Fiscal Year Close:	12
Status:	Active	Annual Report Due:	04/01/2019
Duration Term:	Perpetual	Image # :	B0484-2146
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

Document Receipt

Receipt # :	003813638	Filing Fee:	\$100.00
Payment-Check/MO -	LEGALZOOM.COM, INC., GLENDALE, CA		\$100.00

Registered Agent Address:
KIM ED BRADLEY
8530 RAINSONG CV
CORDOVA, TN 38016-6135

Principal Address:
8530 RAINSONG CV
CORDOVA, TN 38016-6135

Congratulations on the successful filing of your Charter for Encore Education Network, Inc. in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website (apps.tn.gov/bitreg) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
Secretary of State

Processed By: Tammy Morris

CHARTER NONPROFIT CORPORATION

Page 1 of 2



Business Services Division
Tye Hargett, Secretary of State
State of Tennessee
112 Ross L. Parks Bldg, 6th Fl.
Nashville, TN 37243-1100
(615) 741-3386

Filing Fee: \$100.00

For Office Use Only

FILED

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: Excelsior Education Network, Inc.

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: _____

4. The name and complete address of the initial registered agent and office located in the state of Tennessee is:

Name: Kim Ed Bradley

Address: 8530 Rainwing Cove

City: Cordova State: TN Zip Code: 38016-6135 County: Shelby

5. Fiscal Year Close Month: December 31

Period of Duration: Perpetual

Other _____

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:

(not to exceed 90 days) Effective Date: _____ Time: _____

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 executive office is:

Address: 8530 Rainwing Cove

City: Cordova State: Tennessee Zip Code: 38016-6135 County: Shelby

*Note: Pursuant to T.C.A. §10-7-603 all information on this form is public record.

Submitter Information: Name: _____ Phone #: (____) _____

2008-11-09 09:13:43 AM Received by Tennessee Secretary of State Tye Hargett

CHARTER
NONPROFIT CORPORATION (SS-4418)

Page 2 of 2



Business Services Division
Tre Hargett, Secretary of State
State of Tennessee
312 Ross L. Parks AVE, 6th Fl.
Nashville, TN 37243-1100
(615) 741-3286
Filing Fee: \$100.00

For Office Use Only

The name of the corporation is: Enorm Education Network, Inc.

10. The complete mailing address of the entity (if different from the principal office) is:

Address: _____
City: _____ State: _____ Zip Code: _____

11. List the name and complete address of each incorporator:

Name	Business Address	City, State, Zip
LegalZoom.com, Inc.	101 N. Brand Blvd., 11th Floor	Glendale, CA 91203

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 §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:

As stated in the corporate bylaws

14. Other Provisions:

Please see attachment

*Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.

3/13/2018
Signature Date


Incorporator's Signature

Cheyenne Mowley, Assistant Secretary, LegalZoom.com, Inc.
Incorporator's Name (printed or typed)

**Attachment to
Corporate Charter of
Encore Education Network, Inc.**

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: To provide excellence in STEM education through creation of an exceptional academic, engineering design model which supports the tenet that all students can develop an innovative, creative mindset which will be the leading focus in their process of learning in order to utilize mastered skills to create and develop solutions to real-world problems through creative innovation and technology. This preparation will equip and afford them the opportunities to excel in STEM related college disciplines and careers.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.



Tom Leatherwood
Shelby County Register

As evidenced by the instrument number shown below, this document
has been recorded as a permanent record in the archives of the
Office of the Shelby County Register.

18014333

02/13/2018 - 04:23 PM

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BRANDON	1701602-18014333
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VALUE	0.00
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MORTGAGE TAX	0.00
<hr/>	
TRANSFER TAX	0.00
<hr/>	
RECORDING FEE	5.00
<hr/>	
DP FEE	2.00
<hr/>	
REGISTER'S FEE	0.00
<hr/>	
WALK THRU FEE	0.00
<hr/>	
TOTAL AMOUNT	7.00

TOM LEATHERWOOD

REGISTER OF DEEDS SHELBY COUNTY TENNESSEE



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

Encore Education Network, Inc.
8530 RAINSONG CV
CORDOVA, TN 38016-6135

February 13, 2018

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	000948848	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	02/13/2018
Filing Date:	02/13/2018 11:32 AM	Fiscal Year Close:	12
Status:	Active	Annual Report Due:	04/01/2019
Duration Term:	Perpetual	Image # :	80484-2140
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

Document Receipt

Receipt # : 003813838	Filing Fee:	\$100.00
Payment-Check/NO - LEGALZOOM.COM, INC., GLENDALE, CA		\$100.00

Registered Agent Address:
KIM ED BRADLEY
8530 RAINSONG CV
CORDOVA, TN 38016-6135

Principal Address:
8530 RAINSONG CV
CORDOVA, TN 38016-6135

Congratulations on the successful filing of your Charter for **Encore Education Network, Inc.** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website (apps.tn.gov/bizreg) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.


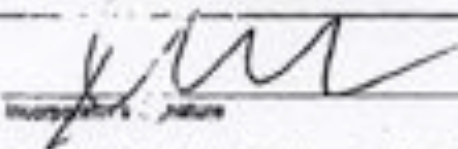
You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
Secretary of State

Processed By: Tammy Morris

CHARTER NONPROFIT CORPORATION (604970)		Page 1 of 2
	Business Services Division Tre Hargett, Secretary of State State of Tennessee 317 Ross L. Parks AVE, 4th Fl. Nashville, TN 37240-1102 (615) 741-2286 Filing Fee: \$100.00	For Office Use Only <div style="font-size: 2em; font-weight: bold;">FILED</div>
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: <u>Encore Education Network, Inc.</u>		
2. Name Consent: (Written Consent for Use of Indistinguishable Name) <input type="checkbox"/> This entity name already exists in Tennessee and has received name consent from the existing entity.		
3. This company has the additional designation of: _____		
4. The name and complete address of the initial registered agent and office located in the state of Tennessee is: Name: <u>Kim Ed Bradley</u> Address: <u>8530 Reinsong Cove</u> City: <u>Cordova</u> State: <u>TN</u> Zip Code: <u>38016-6135</u> County: <u>Shelby</u>		
5. Fiscal Year Close Month: <u>December 31</u> Period of Duration: <input checked="" type="checkbox"/> Perpetual <input type="checkbox"/> Other _____		
6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is: (not to exceed 90 days) Effective Date: _____ Time: _____		
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 <input checked="" type="checkbox"/> public benefit corporation / <input type="checkbox"/> mutual benefit corporation. This corporation is a <input type="checkbox"/> religious corporation / <input checked="" type="checkbox"/> not a religious corporation. This corporation will <input type="checkbox"/> have members / <input checked="" type="checkbox"/> not have members.		
9. The complete address of its principal executive office is: Address: <u>8530 Reinsong Cove</u> City: <u>Cordova</u> State: <u>Tennessee</u> Zip Code: <u>38016-6135</u> County: <u>Shelby</u>		
*Note: Pursuant to T.C.A. §19-7-503 all information on this form is public record.		

Submitter Information: Name: _____ Phone #: _____

CHARTER NONPROFIT CORPORATION (20-44)(B)		Page 1 of 2
	Business Services Division Tre Hargett, Secretary of State State of Tennessee 312 Rosa L. Parks Ave., 4th Fl. Nashville, TN 37243-1102 (615) 741-2286 Filing Fee: \$100.00	For Office Use Only
The name of the corporation is: <u>Encompass Education Network, Inc.</u>		
10. The complete mailing address of the entity (if different from the principal office) is: Address: _____ City: _____ State: _____ Zip Code: _____		
11. List the name and complete address of each incorporator:		
Name	Business Address	City, State, Zip
LegalZoom.com, Inc.	101 N. Brand Blvd., 11th Floor	Glendale, CA 91203
12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.) <input type="checkbox"/> I certify that pursuant to T.C.A. §49-2-811, this nonprofit corporation is exempt from the \$100 filing fee required by §48-51-303(a)(1). <input type="checkbox"/> This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A). <input type="checkbox"/> 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: As stated in the corporate bylaws		
14. Other Provisions: None		
*We are permitted by T.C.A. §10-7-802 and 10-7-803 to make this filing a public record.		
2/13/2018 Signature Date:	 Incorporator's Name	Chrysean Anselmy, Assistant Secretary, LegalZoom.com, Inc. Incorporator's Name (printed or typed)

**Attachment to
Corporate Charter of
Encore Education Network, Inc.**

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: To provide excellence in STEM education through creation of an exceptional academic, engineering design model which supports the tenet that all students can develop an innovative, creative mindset which will be the leading focus in their process of learning in order to utilize mastered skills to create and develop solutions to real-world problems through creative innovation and technology. This preparation will equip and afford them the opportunities to excel in STEM related college disciplines and careers.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

True Copy Certification

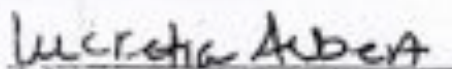
I, Cody Henson, do hereby make oath that I am a licensed attorney and/or the custodian of the electronic version of the attached document tendered for registration herewith and that this is a true and correct copy of the original document examined and authenticated according to law.


Signature

State of Tennessee

County of Davidson

Personally appeared before me, Lucrétia Albert, a notary public for this county and state, Cody Henson, who acknowledges that this certification of an electronic document is true and correct and whose signature I have witnessed.


Notary's Signature

My Commission expires: 5-6-19

Notary's Seal (if on paper)



Date of this notice: 04-03-2018

Employer Identification Number:
82-5030068

Form: SS-4

Number of this notice: CP 575 A

ENCORE EDUCATION NETWORK INC
ENCORE STEM ACADEMY
8530 RAINSONG COVE
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 82-5030068. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	07/31/2018
Form 940	01/31/2019
Form 943	01/31/2019

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 946, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

**F3. Bylaws of Encore Education Network, Inc.
dba Encore STEM Academy**

Article 1 Offices

Section 1. Principal Office

The initial principal office of the corporation will be located at 8530 Rainsong Cove, Cordova, in Shelby County, State of Tennessee.

Section 2. Change of Address

The designation of the county or state of the corporation's principal office may be changed by amendment of these bylaws. The board of directors may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these bylaws.

New Address: _____

Dated: _____, 20__

New Address: _____

Dated: _____, 20__

New Address: _____

Dated: _____, 20__

Section 3. Other Offices

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the board of directors may, from time to time, designate.

Article 2 Nonprofit Purposes

Section 1. IRC Section 501(c)(3) Purposes

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2. Specific Objectives and Purposes

The specific objectives and purposes of this corporation shall be: The purpose for which Encore STEM Academy is organized is to establish and run a Charter School (the "School") in Memphis, Tennessee, pursuant to the Tennessee Public Charter Schools Act of 2002, as amended, supplemented or replaced, ("The Charter Schools Act"), under its Charter Agreement with Shelby County Schools and Shelby County, Tennessee (the "Charter Agreement"), with a stated mission of providing students in grades K-5 with 21st Century Core Competencies of Critical Thinking, Collaboration, Creativity and Communication for high academic achievement in order to produce high achieving scholars attained by a rigorous curriculum who create real-world solutions with success in middle school, high school, college and careers.

Article 3 Board of Directors

Section 1. Number. The corporation shall have at least five (5) and no more than fifteen (15) directors and collectively they shall be known as the board of directors.

Section 2. Qualifications. Directors shall be of the age of majority in this state. Directors will be selected who have the qualifications and diversity of expertise to fulfill Encore STEM Academy's mission and objectives.

Section 3. Powers. The Board of Directors shall have the power to govern the business, affairs, and property of Encore STEM Academy, subject to the provisions of the laws of the state of Tennessee and any limitations in the articles of incorporation and these bylaws. The Head of School will be an advisory, non-voting member of the Board (ex officio). As required by law (currently, TCA § 49-13-104), the board shall contain at least one (1) parent representative whose child is currently enrolled in the School. The parent representative shall be appointed by the Board within six (6) months of the School's opening date.

Section 4. Duties. It shall be the duty of the directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation, or by these bylaws;
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation;
- c. Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;
- d. Meet at such times and places as required by these bylaws;
- e. Register their addresses with the secretary of the corporation, and notices of meetings emailed, mailed or telegraphed to them at such addresses shall be valid notices thereof.

Section 5. Term of Office. The Initial Board of Directors will serve staggered terms. The Initial Board shall consist of at least two (2) Directors who will serve a one (1) year term, at least two (2) Directors who will serve a two (2) year term and at least two (2) Directors who will serve a three (3) year term.

Section 6. Compensation. Directors shall serve without compensation. Any payments to directors shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws.

Section 7. Place of Meetings. Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the board of directors.

Section 8. Regular Meetings. There shall be at least a regular meeting of the Board held each quarter of the year but can be held once per month, as needed. Notice shall be given to each Director two (2) weeks prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 et seq.

Section 9. Special Meetings. Special meetings of the board of directors may be called by the Chair of the board, Vice-Chair, the Secretary, by any two directors, or, if different, by the persons specifically authorized under the laws of this state to call special meetings of the board, 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 to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and place of a meeting and a

statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 et seq. Such meetings shall be held at the principal office of the corporation or, if different, at the place designated by the person or persons calling the special meeting.

Section 10. Notice of Meetings. Unless otherwise provided by the articles of incorporation, these bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the board of directors:

- a. **Regular Meetings.** Notice of at least two (2) weeks will be given of any regular meeting of the board of directors.
- b. **Special Meetings.** At least five (5) calendar days prior notice shall be given by the secretary of the corporation to each director of each special meeting of the board. Such notice may be oral or written, may be given personally, by first class mail, email, by telephone or by facsimile machine, and shall state the place, date, and time of the meeting and the matters proposed to be acted upon at the meeting. In the case of facsimile notification, the director to be contacted shall acknowledge personal receipt of the facsimile notice by a return message or telephone call within twenty-four hours of the first facsimile transmission.
- c. **Waiver of Notice.** Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the articles of incorporation, these bylaws, or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Section 11. Quorum for Meetings. 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. A quorum shall consist of five (5) of the members of the board of directors. Except as otherwise provided under the articles of incorporation, these bylaws, or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the chair shall entertain at such meeting is a motion to adjourn.

Section 12. Majority Action as Board Action. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the board of directors, unless the articles of incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Section 13. Conduct of Meetings. Meetings of the board of directors shall be presided over by the chairperson of the Board, or, if no such person has been so designated, or in

his or her absence, the CEO of the corporation, or in his or her absence, by the vice chair of the Board, or in the absence of each of these persons, by a chairperson chosen by a majority of the directors present at the meeting. The secretary shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Meetings shall be governed by _____, insofar as such rules are not inconsistent with or in conflict with the articles of incorporation, these bylaws, or with provisions of law.

Section 13.1 Regular Meetings. There shall be at least 10 regular meetings of the Board held each year. Notice shall be given to each Director two (2) weeks prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 et seq.

Section 13.2 Annual Meeting. The annual meeting of the Board shall occur in the last quarter of the fiscal year.

Section 13.3 Special Meetings. Special Meetings of the Board 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 to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 et seq.

Section 13.4 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 13.5 Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of Encore STEM Academy. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of TCA §§ 8-44-101 et seq.

Section 13.6 Open Meetings. Meetings of the Board shall be public in accordance with state and federal laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board.

Section 13.7 Absentee Board Member. 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, or she, grants a signed, written proxy to another Encore STEM Academy Charter School

204 of 250. 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.

Section 13.8 Regular Meetings. Notice of all regular 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 the 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 14. Vacancies. Vacancies on the board of directors shall exist (1) on the death, resignation, or removal of any director, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the chairperson of the board, the president, the secretary, or the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

Directors may be removed from office, with or without cause, as permitted by and in accordance with the laws of this state.

Unless otherwise prohibited by the articles of incorporation, these bylaws, or provisions of law, vacancies on the board may be filled by approval of the board of directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the board of directors or until his or her death, resignation, or removal from office.

Section 15. Nonliability of Directors

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

Section 16. Indemnification by Corporation of Directors and Officers

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of this state. Encore STEM Academy shall indemnify each Director of the Board to the full extent permitted by the Tennessee Nonprofit Corporation Act. Each Board member shall enjoy the protection and immunity provided by TCA § 48-58-601, as (and if) limited by The Charter School Act. A Board member or Officer shall not be personally liable to Encore STEM

Academy for damages for breach of any duty owed to Encore STEM Academy, its beneficiaries, or the Board, except that nothing contained herein shall relieve a Board member or Officer from liability for breach of duty based on an act or omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a known violation of the law; or (c) resulting in receipt of an improper personal benefit.

Section 17. Insurance for Corporate Agents

Except as may be otherwise provided under provisions of law, the board of directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee, or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the articles of incorporation, these bylaws, or provisions of law.

Section 18. Code of Ethics for Encore STEM Academy – Board of Directors

The Encore STEM Academy Charter School Board of Directors desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics. Each member of the Board of Directors agrees that he or she will and all members of the Board of Directors of the Corporation must:

- Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- Support the delegation of authority for the day-to-day administration of the charter school to the Head of School and act accordingly.
- Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Memphis Merit Academy Charter School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
- Refrain from using his/her position on the Board of Directors for personal gain or profit.
- Periodically review and evaluate the effectiveness of policies on Encore STEM Academy's programs and performance. Work with other Board members to establish effective policies for the Encore STEM Academy. Make decisions on policy matters only after full discussion at publicly held Board meetings.
- Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.

- Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education Standard, rules, and guidelines.
- Exhibit personal conduct in that reflects positively on the school.
- Make all reasonable efforts to support the school's mission and personnel.

Adopted from <https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Documents/2%20%20Charter%20School%20Governing%20Board%20Code%20of%20Ethics.pdf>.

Article 4 Officers

Section 1. Designation of Officers

The officers of the corporation shall be four (4) elective Officers of the Board: a Chair, a Vice-Chair, a Secretary, and a Treasurer.

Section 2. Qualifications

Any person may serve as officer of this corporation.

Section 3. Election and Term of Office

Officers shall be elected by the board of directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first. 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 3.1 Tenure. 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. Removal and Resignation

Any officer may be removed, either with or without cause, by the board of directors, at any time. Any officer may resign at any time by giving written notice to the board of directors or to the chair or secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this section shall be superseded by any conflicting terms of a contract, which has been approved or ratified by the board of directors relating to the employment of any officer of the corporation.

Section 5. Vacancies

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the board of directors. In the event of a vacancy in any office other than that of chair, such vacancy may be filled temporarily by appointment by the chair until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

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 or Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

Section 6. Duties of Chair

The chair shall, subject to the control of the board of directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be prescribed from time to time by the board of directors. Unless another person is specifically appointed as chairperson of the board of directors, the chair shall preside at all meetings of the board of directors and, if this corporation has members, at all meetings of the members. Except as otherwise expressly provided by law, by the articles of incorporation, or by these bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the board of directors.

Section 7. Duties of Vice Chair

In the absence of the president, or in the event of his or her inability or refusal to act, the vice chair shall perform all the duties of the chair, and when so acting shall have all the powers of, and be subject to all the restrictions on, the chair. The vice chair shall have other powers and perform such other duties as may be prescribed by law, by the articles of incorporation, or by these bylaws, or as may be prescribed by the board of directors.

Section 8. Duties of Secretary

The secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings

of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

Ensure that the minutes of meetings of the corporation, any written consents approving action taken without a meeting, and any supporting documents pertaining to meetings, minutes, and consents shall be contemporaneously recorded in the corporate records of this corporation. "Contemporaneously" in this context means that the minutes, consents, and supporting documents shall be recorded in the records of this corporation by the later of (1) the next meeting of the board, committee, membership, or other body for which the minutes, consents, or supporting documents are being recorded, or (2) sixty (60) days after the date of the meeting or written consent.

See that all notices are duly given in accordance with the provisions of these bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these bylaws, to duly executed documents of the corporation.

Keep at the principal office of the corporation a membership book containing the name and address of each and any members, and, in the case where any membership has been terminated, he or she shall record such fact in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of secretary and such other duties as may be required by law, by the articles of incorporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 9. Duties of Treasurer

The treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the board of directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the board of directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

Exhibit at all reasonable times the books of account and financial records to any director

of the corporation, or to his or her agent or attorney, on request therefor.

Render to the chair and directors, whenever requested, an account of any or all of his or her transactions as treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of treasurer and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these bylaws, or which may be assigned to him or her from time to time by the board of directors.

Section 10. Compensation

The salaries of the officers, if any, shall be fixed from time to time by resolution of the board of directors. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered to or for the corporation. All officer salaries shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws.

Article 5 Committees

Section 1. Executive Committee

The board of directors may, by a majority vote of its members, designate an Executive Committee consisting of _____ board members and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and, except as may otherwise be provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the executive committee authority so delegated, increase or decrease but not below two (2) the number of the members of the executive committee, and fill vacancies on the Executive Committee from the members of the board. The executive committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 2. Other Committees

The corporation shall have such other committees as may from time to time be designated by resolution of the board of directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

Section 2.1 Composition. 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, with the exception of the Governance Committee, which shall be comprised only of Board members. The Board may prescribe the need and/or the composition such committees.

Section 2.2 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 Board to fill vacancies that arise outside 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 appointment of past Chair to Board, if necessary, in the interests of continuity.

Section 2.3 Finance Committee. There shall be a standing committee known as the Finance Committee. The committee shall be composed of at least two (2) persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of at least two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The Treasurer will serve as chair of this committee.

Section 2.4 Academic Achievement Committee. There shall be a standing committee known as the Academic Achievement Committee. This committee shall be composed of at least three (3) persons elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee membership. The committee shall elect its own chair.

Section 2.5 Quorum for Committees. There shall be no quorum requirement for any committee.

Section 3. Meetings and Action of Committees

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these bylaws concerning meetings of the board of directors, with such changes in the context of such bylaw provisions as are necessary to substitute the committee and its members for the board of directors and its members,

except that the time for regular and special meetings of committees may be fixed by resolution of the board of directors or by the committee. The board of directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

Article 6 Execution of Instruments, Deposits, and Funds

Section 1. Execution of Instruments

The board of directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes

Except as otherwise specifically determined by resolution of the board of directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the treasurer and countersigned by the CEO of the corporation.

Fiscal Year and Check Signing

Section 2.1 Fiscal Year. The fiscal year of Enocore STEM Academy shall begin on July 1 of each calendar year and terminate on June 30 of the following year.

Section 2.2 Check Signing. The signature of both the treasurer and the CEO / Head of School shall be required on any check in excess of \$5,000.

Section 3. Deposits

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

Section 4. Gifts

The board of directors may accept on behalf of the corporation any contribution, gift, bequest, or devise for the nonprofit purposes of this corporation.

Article 7 Corporate Records, Reports, and Seal

Section 1. Maintenance of Corporate Records

The corporation shall keep at its principal office:

- a. Minutes of all meetings of directors, committees of the board, and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the **proceedings** thereof.
Records of Proceedings: The minutes of the governing board and all committees with board delegated powers shall contain:
 - i.) 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.
 - ii.) 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.
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
- c. A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership;
- d. A copy of the corporation's articles of incorporation and bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

Section 2. Corporate Seal

The board of directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Directors' Inspection Rights

Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, and shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the articles of incorporation, other provisions of these bylaws, and provisions of law.

Section 4. Members' Inspection Rights

If this corporation has any members, then each and every member shall have the following inspection rights, for a purpose reasonably related to such person's interest as a member:

- a. To inspect and copy the record of all members' names, addresses, and voting rights, at reasonable times, upon written demand on the secretary of the corporation, which demand shall state the purpose for which the inspection rights are requested.
- b. To obtain from the secretary of the corporation, upon written demand on, and payment of a reasonable charge to, the secretary of the corporation, a list of the names, addresses, and voting rights of those members entitled to vote for the election of directors as of the most recent record date for which the list has been compiled or as of the date specified by the member subsequent to the date of demand. The demand shall state the purpose for which the list is requested. The membership list shall be made available within a reasonable time after the demand is received by the secretary of the corporation or after the date specified therein as of which the list is to be compiled.
- c. To inspect at any reasonable time the books, records, or minutes of proceedings of the members or of the board or committees of the board, upon written demand on the secretary of the corporation by the member, for a purpose reasonably related to such person's interests as a member.

Members shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the articles of incorporation, other provisions of these bylaws, and provisions of law.

Section 5. Right to Copy and Make Extracts

Any inspection under the provisions of this article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

Section 6. Periodic Report

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

Article 8 IRC 501(c)(3) Tax Exemption Provisions

Section 1. Limitations on Activities

No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

Notwithstanding any other provisions of these bylaws, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. Prohibition Against Private Inurement

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

Section 3. Distribution of Assets

Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Section 4. Private Foundation Requirements and Restrictions

In any taxable year in which this corporation is a private foundation as described in Section 509(a) of the Internal Revenue Code, the corporation (1) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (2) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; (3) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; (4) shall not make any investments in such manner as to subject the corporation to tax under Section 4944 of the Internal Revenue Code; and (5) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

Article 9 Conflict of Interest and Compensation Approval Policies

Section 1. Purpose of Conflict of Interest Policy

The purpose of this conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or any "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible "excess benefit transaction" as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions

- a. **Interested Person.** Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person.
- b. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 1. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement;
 2. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement; or
 3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, 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.

Section 3. Conflict of Interest Avoidance Procedures

- a. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
- b. **Determining Whether a Conflict of Interest Exists.** After disclosure of the

financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the 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.

- c. **Procedures for Addressing the Conflict of Interest.** 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.

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.

After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

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 the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

- d. **Violations of the Conflicts of Interest Policy.** 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.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Board and Board Committee Proceedings

The minutes of meetings 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.

Section 5. Compensation Approval Policies

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers and employees, contractors, and any other compensation contract or arrangement, in addition to complying with the conflict of interest requirements and policies contained in the preceding and following sections of this article as well as the preceding paragraphs of this section of this article, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- a. the terms of compensation shall be approved by the board or compensation committee prior to the first payment of compensation;
- b. all members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a "disqualified person" (as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations):
 1. is not the person who is the subject of the compensation arrangement, or a family member of such person;
 2. is not in an employment relationship subject to the direction or control of the person who is the subject of the compensation arrangement;
 3. does not receive compensation or other payments subject to approval by the person who is the subject of the compensation arrangement;
 4. has no material financial interest affected by the compensation arrangement; and
 5. does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who in turn has approved or will approve a transaction providing benefits to the board or committee member.
- c. the board or compensation committee shall obtain and rely upon appropriate data as to comparability prior to approving the terms of compensation. Appropriate

data may include the following:

1. compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions. "Similarly situated" organizations are those of a similar size, purpose, and with similar resources;
2. the availability of similar services in the geographic area of this organization;
3. current compensation surveys compiled by independent firms;
4. actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement.

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

- d. the terms of compensation and the basis for approving them shall be recorded in written minutes of the meeting of the board or compensation committee that approved the compensation. Such documentation shall include:
 1. the terms of the compensation arrangement and the date it was approved;
 2. the members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member;
 3. the comparability data obtained and relied upon and how the data was obtained;
 4. If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangement with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination;
 5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting;
 6. any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction (for example, a notation in the records that after a finding of conflict of interest by a member, the member with the conflict of interest

was asked to, and did, leave the meeting prior to a discussion of the compensation arrangement and a taking of the votes to approve the arrangement);

7. The minutes of board or committee meetings at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, normally prior to or at the next board or committee meeting following final action on the arrangement by the board or committee.

Section 6. 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 the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews

To ensure the corporation 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 the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

Section 8. Use of Outside Experts

When conducting the periodic reviews as provided for in Section 7, the corporation 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.

Article 10 Amendment of Bylaws

Section 1. Amendment

Subject to the power of the members, if any, of this corporation to adopt, amend, or repeal the bylaws of this corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of them, may be altered, amended, or repealed and new bylaws adopted by approval of the board of directors.

Article 11 Construction and Terms

If there is any conflict between the provisions of these bylaws and the articles of incorporation of this corporation, the provisions of the articles of incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the articles of incorporation shall be to the articles of incorporation, articles of organization, certificate of incorporation, organizational charter, corporate charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

F4. Section 18. Code of Ethics for Encore STEM Academy – Board of Directors

The Encore STEM Academy Charter School Board of Directors desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics. Each member of the Board of Directors agrees that he or she will and all members of the Board of Directors of the Corporation must:

- Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- Support the delegation of authority for the day-to-day administration of the charter school to the Head of School and act accordingly.
- Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Memphis Merit Academy Charter School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
- Refrain from using his/her position on the Board of Directors for personal gain or profit.
- Periodically review and evaluate the effectiveness of policies on Encore STEM Academy's programs and performance. Work with other Board members to establish effective policies for the Encore STEM Academy. Make decisions on policy matters only after full discussion at publicly held Board meetings.
- Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education Standard, rules, and guidelines.
- Exhibit personal conduct in that reflects positively on the school.
- Make all reasonable efforts to support the school's mission and personnel.

Adopted from <https://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Documents/2%20%20Charter%20School%20Governing%20Board%20Code%20of%20Ethics.pdf>.

F5. Article 9 Conflict of Interest and Compensation Approval Policies

Section 1. Purpose of Conflict of Interest Policy

The purpose of this conflict of interest policy is to protect this tax-exempt corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or any "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations and which might result in a possible "excess benefit transaction" as defined in Section 4958(c)(1)(A) of the Internal Revenue Code and as amplified by Section 53.4958 of the IRS Regulations. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions

- a. Interested Person.** Any director, principal officer, member of a committee with governing board delegated powers, or any other person who is a "disqualified person" as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations, who has a direct or indirect financial interest, as defined below, is an interested person.
- b. Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - 1. An ownership or investment interest in any entity with which the corporation has a transaction or arrangement;
 - 2. A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement; or
 - 3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph B, 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.

Section 3. Conflict of Interest Avoidance Procedures

- a. Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
- b. Determining Whether a Conflict of Interest Exists.** After disclosure of the

financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the 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.

- c. **Procedures for Addressing the Conflict of Interest.** 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.

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.

After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

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 the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

- d. **Violations of the Conflicts of Interest Policy.** 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.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. Records of Board and Board Committee Proceedings

The minutes of meetings 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.

Section 5. Compensation Approval Policies

A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.

No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

When approving compensation for directors, officers and employees, contractors, and any other compensation contract or arrangement, in addition to complying with the conflict of interest requirements and policies contained in the preceding and following sections of this article as well as the preceding paragraphs of this section of this article, the board or a duly constituted compensation committee of the board shall also comply with the following additional requirements and procedures:

- a. the terms of compensation shall be approved by the board or compensation committee prior to the first payment of compensation;
- b. all members of the board or compensation committee who approve compensation arrangements must not have a conflict of interest with respect to the compensation arrangement as specified in IRS Regulation Section 53.4958-6(c)(iii), which generally requires that each board member or committee member approving a compensation arrangement between this organization and a "disqualified person" (as defined in Section 4958(f)(1) of the Internal Revenue Code and as amplified by Section 53.4958-3 of the IRS Regulations):
 1. is not the person who is the subject of the compensation arrangement, or a family member of such person;
 2. is not in an employment relationship subject to the direction or control of the person who is the subject of the compensation arrangement;
 3. does not receive compensation or other payments subject to approval by the person who is the subject of the compensation arrangement;
 4. has no material financial interest affected by the compensation arrangement; and
 5. does not approve a transaction providing economic benefits to the person who is the subject of the compensation arrangement, who in turn has approved or will approve a transaction providing benefits to the board or committee member.
- c. the board or compensation committee shall obtain and rely upon appropriate data as to comparability prior to approving the terms of compensation. Appropriate

data may include the following:

1. compensation levels paid by similarly situated organizations, both taxable and tax-exempt, for functionally comparable positions. "Similarly situated" organizations are those of a similar size, purpose, and with similar resources;
2. the availability of similar services in the geographic area of this organization;
3. current compensation surveys compiled by independent firms;
4. actual written offers from similar institutions competing for the services of the person who is the subject of the compensation arrangement.

As allowed by IRS Regulation 4958-6, if this organization has average annual gross receipts (including contributions) for its three prior tax years of less than \$1 million, the board or compensation committee will have obtained and relied upon appropriate data as to comparability if it obtains and relies upon data on compensation paid by three comparable organizations in the same or similar communities for similar services.

- d. the terms of compensation and the basis for approving them shall be recorded in written minutes of the meeting of the board or compensation committee that approved the compensation. Such documentation shall include:
 1. the terms of the compensation arrangement and the date it was approved;
 2. the members of the board or compensation committee who were present during debate on the transaction, those who voted on it, and the votes cast by each board or committee member;
 3. the comparability data obtained and relied upon and how the data was obtained;
 4. If the board or compensation committee determines that reasonable compensation for a specific position in this organization or for providing services under any other compensation arrangement with this organization is higher or lower than the range of comparability data obtained, the board or committee shall record in the minutes of the meeting the basis for its determination;
 5. If the board or committee makes adjustments to comparability data due to geographic area or other specific conditions, these adjustments and the reasons for them shall be recorded in the minutes of the board or committee meeting;
 6. any actions taken with respect to determining if a board or committee member had a conflict of interest with respect to the compensation arrangement, and if so, actions taken to make sure the member with the conflict of interest did not affect or participate in the approval of the transaction (for example, a notation in the records that after a finding of conflict of interest by a member, the member with the conflict of interest

was asked to, and did, leave the meeting prior to a discussion of the compensation arrangement and a taking of the votes to approve the arrangement);

7. The minutes of board or committee meetings at which compensation arrangements are approved must be prepared before the later of the date of the next board or committee meeting or 60 days after the final actions of the board or committee are taken with respect to the approval of the compensation arrangements. The minutes must be reviewed and approved by the board and committee as reasonable, accurate, and complete within a reasonable period thereafter, normally prior to or at the next board or committee meeting following final action on the arrangement by the board or committee.

Section 6. 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 the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 7. Periodic Reviews

To ensure the corporation 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 the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit, or in an excess benefit transaction.

Section 8. Use of Outside Experts

When conducting the periodic reviews as provided for in Section 7, the corporation 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.

Kato Friedman
350 St. Andrews Fairway, Memphis, TN 38111
(901) 826-4615
memphiskidsinnature@gmail.com

MEMPHIS KIDS IN NATURE - April 2009 to present

Director

- Organizes all aspects of outdoor, experiential learning field trips for urban youth.
- Forms partnerships with local schools and non-profits.
- Hires and supervises a team of part-time naturalists.
- Coordinate field trips with destinations and transportation companies.
- Manages budget and all administrative operations.

STRAWBERRY PLAINS AUDUBON CENTER - September 2005 to April 2009

Environmental Education Coordinator

- Write curriculum and teach on site and outreach education programs in accordance with Mississippi Department of Education benchmarks.
- Organize and lead a two week Summer Ecology Camp.
- Coordinate and recruit volunteers for three annual school conservation field day festivals.
- Developed and presented program curriculum for the 21st Century Community Learning Center grant during the 2005-2006 school year. This grant provided an after school tutoring program for one hundred academically challenged students in Mississippi schools.
- Taught a beginning bird watching program for adults.
- Conducted continuing education programs for Rhodes College and University of Mississippi.
- Established systems for program reservations, confirmations, evaluations, and attendance tracking.

LICHTERMAN NATURE CENTER - August 2002 to September 2005

Program Manager

- Hired, trained, and supervised an education staff, which included one full-time and ten to twelve part-time educators. Conducted bi-monthly staff meetings and scheduled part-time staff.
- Prepared LNC's annual City of Memphis and Pink Palace Family of Museums System budgets.
- Wrote curriculum for school programs according to Memphis City and Shelby County School standards.
- Revamped LNC's monthly family programs and increased marketing opportunities. As a result of the improved programming and additional advertising, attendance increased ten fold.
- Supervised the development and presentation of scout programs, overnights, birthday parties, and pre-school programs.
- Responsible for the organization of the annual Earth Day festival. Recruited and scheduled all exhibitors, performers, entertainment, and volunteers. Supervised all environmental education activities. Assisted in print and media promotions. As a result, attendance increased to over one thousand visitors in 2005.
- Consulted on the design of the Backyard Wildlife Center exhibit building and managed the daily husbandry of its animal collection which included over thirty five species of native animals. Trained staff to properly handle, care for, and transport education animals. Wrote two manuals on animal care procedures and animal handling guidelines.
- Helped plan the 2004 grand opening of the Backyard Wildlife Center, which drew over two thousand visitors.
- Maintained all state and federal permits (USFWS, USDA, TWRA). Designed and supervised the construction of cages for birds of prey.
- Started a Docent program, wrote a docent training manual, and trained twenty seven volunteers from the Junior League of Memphis.
- Worked with the Memphis Master Gardeners volunteers to staff the green house.
- Helped organize LNC's annual spring and fall native plant sales.

MEMPHIS ZOO & AQUARIUM - May 1991 to April 2002

Animal Program Manager

- Hired, trained, and supervised full-time, part-time, and seasonal keepers, as well as animal trainers and education program presenters. Trained Education Department keepers and educators to safely and comfortably

handle animals, clean, feed, and provide animal enrichment. Wrote a staff animal handling manual.

- Successfully managed the Education Department's Animal Program annual budget.
- Started the Zoo's first on-grounds educational programs for schools and scout groups. These were the Education Department's first revenue generating programs. Wrote the curriculum for the programs based on the school systems' science curriculum, created pre and post visit activity sheets for each grade level, scheduled field trips, and presented programs.
- Started the Zoo's Wildlife On Wheels outreach program. Responsible for allocating and spending \$75,000 in grant funds to start the program. Coordinated regular grant reports with the Development Department. Developed curriculum, scheduled, presented, and evaluated outreach programs that served thousands of students and seniors each year.
- Started and wrote the Zoo's bird show, as well as shows for sea lions, elephants, penguins, and bears. Increased the quality of the bird show by adding natural behaviors, including free flight. As a result, the show grew in popularity and additional shows were added. Avian species trained included a bald eagle, hawks, owls, vultures, and corvids, among others.
- Coordinated a Keeper Chat program for which \$16,000 was allocated for equipment. These programs educated visitors about the animals in each area.
- Managed the husbandry and training of the Education Department's animal collection. Responsible for operant conditioning training, desensitizing, and socializing the education animals to maintain ease of handling by staff and volunteers. Increased the size of the collection to over thirty five species, including twenty four species of birds. Acquired animals based on the needs of the Department's programs and ease of handling. Maintained all state permits for native species.
- Started and supervised the Docent Animal Presenters program, an interpretive animal handling program for volunteers. Wrote and regularly revised a volunteer animal handling manual, which outlined the policies and procedures for handling and presenting animals, as well as natural history information for each animal. Developed the lesson plans and taught training classes for Docents entering the program. Scheduled Docents to handle animals for education programs and special events.
- Organized the 2000 International Association of Avian Trainers and Educators Conference held at the Memphis Zoo with over one hundred fifty members attending. Negotiated hotel contracts, organized pre-conference trips, processed registrations, ordered merchandise, scheduled conference activities, and recruited vendors.

VOLUNTEER WORK:

Mississippi Wildlife Rehabilitation, Inc., Education Director, 2006 – Present.

- Schedule and present environmental education programs with a focus on conservation and wildlife rehabilitation. Coordinate all public relations and marketing activities of the organization. Maintain all financial records.

Wooddale Estates Garden Club, Treasurer, 2004 – Present.

- Maintain the club's bank account. Prepare monthly reports and annual budgets.

EDUCATION:

B.S. in Biology from University of Memphis.

PROFESSIONAL ORGANIZATIONS:

International Association of Avian Trainers & Educators
Tennessee Environmental Educators Association
Tennessee Ornithological Society



Memphis Kids in Nature
P.O. Box 3663
350 St. Andrews Fairway
Memphis, TN 38111

NOVEMBER 20, 2018

TN Department of Education, Office of Charter Schools
710 James Robertson Parkway
Nashville, TN 37243

To whom it may concern,

I would like to offer my support to Mr. Kim Edward Bradley for the establishment of the Encore STEM Academy planned to begin operation in August, 2020 in the Orange Mound area of Memphis. I believe Mr. Bradley has an excellent vision to embrace STEM education in grades K – 2 with a focus, not only on technology, but also on outdoor experiences and interactions with live animals.

I have had the fortune to be able to use live animals throughout my 30 year career as an environmental educator. I know from experience that animals grab young children's attention. Animals can teach so many lessons, not only in science but also in compassion, empathy, responsibility, social behavior, etc.

Memphis Kids in Nature is looking forward to partnering with Encore STEM Academy to provide outdoor experiences for their students. Our mission is to connect kids to the great outdoors in meaningful, lasting and life-changing ways. We accomplish our mission by providing day trips free of charge to select schools and non-profit groups. By exposing children to the joys of nature and the great outdoors at a younger age, we are more likely to have a more life-changing impact.

All the best,

Kate Friedman
Director, Memphis Kids in Nature
(901) 826-4615
Memphiskidsinnature@gmail.com

RESUME OF EMPLOYMENT AND LABOR ATTORNEY MYRA HAMILTON



Myra Hamilton, 1751 Wood Oak Drive, Cordova Tennessee, 38016, (901) 471-3242

<http://www.thenationaladvocates.org/profile-view/MyraHamilton11126/>

Bar Admissions and Memberships

Admitted, Tennessee Supreme Court; Admitted, U.S. Western District Court, Tennessee
Admitted, Pennsylvania Supreme Court; Admitted, U.S. Court of Appeals, Third Circuit
Admitted, U.S. Eastern District Court, Pennsylvania; Admitted, U.S. Eastern District Court, Arkansas
Admitted, U.S. Western District Court, Arkansas

Professional Designations/Accomplishments : Voted 2018 **BEST ATTORNEY**; **Best in Black Awards**, New Tri-State Defender; **8 consecutive years** Selected and Listed, **"Power Players"** Among Employment and Labor Attorneys in Business by Inside Memphis Business 2018, 2017, 2016, 2015, 2014, 2013, 2012 & 2011 ; **2018 National Trial Lawyers Top 10 Lawyers (Women's Rights)** ; **2018 The National Advocates Top 100 Lawyers (Employment Law)** - 2017 **Top 100: The National Black Lawyers**; Excellent Rating at Avvo.com Among Employment Attorneys; Selected and Listed 2012 & 2011 **"Women to Watch"**, Memphis Magazine; Listed with U.S. EEOC Referral List for their Customers both Corporate and Federal Sector Hearings; 2017 **"Women of Excellence"** New Tri State Defender; 2017 Top 3 Attorney Nomination Finalist; New Tri-State Defender ; **Pro Bono Attorney Honor Roll** via Tennessee Bar Association

Professional Speaking/Conducting Employment Law CLE Training

- ◆ National Business Institute (CLE) Human Resources From A-Z (2016 to current)
- ◆ City of Memphis Government, Human Resources Department (2000-2003)

Education: Graduate School: Thurgood Marshall School of Law; J.D. Degree 1986 **Undergraduate School:** Virginia Union University B.A Degree 1981

Professional Employment (Labor/ Contract Law)

- ◆ **Hamilton Entertainment & Employment Law LLC, General Counsel; 2012 – currently :** General Counsel; Draft employment litigation pleadings inclusive of summary judgment motions responses and discovery before the U.S. Federal Court; EEOC Administrative Law Judge; Federal Sector; Analyzed legal issues from lengthy and complex records in defense of Elad federal charge of discrimination with U.S. EEOC; wrote official defense position statement; Federal Sector Representation; Federal Court Representation on employment & Labor Matters; Business Negotiations/Transactions; represent firm's clients who have filed charges of allegations of unlawful employment practices with the U.S. EEOC or Tennessee Human Rights Commission under Title VII and Title I
- ◆ **Carla Johnson, PLLC:** Of Counsel; 2009-2012 (exact same as above)
- ◆ **City of Memphis:** EEO/Labor Relations Specialist; promoted: ADA/FMLA 2000-2003; Write Position Statements; Conduct Training
- ◆ **Contract/Consultant Work**
 - **Hamilton Legal Consultant Inc.** 2005-2010
 - **Special Counsel:** Contract Employment Attorney: Little Mendelson Law Firm: Document Review/E-Discovery in Corporate Wage and Hour employment law (class action litigation); 5/08-8/08; 20.HRS/WEEK
 - **Hudson Legal:** Contract Employment Attorney: Paul Hastings Law Firm Conducted discovery depositions in Corporate employment litigation in a class action Federal Wage and Hour case U.S. DOL (10/2007-11/2007)
- ◆ **State of Tennessee:** Case Manager; 1999-2000; Workforce Development
- ◆ **Memphis Partners:** Lead Contract Specialist; 1996-2000; Contract with the US Department of Labor
- ◆ **Shelby County Government:** Employment Certification Specialist, 1993-1996; US DOL; Job Training Partner
- ◆ **Judicial Internships/Student Attorney/Law Clerk**
 - **Bailey & Stokes:** Law Clerk; 1986-1987
 - **U.S. Claims Court:** Judicial Intern summer 1985
 - **Thurgood Marshall Legal Aid Clinic:** Student Attorney Fall 1983
 - **U.S. District Court:** Spring 1986

PHIL E. HAMILTON

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901.490.4581

RESULTS-DRIVEN PROJECT MANAGER AND TEAM LEADER Cross-Functional Team Leadership

Vast knowledge of international business cultures within Mexico, Europe, and Asia. Demonstrated success in product development, including advanced engineering, cost reduction, innovation, and project management. Engineering manager and team leader known to provide excellence in global manufacturing support and new product development. Track record of improving departments through organizational skills and teamwork. Recognized for key industry organization involvement.

- Lean and Value Stream Certified
- Strategic Pricing Analysis & Development
- Strong problem solving skills
- Managed IRS tax credit submissions for R&D
- Capital Project Management & Launch
- Product Development Expertise
- Intellectual Property Standards (Patents)
- Material Data System Management and Training

PROFESSIONAL EXPERIENCE

- MEDTRONIC SPINE AND BIOLOGICS**, Memphis, TN 2015 -
Engineering Manager, Global Technical Operations 2016-Present
Principal Business Process Analyst, Global Technical Operations 2015-2016
- CONTINENTAL CONTITECH FLUID TECHNOLOGIES**, Collierville, TN 2012 - 2014
R&D Manager, North America
Managed staff of 8 engineers for both capital project development and plant engineering support, focused integration of 2 separate corporate engineering systems, and maintained core engineering function. Managed engineering records retention and drawing database.
- Improved integration of systems and databases from Parker Hannifin to ContiTech Fluid Technology, such as Design Standards and PLM (Product Life Management) or drawing systems.
 - Directed North American test facility, driving product development validation and production validation.
 - Directed test facility cost savings initiative which resulted in more than 30% reduction in spending.
 - Coordinated all customer problem solving tasks via functional analysis and durability testing.
 - Represented engineering management in divestiture of Parker Hannifin Mobile Climate Systems to Continental ContiTech Fluid Technology Business Unit.
 - Worked closely with customer subject matter expert and core engineering management for product validation.
- PARKER HANNIFIN**, Mobile Climate Systems, Collierville, TN 1998 - 2012
Global Innovation Manager (New Product Development) 2007 - 2012
Improved Research and Development Stage-Gate process and directed all new product development

projects. Facilitated gate meetings (scorecards, output forms & sign-off sheets).

- Drove division patented projects, sustaining strategy of organic growth within business segment, via value proposition (true value) development and strong technical roadmaps.
 - 6 innovative products launched and/or were patented while leading development.
 - Mentored project teams and assisted team leaders and executive sponsors, resolving resource, interdepartmental conflicts, and priority issues with team members.
- Worked with corporate legal department, ensuring proper protocol for intellectual property submission.

Global Strategic Pricing Manager

2006 - 2007

Established and managed adherence to guidelines and delegation of pricing authority. Defined and managed approval process through regular reviews of price variance charts and metrics. Interacted with General Manager, division and group Sr. management, sales, distribution and corporate pricing.

- Created Cost Analysis and Level of Authority documents for Sales and Marketing teams that are still being used today.
- Collected, analyzed, and evaluated data on products, costs, and markets, supporting development and presentation of appropriate price and bid strategy.
- Developed and defined appropriate price guidelines and bid strategy, expanding improved margins and ROI.
- Provided monthly metrics, including win / loss tracking, quote variance to guidelines, sell price trends, speed to quote, allowing strength and weakness tracking, identifying staffing gaps, and reinforcing division initiatives.
- Coached new product development team in defining customer economic value propositions, eliminating cost plus pricing and increasing gross margins.

Documented customer ROI and payback and assisted in development of sales communication of new product price strategy, enabling sign-off of capital projects from corporate level.

Sr. Product / Project Engineer (Project Manager)

1998 - 2006

Performed duties as Project Manager and assumed technical responsibility for design planning, organizing, and conducting technical projects or phases of projects involving design and development of new or improved products and / or processes. Coordinated pricing submissions for new opportunities.

- Managed multi-million dollar capital projects from quote submission to production start-up.
 - Organized all advance planning (APQP) activities prior to production start-up, minimizing initial production start-up issues.
 - Advance planning included product design, logistics, packaging design, testing and cost analysis.
 - Defined product manufacturing processes of each assembly with the production facility, complying with APQP.
 - Ensured timely and efficient completion of detailed engineering projects, achieving company cost and customer service objectives.
 - Cost reduction activity lead and recognized by major OEM management for leadership.
- Met frequently with customer at manufacturing site to ensure satisfaction, from both the quality and core engineering perspective.

ADDITIONAL RELEVANT EXPERIENCE

MITSUBA (Formerly JIDECO of Bardstown) Bardstown, KY

Sales and Marketing Manager: Honda, Nissan, GM, & Isuzu- main customers. Experience included NAFTA document management and training.

EDUCATION

Bachelor of Science (BS) Mechanical Engineering Tech.,
Southern University & Agriculture & Mechanical, Baton Rouge, LA

Stacy J. Hollingsworth

1110 Cathedral Lane Cordova, TN 38018 - (901)482-9969 - shworth5@gmail.com

Professional Summary

Result-Oriented, self motivated, Sales knowledgeable and skilled customer service professional, Excellent supervisory skills, impressive organizational skills, Recognized leader-motivator-trainer and team builder. Seeking to obtain employment with a thriving company that utilizes current skills and knowledge as well as provides opportunity for growth.

Education

Bachelor of Science: Industrial Engineering

Minor: Mathematics

Mississippi State University 05/2000

Experience

BancorpSouth (April 2006 – Present)

Branch Manager/ Lending officer

Responsible for the overall direction, coordination and evaluation of the branch; Carries out supervisory responsibilities in accordance with the organization's policies, procedures, and applicable laws; Interview, hire, and train employees; Planning, assigning, and directing work; appraising performance; discipline employees; addressing customer complaints and resolving problems; maintaining current customers while increasing new customer growth;

Awards and Affiliations

Best Banker 2015

Served on the board of Volunteer Mid-South (2010 -2015)

YMCA Metro Board Member (2016 – current)

Bartlett Area Chamber of Commerce Foundation Board Member (2016 – current)

Leadership Bartlett Co-Chair (2011)

Methodist North Community Advisory Board (2014 – 2015)

BancorpSouth Community Reinvestment Act Liaison (2008 – current)

CRA Liaison

Develops and implements programs to ensure the bank meets the needs of the community. Attain CRA compliance goals and acceptable federal examination ratings. Ensure the bank is reporting accurate and complete data in its regulatory submissions that appropriately demonstrates the banks performance. Maintain relevant CRA reports and files, including data and documentation. Obtain necessary training to keep current on other regulatory compliance and bank operations. Maintain CRA compliance records and public file, documents participation and activities related to the Bank's CRA efforts. Obtain partnerships with community leaders. Set up and conduct quarterly financial literacy education programs to enhance the banks efforts to financially educate the community. Conduct quarterly CRA Advisory Board meetings. Represent the bank in appropriate forums as champions of community outreach and lending opportunities.

Ashiqua Jackson

1232 Tusculumbia Road, Collierville, TN 38017
Home: 901-853-1398; Cell: 901-482-3606
E-mail: Ajamita@hotmail.com

Objective

A highly experienced and management professional with the demonstrated ability to lead diverse teams to new levels of success. High-energy, results oriented leader who employs strong presentation, communication, and team management skills to chart new strategic directions utilizing evidence-based best practices, all directed towards achieving measurable and sustainable outcomes.

Skill Highlights

- Strong Leadership & Communication Skills Improvement
- Community Partnership Development
- Manage Complaints and Grievances
- Employee Relations & Training/Development
- Decision Maker & Problem Solver
- Develop & Implement Policies and Procedures
- Service & Process Quality
- Implement & Manage Program Contract
 - General Management
- Microsoft Applications (Word, Excel, PowerPoint)
- Administrative Skills

Core Accomplishments

- Implemented a New Employee Training Plan to maximize orientation efficiency.
- Served on various teams, including but not limited to Quality Improvement, Health Leadership, Policy and Procedures, Performance Improvement to improve preventive health for patients. Led the effort for client retention policies.
- Organized and implemented program development activities such as community health fairs, provider education seminars, and incentive programs for participants of the AR BirthWait program, significantly reducing premature births in the area.
- Supervised compliance systems and procedures for home based staff and all facilities involved.
- Increased revenue by developing enrollment incentive programs.
- Developed and implemented a clinical education program for mothers and nursing staff.
- Developed and implemented a quality improvement program, which resulted in a more evidence-based approach to home site visits and patient documentation.
- Established a policy and procedure manual to ensure more efficient clinical procedures.
- Over 14 years of leadership, character, and business development; project and product management; and development of organizational policies and procedures.
- Led unit-based Council, developed clinical research projects and improved staff compliance with policies and procedures.

Professional Experience

Graduate School, Family Nurse Practitioner Student

2016-present

Arkansas State University— Jonesboro, AR

- Responsible for assessment, diagnosis, treatment and overall health of patients throughout the life span beginning at birth.
- Current working with a Certified Pediatric Nurse Practitioner at LeBonheur Children's Hospital, managing the care of a pediatric patients with emphasis on orthopedics to complete.

Supervisor; Care Manager; Health Coach

2011-2015; 2008-2010

- Responsible for oversight and supervision of home-based care management staff in the AR BirthWait contract.
- Act as liaison between the company and federal, state, and local regulatory agencies to maintain and achieve contract compliance for designated counties in the state of Arkansas.
- Serve as lead promoter of the company's strategic business platforms.
- Supervisory oversight of RNs and ancillary staff coordination, collaborating with community agencies and providers to promote and enhance the program.
- Conduct on-site facility inspections and compliance reviews and develop corrective action plans as needed, ensuring HIPPA compliance.
- Recruit new providers and participants, deliver site-specific training for providers and facility personnel at participating locations.
- Develop and implement effective clinical solutions that eliminate and minimize adverse impact to operations.
- Assure timely and accurate reporting mandated by federal, state, and local regulatory agencies.
- Review applicable policies, procedures, regulatory publications, and provide management with synopsis of impact to company operations and/or facilities.
- Analyze operational problems and coordinate solution-based measures with appropriate internal departments, consultants, and external contractors while maintaining confidentiality of participants.
- Assess, educate, coach, and support patients with chronic conditions through referrals from the doctor's office.

Inpatient Case Manager and Telephonic Case Manager

2010-2011

United Healthcare – Memphis, TN

- Determine medical appropriateness of inpatient hospital admissions and outpatient services following evaluation of medical guidelines and benefit determination.
- Perform medical necessity reviews using policies, Milliman, Interqual and Medicare criteria.
- Maintained appropriate documentation to comply with Prior Authorization Standard Operating Procedures.
- Identified gaps in health treatment plans for members, referred members to appropriate resources.
- Provide patient education to assist with daily care needs.
- Provided members with education on disease processes, encouraging healthy lifestyle changes to members.

Per Diem Postpartum/Nursery Nurse;

2006-2010

Methodist Germantown Hospital – Germantown, TN

- Responsible for managing the care of patients experiencing the childbearing process, providing general to complex assessments, interventions and coordinates all nursing care.
- Collaborates with other professional disciplines to ensure effective and efficient patient care delivery and the achievement of desired patient outcomes.
- Ability to read and interpret medical record data for chart audits. Develop performance improvement plans.

Staff Nurse in Obstetrics, Weekender

2005-2006

Regional Medical Center – Memphis, TN

- Provide professional nursing care to patients within the labor and delivery unit utilizing the nursing process to assess, plan, implement, and evaluate patient care.
- Responsible for directing, coordinating all nursing care based on clinical nursing practices.
- Develop individualize plan of care based on assessment of the patient's baseline needs and response to care.

Assistant Nurse Manager and Charge Nurse in Obstetrics

2004-2005

Saint Francis Bartlett Hospital – Bartlett, TN

- Manage activities of 24 bed LDRB unit, coordinate with

- Maintain monthly management reports, including tools to track action items, issues, risks, decisions, status reports, and timelines.
- Develop policy and procedure manual. Provides leadership in the development of standard of care, patient and family education and staff education to address the needs of patients.
- Assist with overall quality improvement strategy, collects, measures and interprets operational and clinical revenue data; identify problems and develop solutions for cost savings
- Manage daily scheduling and operations in the department, manage appointment scheduling and ensure efficient patient flow throughout the department, and act as a resource to staff.
- Responsible for ensuring staff meets the approved Standards of Practice, for managing assigned personnel and unit activities and for promoting cooperative working relationships with physicians and other health care providers.
- Schedules, assigns, and reviews work of all ancillary staff, provide staff training, conduct evaluations, provide direct patient care when needed and responds to medical emergencies.

Charge Nurse of Labor and Delivery; Nurse Extern

2001-2004

Saint Francis-Memphis- Memphis, TN

- Responsible for managing the care of patients experiencing the childbearing process, planning, implementation, delivery, and evaluation of daily care.
- Responsible for patient care coordination to insure quality patient care is consistent with the plan of care.
- Provides direct operational support for the unit, acts as a clinical resource person for the staff and liaison between management, assist manager in determining staffing needs and identify problems within the unit.

Education

Arkansas State University Jonesboro 2016-Present

Jonesboro, AR

Master of Science in Nursing, Family Nurse Practitioner

University of Tennessee at Chattanooga 2001

Chattanooga, TN

Bachelor of Science in Nursing

Ruth Martinez
4523 East Mallory Avenue
Memphis, TN 38117
Cell: (901) 236-8429
Email: rvmartinez24@gmail.com

QUALIFICATIONS:

- Work well with no supervision
- Bilingual English/Spanish with the ability to translate
- Skilled at learning new concepts quickly while working well under pressure
- Great Team Player
- Excellent organizational, problem solving, and communications skills

EXPERIENCE:

April 1 – Apartment Leasing Manager Memphis, TN

12/06/2016-PRESENT Oakbrook Apartments- Haley Residential **Ridgeland, MS**

Assistant Manager

Lavokie Sandifer
6675 Old Canton Rd
601-957-1466

- Greet prospects and qualify by covering all criteria. (complete guest cards for prospect)
- Demonstrate community and apartment/model and apply product knowledge to clients needs by communicating the features and benefits.
- Filed in court for eviction on residents who have delinquent accounts.
- Work well with Yardi, ILM (f/u calls with prospects/leads), LRO.
- Posted on Craigslist advertising the community
- Ensured apartment is ready for resident to move in on agreed date.
- Monitor closely/weekly renewals current residents. Distribute and follow up on renewal notices.
- Always Represent company in a professional manner.
- Receive all telephone calls and in-person visits. Listen to resident requests, concerns and comments.
- Quickly completed maintenance Service request and informed all maintenance team. Answer questions for residents about our community, repairs, rent, rules, etc. Follow-up on a timely manner if unable to respond to residents on all matters.
- Ensure all maintenance repairs are handled satisfactory by contacting residents with completed Service requests on a weekly basis.
- Assist planning community events, Attended all functions and participate any functions as directed by the PM.

06/28/2016-12/05/2016 Capital Orthopedic Sport Medicine Clinic

Checkin Receptionist

Sharon Turnage
290 East Inyfair St.
601-987-8200

Flowood, MS

- Check-in/check-out patients
- Pre-chart patients' medical paperwork for the next day
- Insert patients' data in system
- Learned how to used Next Gen and SRS
- Scanned and made copies of paperwork

Zain Noordin

10527 N. Ashglen Cir., Collierville, TN 38017 | 901-496-4361 | ZainNoordin@gmail.com

Summary

Product development engineer with experience in program management, team synergy and mentoring. Looking for opportunities to become a well-rounded, thoughtful leader with the ability to combine my skills in analytical problem solving with experience in program management and mentoring.

Skills

- Analytical problem solving
- Team Synergy
- Program Management
- Design for manufacturing
- CAD (Creo, Solid Work & Unigraphics)
- Manufacturing (Machining & Fabrication)

Work Experience

Product Development Engineer

September 2014 – Current

Medtronic – Memphis, TN

- Supported the development, manufacturing and launch of 2 spinal interbody systems.
- Was heavily involved in product lunch activities which included attending surgeries, surgeon training, sales force training and marketing/sales meetings with surgeons.
- Collect VOC and develop innovative & novel concepts for a next generation spinal implant system that meets patient, customer and business needs.

Rotational Engineering Intern

Smith & Nephew – Cordova, TN

January 2013 – August 2014

- Worked in Product development, Manufacturing and Quality engineering.

Volunteer Experience

National Program Manager

September 2015 - Current

Aga Khan Youth and Sports Board-USA, Alternative Breaks program

- Led planning and implementation of a 4 day service-learning winter and spring break trip for 50+ college from across the US.
- Recruit, mentor and manage a team of 5-6 individuals that carry out marketing, registration/data management, content, logistics and finance responsibilities.

Program Facilitator

March 2017 – August 2017

Jubilee Monuments Corp. Al-Ummah Camp

- Recruited, coached, and managed team of 16 college students and young professionals to serve as counselors at a 21 day residential camp that serves 100 high school youth.
- Supported development and implementation of activities/workshops for the students.
- Evaluated program performance and managed risk, program quality and team issues.

Education

B.S. Mechanical Engineering

Fall 2009 – Spring 2014

University of Memphis

Team Captain/President for Society of Automotive Engineers

Fall 2010 – Spring 2014

University of Memphis-Baja SAE program

- Recruited and led team of 6 students to compete in the Baja SAE Competition.
- Managed project timeline, budget, student engagement, and sponsorship for the team.
- Used CAD, welding, metal fabrication and machining to design and build the Baja SAE car.
- Received Presidential Student Leader of the Year Award in 2013

Chanda Robinson
6617 Meadow Bend
Memphis, TN 38141
(901) 219-5294
Clrvision1@gmail.com

Objective To obtain a position that will provide opportunities for me to facilitate and motivate students of various academic levels and backgrounds to achieve academic standards.

Certifications: Middle School Grades 4-8
SPED K-12

Education University of Memphis, Memphis TN
Bachelor of Arts in Education 2002

University of Memphis, Memphis TN
Masters in Arts of Teaching 2015

Professional Experience

2014-Present Frayser Community Schools/ Martin Luther King Jr. Prep High School
Functional Skills Teacher 10th, 11th & 12th grades – design lessons to equip learners with intellectual and emotional disabilities with low adaptive skills embedded into 5 subject areas of transitional ELA, math, science and life skills based on the students needed to transition from high school into society. Manage a case load of 8-11 students per semester. Coordinate transition services for students with disabilities. Serving on the schools RTI and S-Team .

2010-2012 First Tennessee /First Horizon National Corporation
Customer Service Coordinator II- Lead a team of 10 + employees through coaching, training and motivation, while staying abreast of all product, marketing changes and updates on the call center floor. Trained new and existing employees on bank products, bank systems, services and procedures in a classroom environment. Handled escalated customer issues and complaints via phone, letter and email. Designed an on the job training program to assist agents after classroom training while on the call center floor.

2004-2010 First Tennessee /First Horizon National Corporation
Customer Service Supervisor-Managed 11+ employees through: monitoring, training and developing call strategies to meet and exceed company and call center business objectives. Wrote monthly and annual reviews. Provided corrective feedback, held weekly update team meetings. Handled customer

complaints; via email, letter and phone. Keyed daily and weekly reports to manage team and call center business. Interviewed candidates for new positions. Assisted manager with other assigned duties.

- 2002-2003 Memphis City Schools/Substitute Teacher
Executed teacher's lessons and maintained classroom management systems. Held a long-term assignment at Fox Meadows where I developed and executed lessons, calculated grades for reporting, attended teacher parent conferences, and PTA meetings.
- 2000-2004 First Tennessee Bank
Customer Service Specialist- Assisted 100+ customers per day with accounts, loans and credit cards via, phone, internet and fax while maintaining call center goals. Provided technical support for financial software, Home ATM, Microsoft Money, Quicken, Web Bank and the internet. Recorded and reported system outages on overnight shift. Opened accounts; checking, savings, CD's and Online Banking. Tested products to assist in streamlining day to day online banking products.

Accomplishments

- | | |
|---|-----------|
| Facilitated SPED training for ASD | 2019 |
| SPDIG participant | 2017-2018 |
| Inducted into Kappa Delta Pi National Education Society | 2013 |
| Inducted into International Golden Key Society | 2011 |
| Inducted into the Panicle Adult Honor Society | 2009 |

Erick Shelley
Assistant Vice President
Branch Manager

Bio:

Erick Shelley is a native of Flint, MI and has been living in Memphis since graduating from Rust College in 1995.

He has a Bachelor of Science in Business Administration/Marketing and has worked in banking and finance since 1997. What he loves most about Memphis is its rich history and the people that make up its great community. Some way somehow the city has impacted the world in various ways.

Erick is extremely excited to work with Encore Stem Academy (ESA) because he believes in the mission and vision of educating our youth of tomorrow. As a child growing up in a family of educators it was instilled in him at an early age that getting a quality education was the birthright of every child.

Erick has been around science and technology his entire life and it has allowed him to advance and progress in life both personally and professionally.

Mario Walker, Assoc. AIA, LEED Green Assoc, NOMA.

Project Manager + Lead Designer at Self+Tucker Architects

mwalker@selftucker.com

Summary



I joined Self+Tucker Architects in 2005 as a Project Coordinator. As of 2013, I am operating in the position of Project Manager + Lead Designer. I earned a Master in Architecture from the University of Memphis in 2012, graduating in the top of my class. I contribute my talents and expertise toward STA's mission of "Designing a Better Memphis" by the high level of creativity and responsible green design that I bring to my work. I strongly believe that the quality of life is enriched by each well-designed building and exceptional public space.

My design experience includes neighborhood planning and streetscapes development; residential design including private, affordable and multi-family housing; institutional and mixed-use developments including schools, museums, religious institutions, transportation hubs and public open space. I have experience in all phases of the design process as well as managing complex project teams and working closely with Contractors and Owners. I contribute these opportunities to STA's mission to developing its staff into well-rounded and experienced professionals. I am currently pursuing my professional practice license and LEED AP BD+C.

I am also an Assistant Instructor of an Architecture Design Studio at the University of Memphis and an active board member of the local AIA Memphis Chapter where I have served as the Emerging Professionals Director from 2014-2015. I am also an active board member of the Memphis Zoological Society where I help promote animal conservation concepts by way of the built environment. I enjoy photography, traveling and sharing my passion for architecture with my family, friends and peers.

Experience

Project Manager + Lead Designer at Self + Tucker Architects | April 2013 - Present (7 years)

Freelance Photographer at Mario Walker Photography | January 2010 - Present (9 years)

Project Coordinator at Self+Tucker Architects | February 2005 - April 2013 (8 years 3 months)

Architect Intern at Fleming Associates Architects, P.C. | May 2002 - July 2002 (3 months)

Education

The University of Memphis

Master of Architecture (MArch), Architecture, 2009 - 2012 | Grade: 4.0 GPA

The University of Memphis

Bachelor of Fine Arts in Architecture (BFA), Architecture, 2003 - 2007 | Grade: 3.5 GPA

Overton High School Creative and Performing Arts (CAPA) School

Honors Diploma, 1999 - 2003

Skills & Expertise

Skilled in drafting, AutoCAD, REVIT, Photoshop, In-Design, Sketch-Up 3D modeling, model building and Microsoft office programs.

Design experience includes neighborhood urban design including streetscapes; residential design including private, affordable and multi-family housing; institutional, religious and mixed-use developments.

Experienced in all phases of the design process as well as managing complex project teams and working closely with contractors and owners.

Interests

Photography, Art, Music, 3d Graphics and Modeling, Drafting and Architecture, Gaming, New Technology, Captive Animal Conservation (Elephants), Travel

Mario Walker, Assoc. AIA, LEED Green Assoc, NOMA.

Project Manager + Lead Designer at Self+Tucker Architects

mwalker@selftucker.com

Honors and Awards

Dean's List – 2003-2012

The University of Memphis College of Communication and Fine Arts

The Van Walton Memorial Scholarship

Department of Architecture (UoM) | 2006

Stefferson's Who's Who among Outstanding Professionals

Stefferson | 2011

Oakland, TN Public Park Design Competition

Oakland, TN 2005 | Received 3rd Place

FedEx Institute of Technology Digital Living Room (Deck the Walls) Completion

FedEx Institute of Technology (UoM) | Received 3rd Place

Memphis Chalk Art Festival

AIA Memphis | September 2006 | Best Team Design

2010 DCA Juried Design Communication Exhibition

Design Communication Association | April 2010 | Winner in 2 categories:

Observation Image – Warehouse Interior | Design Image – Playhouse at Night

Playable 10 International Design Competition (Playable Art in Downtown Atlanta)

Play Atlanta | March 2010 | 3rd Place / Honorable Mention

2010 Masonry Institute of Tennessee, Excellence in Masonry Design

Masonry Institute of Tennessee | 2010 | Plough Park Comfort Station – 2nd Place Honor Award

Elizabeth and Harold Robinson Scholars and Fellows Fund

Elizabeth and Harold Robinson CCFA (UoM) | 2011

Graduate Performance Award 2007 + 2012

The University of Memphis

Department of Architecture Overall Design Excellence Award 2011 + 2012

Department of Architecture (UoM)

AIA Emerging Professionals Exhibition Award 2017

AIA National (Washington DC)

Young Memphis Professionals 2018

Greater Memphis Chamber (published in Memphis Crossroads Magazine Volume 2)

Organizations

American Institute of Architects (AIA)

December 2012 to Present

AIA Memphis Chapter

Director of Emerging Professionals | 2014-2015

January 2012 to Present

National Organization of Minority Architects (NOMA) - Memphis Chapter

Treasurer | 2011-2012

September 2011 to Present

Construction Specifications Institute (CSI)

September 2004 to Present

Alpha Rho Chi (ARX) Professional Fraternity

September 2005 to Present

Phi Kappa Phi Honors Fraternity

September 2006 to Present

National Golden Key Club

September 2005 to Present

Volunteer Experience

Zoo Board Member at Memphis Zoological Society

September 2012 - Present (7 years)

AIA Memphis Emerging Professionals Director

December 2014 - 2015 (1 year)

Encore STEM Academy Board Member

January 2019

AIA National Emerging Professionals Task Force

January 2019

Peggy West
westbornig@gmail.com
(901) 489-8854

Education

Carnes and Klondike Elementary and Humes Junior High
Graduated from Manassas High School in 1971.

Graduated from Memphis State University in 1975 with Bachelor of Education

Experience

Real Estate Agent with Adaro and Crye Leike for 16 years

Married David Henry West in 1975 for 34 years, and assisted him to start a home Bible Study in 1990. In 1998 we launched Faith Baptist East Church.

Home Schooled all five children for 25 years from 1984 until 2009, all graduated college.

1. David Paul West: Graduated Home School in 1998.
Graduated from University of Memphis in 2005 with a Bachelor of Professional Studies in Music Production with a minor In Marketing
2. Kristen Nicole West Humphrey: Graduated Home School in 2002.
Graduated from the University of Memphis in 2007 with a Bachelor of Professional Studies in Education with a Minor in Marketing
3. Timothy Aaron West: Graduated Home School in 2006. Graduated from Middle Tennessee State University in 2011 with a Bachelor of Business Entrepreneurship
4. Ayana Gabrielle West Varzaru: Graduated Home School in 2008. Graduated from the University of Memphis in 2012, cum laude with a Bachelor of Science with a concentration in Biology
5. Ariel Camile West Harrison: Graduated Home School in 2009. Graduated from the University of Memphis in 2013 magna cum laude with a Bachelor of Foreign Language
Graduated from Union University in 2014, with a Masters of Urban Education

Section 1. Number. The corporation shall have at least five (5) and no more than fifteen (15) directors and collectively they shall be known as the board of directors.

Section 2. Qualifications. Directors shall be of the age of majority in this state. Directors will be selected who have the qualifications and diversity of expertise to fulfill Encore STEM Academy's mission and objectives.

Section 3. Powers. The Board of Directors shall have the power to govern the business, affairs, and property of Encore STEM Academy, subject to the provisions of the laws of the state of Tennessee and any limitations in the articles of incorporation and these bylaws. The Head of School will be an advisory, non-voting member of the Board (ex officio). As required by law (currently, TCA § 49-13-104), the board shall contain at least one (1) parent representative whose child is currently enrolled in the School. The parent representative shall be appointed by the Board within six (6) months of the School's opening date.

Section 4. Duties. It shall be the duty of the directors to:

- a. Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation, or by these bylaws;
- b. Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents, and employees of the corporation;
- c. Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;
- d. Meet at such times and places as required by these bylaws;
- e. Register their addresses with the secretary of the corporation, and notices of meetings emailed, mailed or telegraphed to them at such addresses shall be valid notices thereof.

Section 5. Term of Office. The Initial Board of Directors will serve staggered terms. The Initial Board shall consist of at least two (2) Directors who will serve a one (1) year term, at least two (2) Directors who will serve a two (2) year term and at least two (2) Directors who will serve a three (3) year term.

Section 6. Compensation. Directors shall serve without compensation. Any payments to directors shall be approved in advance in accordance with this corporation's conflict of interest policy, as set forth in Article 9 of these bylaws.

Section 7. Place of Meetings. Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the board of directors.

Section 8. Regular Meetings. There shall be at least a regular meeting of the Board held each quarter of the year but can be held once per month, as needed. Notice shall be given to each Director two (2) weeks prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 et seq.

Section 9. Special Meetings. Special meetings of the board of directors may be called by the Chair of the board, Vice-Chair, the Secretary, by any two directors, or, if different, by the persons specifically authorized under the laws of this state to call special meetings of the board, 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 to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 et seq. Such meetings shall be held at the principal office of the corporation or, if different, at the place designated by the person or persons calling the special meeting.

Section 10. Notice of Meetings. Unless otherwise provided by the articles of incorporation, these bylaws, or provisions of law, the following provisions shall govern the giving of notice for meetings of the board of directors:

- a. **Regular Meetings.** Notice of at least two (2) weeks will be given of any regular meeting of the board of directors.
- b. **Special Meetings.** At least five (5) calendar days prior notice shall be given by the secretary of the corporation to each director of each special meeting of the board. Such notice may be oral or written, may be given personally, by first class mail, email, by telephone or by facsimile machine, and shall state the place, date, and time of the meeting and the matters proposed to be acted upon at the meeting. In the case of facsimile notification, the director to be contacted shall acknowledge personal receipt of the facsimile notice by a return message or telephone call within twenty-four hours of the first facsimile transmission.
- c. **Waiver of Notice.** Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the articles of incorporation, these bylaws, or the law of this state, a waiver of notice in writing signed by the

director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

Section 11. Quorum for Meetings. 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. A quorum shall consist of five (5) of the members of the board of directors. Except as otherwise provided under the articles of incorporation, these bylaws, or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the chair shall entertain at such meeting is a motion to adjourn.

Section 12. Majority Action as Board Action. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the board of directors, unless the articles of incorporation, these bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

Section 13. Conduct of Meetings. Meetings of the board of directors shall be presided over by the chairperson of the Board, or, if no such person has been so designated, or in his or her absence, the CEO of the corporation, or in his or her absence, by the vice chair of the Board, or in the absence of each of these persons, by a chairperson chosen by a majority of the directors present at the meeting. The secretary shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Meetings shall be governed by the bylaws, insofar as such rules are not inconsistent with or in conflict with the articles of incorporation, these bylaws, or with provisions of law.

Section 13.1 Regular Meetings. There shall be at least a regular meeting of the Board held each quarter of the year but can be held once per month, as needed. Notice shall be given to each Director two (2) weeks prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 et seq.

Section 13.2 Annual Meeting. The annual meeting of the Board shall occur in the last quarter of the fiscal year.

Section 13.3 Special Meetings. Special Meetings of the Board 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 to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the

public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 et seq.

Section 13.4 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 13.5 Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of Encore STEM Academy. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of TCA §§ 8-44-101 et seq.

Section 13.6 Open Meetings. Meetings of the Board shall be public in accordance with state and federal laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board.

Section 13.7 Absentee Board Member. 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, or she, grants a signed, written proxy to another Encore STEM Academy Charter School 204 of 250. 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.

Section 13.8 Regular Meetings. Notice of all regular 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 the 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 14. Vacancies. Vacancies on the board of directors shall exist (1) on the death, resignation, or removal of any director, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the chairperson of the board, the president, the secretary, or the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

Directors may be removed from office, with or without cause, as permitted by and in

accordance with the laws of this state.

Unless otherwise prohibited by the articles of incorporation, these bylaws, or provisions of law, vacancies on the board may be filled by approval of the board of directors. If the number of directors then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the directors then in office or by a sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the board of directors or until his or her death, resignation, or removal from office.

Section 15. Nonliability of Directors

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

Section 16. Indemnification by Corporation of Directors and Officers

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of this state. Encore STEM Academy shall indemnify each Director of the Board to the full extent permitted by the Tennessee Nonprofit Corporation Act. Each Board member shall enjoy the protection and immunity provided by TCA § 48-58-601, as (and if) limited by The Charter School Act. A Board member or Officer shall not be personally liable to Encore STEM Academy for damages for breach of any duty owed to Encore STEM Academy, its beneficiaries, or the Board, except that nothing contained herein shall relieve a Board member or Officer from liability for breach of duty based on an act or omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a known violation of the law; or (c) resulting in receipt of an improper personal benefit.

Section 17. Insurance for Corporate Agents

Except as may be otherwise provided under provisions of law, the board of directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee, or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the articles of incorporation, these bylaws, or provisions of law.

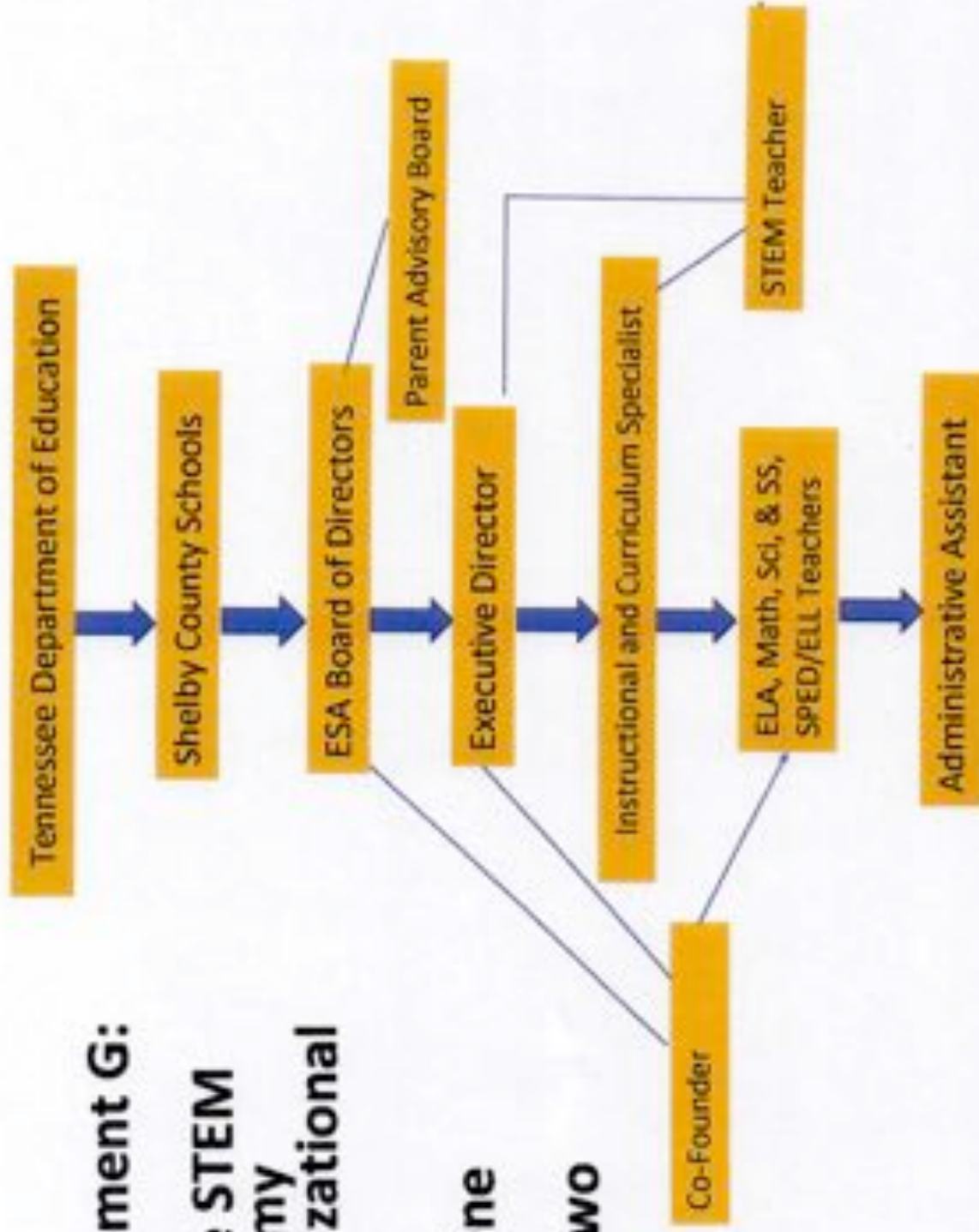
Encore STEM Academy



Attachment G

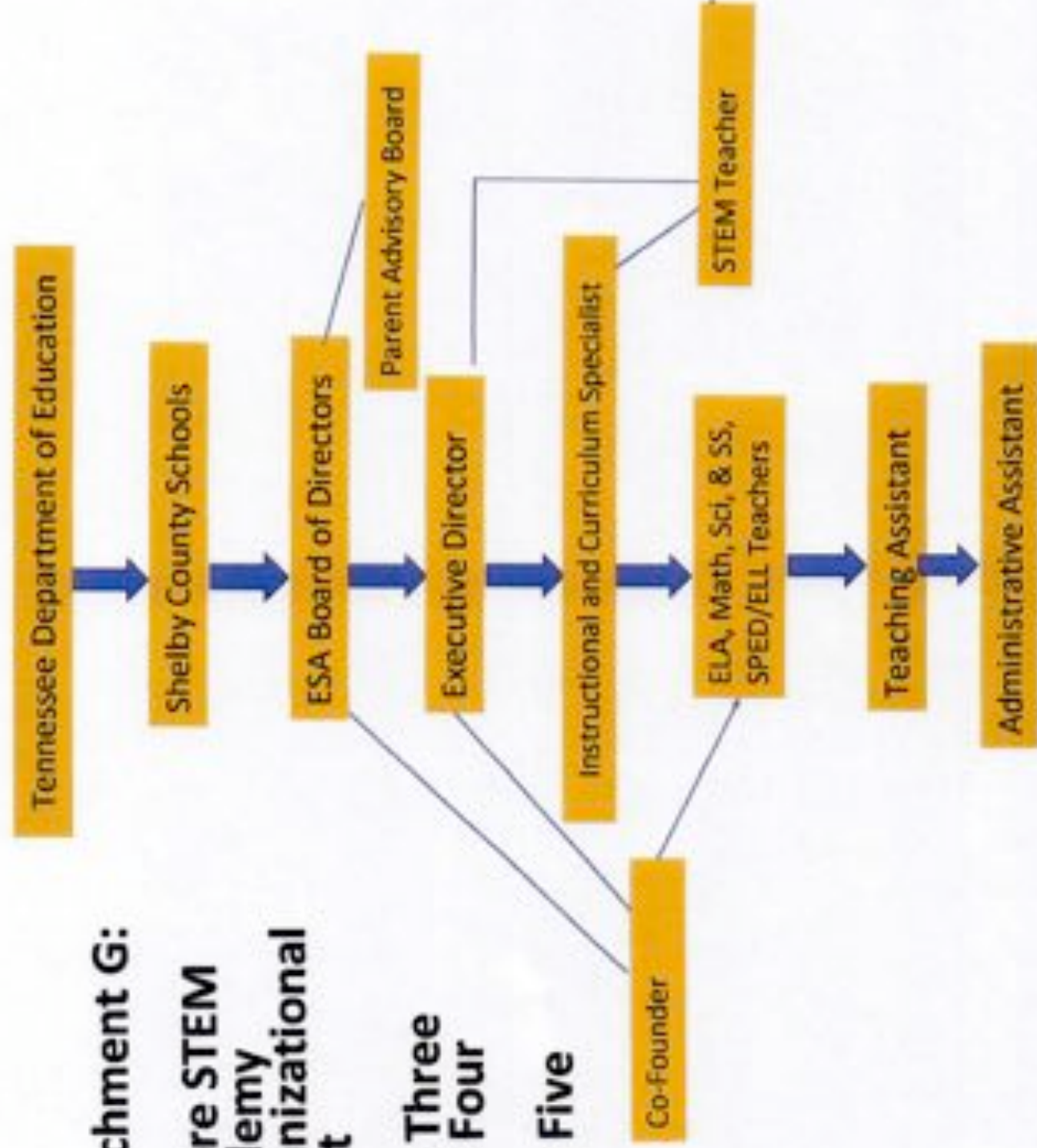
School Organizational Chart

**Attachment G:
Encore STEM
Academy
Organizational
Chart
Year One
&
Year Two**



**Attachment G:
Encore STEM
Academy
Organizational
Chart**

**Year Three
Year Four
&
Year Five**



Encore STEM Academy



Attachment H

School Leader Resume Student Achievement Data

**We do not have a school leader yet so we have
provided the Co-Founder Resumes &
Job Description for School Leader**

Kim Ed Bradley

P.O. Box 446
Cordova, TN 38008
Ph. 901-463-4197
Email: kbradley@book11.org edbradley@gmail.com

OBJECTIVE

To utilize curriculum & instruction, STEM, professional teaching & leadership experience, as well as communicative, organizational, and customer service skills to maximize academic achievement, learning and academic growth with the quest of preparing student scholars for college entry, success and equipped for 21st century careers.

PROFESSIONAL EXPERIENCE

Aug. '97- Current, Teacher, MCS/SCS Schools- Shelby Cty., TN. Plan lessons and designed curriculum used to teach and equip students with skills necessary to think innovatively and maximize their potential in science & STEM (certified endorsement) and (CS)Computer Science Discoveries, a recent endorsement through code.org, summer 2018. Served as administrative assistant to the principal, liaison & chairperson for the blue ribbon plan at American Way. Served as chairperson on the SACS committees for American Way & Kirby Middle. Served as site-based council member, lead teacher, and former boys' basketball coach.

Jan. '83- Jan '84, P. M. Fundraiser Supervisor, ALSAC St. Jude- Memphis, TN. Supervised the Coordinator's Support, division at ALSAC, the fundraising arm of St. Jude Children's Research Hospital. Coached and trained Volunteer Service Reps to provide customer service and expedite fundraising events with coordinators of private & public businesses, organizations and small communities throughout the U.S. Provided resources and marketing expertise in order to ensure the planning, development, expedition, collection of funds, success and annual commitment of the fundraising events. This ongoing project is responsible for over \$70+ million in annual contributions.

Nov. '88- Jul. '91, PT. Teacher, St. Francis Hospital- Memphis, TN. Administered therapeutic counseling sessions to children with acute behavioral and psychological disorders in the behavioral health unit. Designed curriculum used to teach character education to develop positive social skills.

Mar. '96- Mar. '97, Retail Sales Manager, Goldsmith's- Memphis, TN. Managed \$1.2 million in volume. Trained and supervised sales associates for the children's department. Duties encompassed inventory control, shipping & receiving merchandise, advertisements & promotions, payroll, interviewing new hires, and maintained customer accounts.

EDUCATION	M.A.T. Instruction & Curriculum Leadership University of Memphis Graduated: Dec. 2001	B.A. Communications University of Memphis Graduated: May 1995
------------------	---	---

LICENSES: Teaching, STEM & (CS) Computer Science Discoveries certified endorsement; Highly Qualified: Read/Lang Arts & Science.

COMPUTER & OTHER SKILLS

Excel, PowerPoint, Publishing, & Microsoft Office/Windows programs.
Type 55wpm & Ten-key.
Spanish - 4 years of instruction.

REFERENCES: Available upon request.

Kim 'Ed' Bradley's HIGHLIGHTS of PROFESSIONAL TEACHING 21yr. tenure:

John P. Freeman Optional School

- Middle school science & STEM teacher.
- Over 84% achievement rate for Science.
- First entry into 2015-16 Medtronic Mindstorm EV3 robotics STEM competition, 2nd Place.
- Facilitated, coordinated & hosted 2015-16, 1st Annual Science & STEM Night.
- Awarded outdoor school garden classroom grant & Garden Club sponsor.

American Way Middle School

- Served as administrative assistant to the principal; assisted with duties as needed.
- School liaison and chairperson for the blue ribbon plan.
- Composed format for blue ribbon plan; facilitated and disseminated information to faculty.
- Facilitated school's blue ribbon fight-free program.
- Authored school's daily mindset.
- Facilitated and assisted with annual faith day school & community program.
- Shared daily inspirations with student body in auditorium.
- Developed & facilitated student staffed school's broadcast American Way Eagle Network AWEN.
- Sponsored & designed Eagles' Golden Edition yearbook 2004-05.
- Composed and delivered 'reading challenge to students' for Read to Achieve school celebration.
- Awarded a grant for science 'Emporium for the Heart through Horticulture'.
- Award Recognition 2011 My Favorite Educator Golden Apple Award.
- Selected as a Certified Trainer for ExploreLearning Gizmos math & science tech simulations.

Kirby Middle School

- Taught 7th & 8th grade Lifetime Wellness, Physical Education & Health.
- Coached boys' basketball: MIAA City championship, MIAA Semi-finalist, West TN regional finalist.
- Chairperson on SACS committee.
- Tutored athletes in after-school sessions.
- Co-sponsored and directed Field Day festivities.
- Facilitated and served as School Coordinator for Junior Achievement Program for classes at 7th & 8th grade levels. Served as liaison to Director of Junior Achievement and built rapport with community professionals who facilitated real life activities with students.
- Facilitated field trip to Court Clerk office & Court/ Justice system downtown Memphis.

Douglas Elementary School

- Lead teacher, 6th Grade; taught all core subjects.
- Awarded a grant for science in which I created a hands-on, in-class lab.
- Students entered and were published in anthology of poetry, R/LA.
- Co-sponsor of all-boys' 6th grade choir.
- Site-base council member.
- Facilitated, designed, edited, constructed, & marketed school yearbook.
- Facilitated school trip to Birmingham, AL, Atlanta, GA.
- Facilitated Graduation ceremony.

Emmanuel Episcopal Center (inner-city organization)

- Literacy & Science coordinator for after-school & Summer programs.
- Tutored middle & high school students for ACT prep exam.
- Planned & facilitated local & national college tours for middle & high school students.
- Developed & mentored middle & high school students through college prep program that created a bridge from middle, school to high school to college.



Personal Information

Name Kim Edward Bradley

License Number 000207696

Licenses & Endorsements

License Type Professional
Status Active
Endorsements 401 Elementary 1-8

Effective Date 07/01/2001
Expiration Date 08/31/2021
Previously Suspended No
Previously Revoked No

License Type Apprentice Teacher
Status Inactive - Superseded
Endorsements 401 Elementary 1-8

Effective Date
Expiration Date 08/31/2005
Previously Suspended No
Previously Revoked No

License Type Interim Type B
Status Inactive - Superseded
Endorsements 401 Elementary 1-8

Effective Date
Expiration Date 08/31/2000
Previously Suspended No
Previously Revoked No

License Type Alternative Type C
Status Inactive - Superseded
Endorsements 401 Elementary 1-8

Effective Date
Expiration Date 08/31/1998
Previously Suspended No
Previously Revoked No

2017-2018 Award Letter



SIEERA M SHAW

Mon 10/30, 2:05 PM

KIM E BRADLEY

👤 Reply all | v

Inbox



DEPARTMENT OF HUMAN RESOURCES

160 S. Hollywood St. • Memphis, TN 38112 • (901) 416-5304 • Fax (901) 416-5469 •
www.scsk12.org

OFFICE OF COMPENSATION

October 27, 2017

Dear Kim Bradley,

Thank you for being a top-performer in our District! Your commitment and dedication to our students is invaluable. Thanks to you, our students have met many milestones, and it is important for us to show our appreciation.

Performance increases will be added to your base salary. Additional bonus' will be paid as a stipend. A summary of your TEM bonus and stipend award is outlined below.

Current Annual Salary	\$64174.15
TEM 4 Performance Increase	\$1000
New Annual Salary	\$65174.15

STIPENDS

2017/2018 Total

\$65174.15

Details about the teacher compensation system can be found online at scsk12.org/investing/. If you have questions about your payment amounts, please contact scsk12.org/askhr/.

Your increase will be retroactive to the beginning of your 2017/2018 work year and made available in your November 3rd paycheck. Great performance deserves to be rewarded, and we thank you for your dedicated service.

Respectfully,

Office of Compensation



Shelby County Schools
partnering with
The West TN STEM Hub &
CRISTAL University of Memphis:



2014 STEM Teacher Training
Location: **East High School**
Dates: **June 16-20, 8:30 a.m.-3:00 p.m.**
Lunch on site 11:30-12:00
Selected 6th - 12th Grade Teachers

CRISTAL

Center for Research and
Innovation in STEM
Teaching and Learning

~ Agenda ~

Monday, June 16

➤ **Introductions**

- *Dr. Alfred Hall, Assistant Professor of Science Education, University of Memphis
Hub Director of the West TN STEM Hub*

➤ **Overview of the new CTE Programs of Study and State Standards**

- *Melissa Renshaw, SCS CTE STEM Advisor*

➤ **Implementing Project-Based Learning (PBL)**

Teachers will complete a PBL activity

- *Dr. Alfred Hall*

➤ **Site visit to see robotics in manufacturing**

Tuesday, June 17

➤ **CTE Safety Presentation and overview of CTSOs**

- *Keith Booker - CTE Engineering Teacher at East High School
STEM Lead Master Teacher - West TN STEM Hub*

➤ **PBL with robotics (VEX, Lego EV3, and NAO) - emphasis on coding**

- *Robert Stokes, President of Stokes Educational Services, served on the TN
Standards Development Team for 6th-8th grade STEM courses and the high
school Robotics & Automated Systems course*

Wednesday, June 18 - *facilitated by Robert Stokes*

- **Teachers present results from robotics problem**
- **PBL with Forensics**

Thursday, June 19 - *facilitated by Robert Stokes*

- **Teachers present results from Forensics**
- **PBL with Projectiles**

Friday, June 20

- **Teachers present results from Projectiles**
- **Standards Reflection**
- **Final wrap-up/announcements/survey**

Note: Upon completion of this training, teachers will receive state certification to teach any of the TN CTE STEM courses (excluding Project Lead the Way)

Final Details for STEM Training

Missy Renshaw [missy.renshaw@gmsdk12.org]

Sent: Friday, June 13, 2014 7:51 AM

To: BRIAN M GRAYER; MARC C LANE; PATRICIA A KILZER; CHRISTA N LASLEY; ROSHUNDA P CHERRY; **KIM E BRADLEY**; YOLONDALYN B MURRAY; LATISHA KING; EDWARD R CHARBONNET; JEANIE M WILLIAMS; JAY COTNER; TAHIRA GATHRIGHT; BRIAN ZELINSKI; REGINA D AZIZ; RITA R HAYSLETT; CAROLYN M JOYNER; KELLY MILLER; Jay Cotner [cotnerjay@gmail.com]; SANTITA WRIGHT; Kella Francis [kfrancis@discovermuse.org]; Kelly Miller [kelly.miller.2@vanderbilt.edu]; LATISHA KING; Carolyn Mason-Joyner [secmejpf2000@yahoo.ie]; yolon DALYN@gmail.com

Cc: Alfred Hall II [ahall1] [ahall1@memphis.edu]; Robert Stokes [rstokes@rstokeseducation.com]; RANDEL K BOOKER; CAROL M MILLER; WILLIS O NEELY; DEDRICK MCGHEE; LATOYA N PUGH; MARILYN P HILLIARD; KESHA C IVY; LISCHA T BROOKS

Attachments: SCS 2014 STEM Training Age-1.pdf (270 KB)

Good morning. I am looking forward to seeing you at the STEM new teacher training this Monday, June 16! Here are some final details:

- The training is June 16-20 from 8:30-3:00 at East High School in the Career Technology Center.
- Meet at East CTC in the Memphis Room by 8:30 Monday for our opening session at the Walnut Grove entrance, 3225 Walnut Grove Road, Memphis TN 38111. This is behind the main building of East High, so you will need to enter the back parking lot from Walnut Grove.
- We will caravan to Medtronic on Monday at 9:00.
- Dress is business casual.
- Lunch is provided every day, thanks to CRISTAL (Center for Research and Innovation in STEM Teaching and Learning) from the U of M.
- Please bring a flash drive or a laptop, if you would like to receive any of the curriculum and resources electronically.

About Medtronic Spine

Our Spine business is developing many of the new standards of care in spinal and musculoskeletal therapies. We collaborate with world-renowned surgeons, researchers, and innovative partners to offer a broad range of state-of-the-art products and technologies that return patients to normal active lives more quickly, and treat a variety of musculoskeletal, neurological, orthopedic, and spinal conditions.

What to Expect from the site visit

The site tour will focus on answering three questions regarding our business:

Key Question	Tour that will answer that question
What are our products and therapies?	Museum of Modern Spine Surgery
How are our products made?	Process Development Center
How do we innovate to improve patient outcomes?	Innovation Center

See you Monday.

Missy Renshaw

Missy Renshaw
Instructional Curriculum Coordinator, Grades 6-12
Germantown Municipal School District
6685 Poplar Ave. Suite 202
Germantown, TN 38138
Ph. 901.752.7900 Fax. 901.757.6479
missy.renshaw@gmsdk12.org

MONICA C SMITH

From: MELISSA H RENSHAW
Sent: Thursday, April 10, 2014 9:08 AM
To: DEDRIC MCGHEE; MONICA C SMITH
Cc: MICHELLE P EDWARDS; CLARK E KNIGHT
Subject: Re: Innovations and Inventions
Attachments: image001.jpg; image002.jpg; image003.png; Middle School POS[4].pdf

Good morning, Ms. Smith.

Pending state approval, there will be a STEM new teacher training at East High School June 16-20 from 8:00 a.m. - 3:00 p.m.

I expect the state to approve the training, so teachers who attend will be certified by the state department of education to teach any courses in the CTE STEM cluster (I attached the STEM courses for middle school). We are still finalizing the details, so I can update you as that unfolds. I have added John P. Freeman to my list.

If those dates conflict with a previous commitment, then the state also offers the training in Nashville July 7-11.

Here is a link to download the new STEM standards posted on the state website:

http://www.state.tn.us/education/cte/Career_Clusters/MSStanComp.shtml

Feel free to contact me with any questions.

Thank you,

Missy Renshaw



Melissa Renshaw
STEM Advisor
Shelby County Schools, Department of Career and Technical Education
Bond Building, Room 207
2930 Airways Boulevard
Memphis, TN 38116
901.416.8042
Fax: 901.416.7543
rensawmh@scsk12.org

From: DEDRIC MCGHEE <MCGHEED@scsk12.org>
Date: Friday, March 21, 2014 8:50 AM
To: MONICA C SMITH <SMITHMC@scsk12.org>, SCS User <rensawmh@scsk12.org>
Cc: MICHELLE P EDWARDS <EDWARDSMP@scsk12.org>, CLARK E KNIGHT <KNIGHTCE@scsk12.org>
Subject: Re: Innovations and Inventions

Ms Smith,

Missy Renshaw has been copied on this email. She is apart of the committee that arranges the training. I will also follow up with her for additional information.

Thanks

Certificate of Completion

This certificate is awarded to

Kim Ed Bradley

For successful completion of

CS Discoveries

Consisting of 8 hours of in-person PD

March 2, 2019



www.code.org

Hadji Pateri

Head of CS
Co-founder and Chief Executive Officer, Code.org

Rubin Adams

Teacher



Certificate of Completion

This certificate is awarded to

Kim Ed Bradley

For successful completion of

CS Discoveries

Consisting of **8** hours of in-person PD

January 12, 2019



www.code.org

Had Paturi

Had Paturi
Co-founder and Chief Executive Officer, Code.org

Kathin Adams

Jessa

Facilitator



Certificate of Completion

This certificate is awarded to

Ed Bradley

For successful completion of

CS Discoveries

Consisting of 8 hours of in-person PD

October 27, 2018

For



www.code.org

Hadzi Prosen

Head of Program
Curriculum and Instructional Design, Code.org

Rubin Adams

Joyce

Teacher



Certificate of Completion

This certificate is awarded to

Kim Edward Bradley

For successful completion of

CS Discoveries

Consisting of 8 hours of in-person PD

September 8, 2018



www.code.org

Had Paturi

Had Paturi
Co-founder and Chief Executive Officer, Code.org

Rabbi Adams

Joyce

Teacher



Certificate of Completion

This certificate is awarded to

Kim Ed Bradley

For successful completion of

CS Discoveries

Consisting of 33 hours of in-person PD

July 9, 2018 - July 13, 2018

Issued



www.code.org

Hadi Partovi

Head Teacher

California State Office of Education, Office of Code.org

Larita Williams

Joyce

Facilitator



Name: Kim Bradley
Employee ID: 32703
Site: Zone 5, Corvina Middle School
Demographic: Instructional
 Instructional Teacher
 Instructional Teacher - Classroom Teacher-Vocational
Print Date: 04/01/2019

#	Course #	Course Title	Section #	Section Title	Start Date	End Date	Completion Date	Certificate #	Enrollment Status	Hours
1.	1228	3D Printing Student Success	2028		01/11/2018	01/31/2018	03/04/2018	0128200	Completed	1.5 Hours
2.	1233	Exploring the ICIV Platform - FOR ICTE FACSDIG Instructors ONLY	2030		01/06/2018	01/30/2018	02/12/2018	202040	Completed	2.0 Hours
3.	1280	From the School, From the Ground Up!	2183		01/03/2018	01/23/2018	03/19/2018	2180340	Completed	4.0 Hours
4.	1090	January 2019 Skills College, Career, and Technical Education	2088		01/03/2018	01/03/2018	01/09/2018	0102270	Completed	6.0 Hours
5.	1003	RTI Screening for Written Expression-School Based Training	2033		12/03/2018	12/03/2018	12/07/2018	2180730	Completed	1.0 Hours
6.	1002	HOODS STEM Review	2009		10/04/2018	10/04/2018	10/05/2018	0100940	Completed	1.5 Hours
7.	1020	Genes LMS Training for Teachers	2000		06/16/2018	06/19/2018	06/21/2018	0051200	Completed	2.0 Hours

8.	15132	Canvas LMS Training for Teachers	20258		08/18/2018	08/18/2018	08/21/2018	22852716	Completed	2.0 Hours
9.	15452	August 2018 OLS - 6-12 Science	25252		08/01/2018	08/01/2018	08/02/2018	11382620	Completed	7.5 Hours
10.	14602	Science OLS August 1, 2017	17911		08/01/2017	08/01/2017	08/08/2017	30542625	Completed	7.0 Hours

Total:										
OLS	Hours									

MENTHIA P. BRADLEY, Ph.D.
Chief Operating Officer, Harmony Network CMO

PO Box 446
Cordova, TN 38088
menthia.bradley@mbaexecutives.org
(901) 343-3973

OVERVIEW

Dr. Bradley has been with Harmony Schools Network since the first year of its inception. She began as the Memphis Business Academy Middle School Principal in 2005. She has helped manage growth from 1 to 6 schools, 68-1,440 students, 6 to 172 employees, sixth grade only to grades PreK-12, 0% to 25% Hispanic population, and from one rented hallway to owning four buildings, including two gyms.

Currently, she is involved in obtaining facilities and operational funding for expansion, garnering \$10 million in New Market Tax Credit support.

EDUCATION

Graduated from all universities with "Summa cum Laude" honor distinctions.
Received full scholarships and stipends to all universities attended.

LOUISIANA STATE UNIVERSITY, Baton Rouge, LA 2006
Doctor of Philosophy, Educational Leadership
Recipient, Huel Perkins Fellowship

Dissertation: Say it Loud! I'm Black and I'm Proud! A Study of Successful Black Female Students Educated in an Urban Middle School
American Educational Research Association Dissertation of the Year
Division G: Social Contexts in Education
https://digitalcommons.lsu.edu/gradschool_dissertations/629/

UNIVERSITY OF NEW ORLEANS, New Orleans, LA 1998
Masters of Education, Educational Administration
Recipient, Ernest J. Chachere Fellowship

DILLARD UNIVERSITY, New Orleans, LA 1996
Bachelor of Arts, Elementary and Middle School Education
Minor: English
Recipient, Dillard University Presidential Scholarship

PROFESSIONAL LICENSURE

Tennessee State Department of Education

Certification ID: 000263311

Grades: K-8

Endorsements: 480 Beg Adm PreK-12-A, 402 Elementary K-8

Highly Qualified K-8, All subject areas except art and music

PROFESSIONAL EXPERIENCE

MEMPHIS BUSINESS ACADEMY CHARTER SCHOOLS 2005-Present

Chief Operating Officer

Served as Principal of the Middle and High School, Promoted to Director of Education, Promoted to COO

PEARSON EDUCATIONAL SYSTEMS 2008-2010

National Test Consultant

Internet Articles About Dr. Bradley and work at Memphis Business Academy

Video Interview

https://www.youtube.com/watch?v=-O_cgulBmco

MBA approval to open two schools, the only network approved on round one

<https://www.chalkbeat.org/posts/tn/2016/06/21/two-memphis-charter-schools-get-the-green-light-to-open-and-8-are-turned-away-for-now/>

<http://archive.commercialappeal.com/news/schools/memphis-business-academy-approved-for-charter-school-expansion-365cf46c-3242-7838-e053-0100007fcb0-384781011.html/>

Federal Express support of MBA

<http://about.van.fedex.com/blog/standardized-test-scores-rise-memphis-based-middle-students-celebrate/>

Partnership with Memphis Music Initiative

<http://memphismusicinitiative.org/the-view-from-here-school-administrator/>

Creative penalty for student misconduct - end compromise "Mom-Prom" Students had to bring their parent or guardian to prom with them

<http://wreg.com/2015/04/23/no-prom-is-punishment-for-after-school-brawl/>

Women of Excellence Award

<https://legiscan.com/TN/text/HJR0485/2013>

Children's Sign Language at Maryview School for the Deaf, first sign language book published in Malawi

<https://www.amazon.com/Menthia-P.-Clark/e/B001JO7GLW>

<https://core.ac.uk/download/pdf/14519619.pdf>

Chapter in "From Oppression to Grace"

https://books.google.com/books?id=-2LULJ6JO_JC&pg=PA13&lpg=PA13&dq=menthia+clark+from+oppression+to+grace&source=bl&ots=YLms8W7cNI&sig=z9ZtabfpRXqgFrVJ-0RAvKee-Ek&hl=en&sa=X&ved=0ahUKEwjTm_bjglvZAhVsyoMKHXelABkQ6AEIKzAB#v=onepage&q=menthia%20clark%20from%20oppression%20to%20grace&f=false

Taking Back Our Neighborhoods Feature

<http://www.kfvs12.com/story/11927742/taking-back-our-neighborhoods-memphis-business-academy?clienttype=printable>

HONORS AND AWARDS

Facing History and Ourselves, Connecting Communities of Courage Summit Task Force
- National School Climate Center, 2018

Women of Excellence Recognition, Greater Metro Memphis, 2013



Personal Information

Name Merithia Patrice Bradley

License Number 000263311

Licenses & Endorsements

License Type Beginning Administrator

Effective Date 10/31/2005

Status Inactive - Superseded

Expiration Date 08/31/2015

Endorsements 480 Beg Adm PreK-12-A

Previously Suspended No

Previously Revoked No

License Type Professional Administrator

Effective Date 07/14/2014

Status Active

Expiration Date 08/31/2022

Endorsements 463 Prof Admin PreK-12

Previously Suspended No

Previously Revoked No

License Type Out of State Teacher

Effective Date 07/28/2005

Status Active

Expiration Date 08/31/2020

Endorsements 402 Elementary K-8

Previously Suspended No

Previously Revoked No

TEM Certification Notice

Inbox

KIMBERLY M JEFFERSON <LEWISK@scsk12.org>

Fri, Feb 1,
4:51 PM

to me, AISHA

Colleague,

Congratulations! This email is to inform you that you have successfully passed your 2018-19 TEM Certification calibration event.

An email with details on how to access your 2018-19 TEM Certification certificate is forthcoming.

Thank You,

Kimberly Jefferson

Advisor , Human Resources

Employee Performance and Support - Instructional

Shelby County Schools

901-416-2475

Need TEM and TEAM data? It is located on the TNCcompass website. [Click here for the TNCcompass website.](#)

Need observation support? Enter a support request: [Click here for the Evaluation Help Desk](#)

Shelby County Schools offers educational & employment opportunities without regard to race, color, national origin, religion, sex, creed, age, or disability. **CONFIDENTIALITY NOTICE:** This electronic mail transmission may contain information that is confidential, privileged, proprietary, or otherwise legally exempt from disclosure. If you are not the intended recipient, you are hereby notified that you are not authorized to read, print, retain, copy or disseminate this message, any part of it, or any attachments. If you have received this message in error, please delete this message and any attachments from your system without reading the content and notify the sender immediately of the inadvertent transmission. There is no intent on the part of the sender to waive any privilege that may attach to this communication.

Certificate of Completion

This certificate is awarded to

Menthia Bradley

For successful completion of

CS Discoveries

Consisting of 8 hours of in-person PD

March 2, 2019

at



www.minda.org

Hadi Pholvi

Hadi Pholvi
Co-founder and Chief Executive Officer, Cambridge

Robin Adams

Joyce

Co-Director



Certificate of Completion

This certificate is awarded to

Mentha Bradley

For successful completion of

CS Discoveries

Consisting of 8 hours of in-person PD

January 12, 2019

Date



www.code.org

Had Foston

Had Foston
Co-founder and Chief Executive Officer, Code.org

Rubin Adams
Joyce Perdue

Facilitator



Certificate of Completion

This certificate is awarded to

Menthia Bradley

For successful completion of

CS Discoveries

Consisting of 8 hours of in-person PD

October 27, 2018

for



www.ccsdis.org

Hadi Fathi

Hadi Fathi
California State Office of Education - Office of Learning

Robin Adams

Josee

California



Certificate of Completion

This certificate is awarded to

Menthia Bradley

For successful completion of

CS Discoveries

Consisting of 8 hours of in-person PD

September 8, 2018

for



www.ccsdis.org

Hadi Partovi

Head Trainer,
Certification and Credentialing Office, Ccsdis.org

Robin Adams

Joyce

Instructor



Certificate of Completion

This certificate is awarded to

Mentha Bradley

For successful completion of

CS Discoveries

Consisting of 33.5 hours of in-person PD

July 9, 2018 - July 13, 2018

Date



www.code.org

Hadi Partovi

Head Partner,
Co-Founder and Chief Executive Officer, Code.org

Lavita Williams
Joyce Perdue

Facilitators





Memphis
Child Advocacy
Center

Certificate of Training

This certifies that

Meritha Bradley

attended the 2 hour

Stewards of Children™

child sexual abuse prevention and response training for adults.

Open Enrollment

Memphis, TN

March 7, 2018

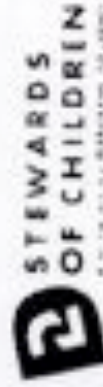
Kelita Cooley

Kelita Cooley

Prevention Specialist

Memphis Child Advocacy Center

www.MemphisCAC.org



This program is approved for 2 contact hours of continuing education by:
The National Association of Social Workers (Provider ID #006450319-21864)
The National Association of Social Workers - TN Chapter (#NASWTN2018-0002)
The Tennessee P.O.S.T. Commission (Assigned Course #18-271)

This continuing nursing education activity was approved by the Ohio Nurses Association (OEN-001-91), an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Approval valid through August 5, 2019. Assigned CMA # 20946.



Tennessee Charter School Center

This certificate declares that

Menthia Bradley

has successfully completed 2 hours of Professional Development
sponsored by the Tennessee Charter School Center

TCSC Community Practice Session

on December 5, 2018

A handwritten signature in black ink, appearing to read "Marceia L. Ashe".

Marceia L. Ashe, Director of
Quality School Initiatives

A handwritten signature in black ink, appearing to read "Maya Bugg".

Maya Bugg, Chief Executive Officer

Encore STEM Academy



Attachment I

Employee Manual Personnel Policies



**Encore STEM Academy
Founding Staff Handbook
Orange Mound, TN
2020-2021**

Welcome to Encore STEM Academy!

We are so pleased that you chose to provide a world-class award-winning educational experience to the Techies in the Historic Orange Mound Community of Memphis, TN.

This aloe vera plant is a welcome gift from Encore STEM Academy. This plant symbolizes our Core Value of Environmental Stewardship, and the significance of the strength this plant possesses. Just as this plant will continue to grow, you are vital, important, and essential to the growth and development of students.

Outstanding School Culture is our Core Value that encompasses a place where teachers can enjoy working, growing, and learning as well as students. When you thrive, we all thrive. This Employee manual is a guide to how the Founding Team will best thrive in a safe, productive environment to increase academic and STEM achievement for our students and to enjoy a work environment that increases your capacity as an educator and staff member. In this handbook, you will become more familiar with policies and procedures, important dates, and school practices that make our workplace unique so that we can all experience success.

ESA validates the unique identities of teachers, students, and stakeholders. During Teacher Orientation, we will discuss incentives that you uniquely prefer to celebrate. This may include: Dress Down, Birthdays, Group Outings, and Catered Meals.

After reading this manual, if you have any additional questions please feel free to contact us. After you complete your review, there is a Handbook Agreement Form to sign and we will add it to your employee file.

We are looking forward to an amazing school year as we Explore New Concepts of Rigor & Excellence.

K. Edward Bradley, Executive Director

Encore STEM Academy

And

Encore STEM Academy Board of Directors

Encore STEM Academy Home of the Techies

Exploring New Concepts of Rigor & Excellence

Core Values:

Equity, Neighborhood & Community,
21st Century Core Competencies, Outstanding School Culture,
Rigorous Curriculum, Environmental Stewardship

Encore STEM Academy's Mission
is to provide elementary students in the
Orange Mound Community
with 21st Century Core Competencies
of Critical Thinking, Collaboration, Creativity, and Communication
for high academic achievement.

Encore STEM Academy's Vision
is to produce high achieving scholars equipped with
21st Century Core Competencies attained by a
rigorous STEM curriculum
who create real-world solutions with success
in Middle School, High School, College, and Careers.

Encore STEM Academy's School Colors
are orange and purple
Orange to symbolize the Historic Orange Mound community
Purple to symbolize the royalty of the students,
families, and staff we serve.

ENCORE STEM ACADEMY CREED

LAM Encore STEM Academy!

I am a critical thinker who communicates effectively and collaborates with my fellow Techies to successfully create real world solutions that change the world!

LAM Encore STEM Academy!

I am an advanced academic achiever, lifelong learner, and savvy scholar who uses STEM and Computer Science to benefit society with infinite possibilities!

LAM Encore STEM Academy!

I am an environmental steward and I respect nature, plants, animals, and the environment!

LAM Encore STEM Academy!

I am an outstanding citizen and I make decisions that positively impact myself, my fellow Techies, my family, the Historic Orange Mound Community, my nation, and my world!

WE ARE Encore STEM Academy!

We ARE Exploring New Concepts of Rigor and Excellence!

Encore STEM Academy (ESA) EMPLOYMENT POLICIES

ESA is an equal opportunity employer and will not discriminate based on many factors, including race, religion, color, national origin, age, sex, disability, or any other categories protected by federal, state, or local law. This policy applies to recruitment, hiring, training, promotion, and all other conditions of employment such as compensation, benefits, layoffs and reinstatements, training, and disciplinary measures. Decisions regarding employment and promotion will be based solely only upon valid job-related factors.

If you have questions or concerns about discrimination in the workplace, you are encouraged to bring these issues to the attention of the Executive Director without fear of retaliation. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

EMPLOYEES WITH DISABILITIES

ESA is firmly committed to complying with the Americans with Disabilities Act (ADA) and other federal and state legislation designed to ensure equal employment opportunities to persons with disabilities. ESA prohibits discrimination based on disability in all employment practices or terms, conditions, and privileges of employment. Consistent with this policy and applicable law, ESA will make reasonable accommodation to the known physical or mental limitations of qualified applicants or employees, unless to do so would cause an undue hardship on the operation of the organization.

RELIGIOUS ACCOMMODATIONS

ESA will make reasonable efforts to accommodate the religious practices of our Employees. Whenever an Employee requests accommodation, ESA will consider such possibilities as time off or change in job assignment. We will not make any accommodation that would create an undue hardship on the operations of ESA. We will determine whether a requested accommodation would create an undue hardship, on a case by case basis.

WORKING ENVIRONMENT

Your wellness is essential to students' growth and academic achievement. As such, we will provide all accommodations to collaboratively create a working environment where you will thrive. ESA strives to maintain working conditions which afford all employees protection from injury or dangerous situations while ensuring the orderly and efficient performance of duties, but this is a concerted effort. Visitors must show their state-issued identification prior to entering, which will be evaluated through Raptor Technology. The results may deem him/her unable to enter the premises. We have also developed a Safety and Security Plan to review protocols and procedures for drills, intruders, and general prevention of school violence. It is in the interest of all employees that we will make ESA a safe place in which to work. Employees are expected to work safely, observe safety regulations, and report unsafe conditions.

ATTIRE

ESA employees are expected to wear business attire, like the students we serve, daily. This includes no denim (jean pants, jackets, shirts), t-shirts, tennis shoes, or sleeveless attire.

On days when we are "dressing casually," the following clothing items will not be allowed: Jeans with holes, t-shirts with messages (unless it is a college shirt, Encore STEM Academy, or other approved messaging), leggings, sweatpants, excessively tight or revealing clothing (discretion is key), beachwear, flip-flops, or any other clothing that is hazardous or distracting to an educational environment.

PERSONAL CONDUCT

ESA seeks to maintain orderly operations and requires that employees maintain proper standards of personal conduct. These rules are necessary to protect ESA and our employees, as well as provide a high quality of service to children and families. While every situation cannot be anticipated, the following regulations specify impermissible conduct which may result in disciplinary action including immediate termination. In all instances, Management will determine the appropriate discipline to be imposed.

Commission of any of the following or similar acts is considered serious and provides grounds for disciplinary action, which may include dismissal. Without limiting ESA's right to discharge an employee at any time, with or without cause, the following acts of misconduct are provided as nonexclusive examples of unacceptable activity:

1. Supplying false or misleading information when applying for employment, or at any time during your employment.
2. Altering, destroying, willfully misplacing, discarding or falsifying ESA records. Failure to maintain any privilege and the confidentiality of information of ESA, including but not limited to, documents, reports, records, files, correspondence and communications, under FERPA law.
3. Theft or unlawful possession of stolen, lost or mislaid property of ESA or its employees. Destruction or defacing of property of ESA or fellow employees. Theft or unauthorized removal of machinery, tools, equipment, records, or other property of the property of employees, customers, or visitors.
4. The possession of weapons, firearms or ammunition on school property.
5. Engaging in any unethical conduct and/or Committing illegal, immoral or indecent conduct, soliciting persons for these purposes, or aiding immoral conduct.
6. Refusal or failure to perform assigned work, to follow a supervisor's instructions, or any act of insubordination. Failing to give a high degree of service
7. Engaging in discourteous conduct, using abusive language, rudeness, or similar acts. Fighting on school property or in connection with circumstances out of work.
8. Deliberately or through gross negligence causing injury to another person.
9. Gambling on school property.

10. Soliciting or receiving cash, gifts, special accommodations, favors or other gratuities related to employment.
11. Excessive tardiness, failure to report to your supervisor, or absence from work without proper permission or notification is prohibited.
12. Uttering, publishing, or distributing false, vicious, or malicious statements concerning ESA or any of its employees, students, or stakeholders.
13. Excessive personal telephone calls/texts/use of cell phone during work hours.
14. Violation of ESA's sexual harassment rules.
15. Sleeping on the job, loitering or wasting time while on the job.
16. Unreasonably leaving children unattended.
17. Violation of any policies or procedures contained in this Employee Handbook.

SEXUAL HARASSMENT

Sexual harassment as well as gender-based discrimination is illegal and not tolerated. ESA strives to foster a work environment free of sexual harassment, gender-based discrimination, intimidation and insult. ESA prohibits any employee from making unwelcome and unsolicited sexual advances, unwelcome, offensive or inappropriate comments regarding an employee's gender or engaging in other verbal or physical conduct of a sexual or gender-offensive nature, when an individual's submission to that conduct is made explicitly or implicitly a term or condition of that individual's employment, or when that conduct creates an intimidating, hostile, or offensive working environment. Every staff member must be assured that (s)he is working in an environment that is free from unwanted and unwelcome harassment and discrimination.

All employees are strictly prohibited from sexually harassing or making improper advances toward other employees or harassing other employees as a result of their gender. Sexual harassment includes unwelcome or unsolicited verbal, physical or sexual conduct, that is made a term or condition of employment, or is used as the basis of employment or advancement decisions. Sexual harassment also includes conduct that has the purpose or effect of unreasonably interfering with work or creating an intimidating, hostile or offensive work environment.

Sexual harassment includes but is not necessarily limited to:

- Sexual advances, and requests or demands for sexual favors.
- Verbal abuse, kidding, or physical contact that is sexually oriented and considered unacceptable by the target of the abuse.
- Sexually oriented conduct that interferes with another's work performance.
- Sexually oriented conversations or activities that create a work environment that is intimidating, hostile or offensive to any staff member.
- Verbal abuse, kidding, jokes, remarks or comments that intimidate, ridicule, and maliciously demean the status of an individual's gender.

Any person who believes that (s)/he is the victim of any type of discriminatory conduct, including sexual harassment, should bring that conduct to the immediate attention of the Executive Director. ESA will conduct a prompt and thorough investigation of all the circumstances surrounding the alleged incident in a confidential nature. If the investigation discloses that an individual has committed an act of discrimination, that individual will be subject to appropriate disciplinary action, up to and including termination. Retaliation in any form against an employee who complains of discrimination or harassment is strictly prohibited and will result in appropriate disciplinary action. Any supervisory employee to whom an employee brings a complaint of sexual harassment but who fails to take appropriate action to resolve it will also be disciplined.

FRATERNIZATION

ESA does not allow employee fraternization, as it may severely interfere with the professional working environment. Individuals who initiate or develop romantic relationships with fellow employees while both currently employed are subject to disciplinary actions, up to termination. If a supervisor should become romantically involved with an employee, the supervisor will be discharged. Any other personal relationship between employees which adversely affects performance may likewise result in termination. This policy shall be enforced uniformly against all employees, without regard to any discriminatory criteria.

DRUG-AND SMOKE FREE WORKPLACE

Encore STEM Academy provides a safe and drug-free work environment for our students and our employees. Smoking is not allowed on school grounds or at any ESA event. Smoking is not allowed off-campus in the general presence of ESA Techies, such as on field trips or other school activities. We prohibit:

- The use, possession, solicitation for, or sale of narcotics or other illegal drugs, alcohol, or prescription medication without a prescription on school premises or while performing a work assignment.
- Being impaired or under the influence of legal or illegal drugs or alcohol away from the ESA premises, if such impairment or influence adversely affects the employee's work performance, the safety of the employee or of others, or puts at risk ESA's reputation.
- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from ESA's premises, if such activity or involvement adversely affects the employee's work performance, the safety of the employee or of others, or puts at risk ESA's reputation.
- The presence of any detectable amount of prohibited substances in the employee's system while at work, while on the premises of ESA, or while on ESA business. "Prohibited substances" include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription given to the employee.

SOLICITATION

The conducting of non-school related business, such as canvassing, collecting money, pledges, circulation of petitions, political campaigning, solicitation of memberships, or any other similar types of activity is not permitted. The distribution of non-school related literature, mass/group emails, or communications regarding non-school matters (and not approved) such as leaflets, items for sale, or other written materials by an employee is not permitted. This policy is particularly cogent for during work time, or at any time in working areas. School-related solicitation, such as school sponsored fundraisers, is permissible. Responding to staff emails from the Executive Director or school leadership en masse is not allowed, unless requested by the leadership member.

PERSONNEL MATTERS

EMPLOYEE CONTRACTS

Contracts of employment may be changed, altered or amended. All employees have fixed terms of employment. No employment contract will exceed one (1) year. Employment beyond the contract period may not be assumed. Employees should always be aware that you are employed by ESA, your employment is at-will. Just as employees can terminate their employment at any time, ESA retains the right to terminate employees at any time, with or without cause.

OUTSIDE EMPLOYMENT

Employees are permitted to engage in outside employment, only if such employment in no way interferes with the employee's duties at ESA. Employment with ESA shall be deemed primary. In addition, individuals may not engage in any business or profession that would in any manner compete with a similar business or profession over which the employee would have supervision, inspection, or purchasing authority with ESA, since that would create a conflict of interest.

Employees whose outside employment is in violation of ESA's policy and may be subject to corrective action. In addition, if it should conflict directly or indirectly with ESA's mission, the employee will be asked to decide as to whether to continue his/her employment with ESA to maintain his/her outside employment. Employees who are NOT in compliance with ESA's policy on Outside Employment may be subject to termination.

EMPLOYEE DISCIPLINE

ESA expects employees to comply with its policies and standards of behavior and performance. Noncompliance with policies and standards of behavior or performance, including poor performance, may result in disciplinary action, including, but not limited to: formal documented meeting, verbal warnings, written warnings, suspension, and termination. The need for

discipline and the type of discipline will be determined by ESA. The Executive Director will address disciplinary matters promptly and consistently, with proper documentation and take all the known facts into consideration. The need for discipline and the type of discipline will be determined by the outcome of the supervisor's investigation. A person who is discharged for cause may be discharged immediately.

YEAR END PROCEDURES

At the end of employment or at the end of each school year, ESA employees will be provided with a check-out process which include organization of classroom/workspace, return of supplies, curriculum materials, keys, laptops, etc. The check-out process must be properly completed before the employee will receive the final check/direct deposit for that academic or fiscal year.

AT WILL EMPLOYMENT

All employees at ESA are employees at-will. Upon termination or departure, an employee is expected to do the following:

1. Return all properties of ESA (i.e. credit cards, computers, laptops, keys, manuals, software, or any other school-related property in employee's possession).
2. Settle all accounting of any cash funds in the employee's possession.
3. Provide payment of any outstanding bill.

Failure to return the property of ESA will result in charges or delay of the employee's final payroll check.

RESIGNATION

In the event of resignation, an employee is required to give ESA two weeks' notice. Upon resignation, an employee can be required to end employment at once or at any time prior to the expiration of the two weeks' notice.

COMPENSATION

ESA maintains bi-monthly pay periods. Paychecks will generally be distributed on the 15th and 30th day of the month. If the payday occurs on a holiday or weekend, checks will be distributed on the previous working day, if possible. 10-months employees' annual salaries will be evenly divided across 24 pay periods, in accordance with ESA's regular 12-months payroll practices. If an employee resigns prior to the end of the school year, (s)he will not receive any additional pay. All compensation provided is subject to applicable payroll taxes and withholdings in accordance with federal, state and local laws. All appropriate wage and payroll deductions shall be taken out of each paycheck as required by law.

Deductions from each employee's gross pay are two types: mandatory and voluntary. Mandatory deductions are those required to be made by ESA under the law, court order, or other legally compelling influence on a payroll. Such deductions include state and federal

income tax withholdings, retirement, social security taxes, levies and garnishments. Mandatory deductions in accordance with applicable legal requirements will be made automatically by ESA. However, for such mandatory deductions as state and federal income taxes where ESA must rely on information provided by an employee, it is the sole responsibility of the employee to provide accurate information within legal limitations. Voluntary deductions will not be made without the employee's written request or authorization.

The payment of compensation or any installment thereof under the terms of this contract shall cease upon the discharge, death, or resignation of any Employee prior to the close of the scholastic year. Such payments shall also cease from the date of suspension of any Employee under the provisions of this contract, unless otherwise ordered by the Board.

GARNISHMENT AND TAX LIENS

Upon receipt of a lawful order from a court of competent jurisdiction, ESA is required to assess the amount prescribed in that order against the wages or salary of the employee named in the garnishment or tax lien proceedings. Upon receipt of garnishment orders, ESA will notify the employee of receipt of the garnishment order and forward it to the paying agent for processing.

ABSENCES

ESA employees are expected to be punctual. All employees are expected to be in their assigned work area and prepared to work no later than the designated agreed time agreed. Upon arrival and departure each day, all employees must sign-in and sign-out. Documentation of employee hours and absences are essential for correct payroll records, potential audits, and legal documentation. If you are unable to report for work, will be late arriving, or have to leave early, notify the Principal or Executive Director immediately so that alternative plans can be made.

Regular attendance is required for all employees. An investigation of all the circumstances surrounding excessive absences and/or tardiness will be performed by the Executive Director and can result in consequences including mandatory meeting, documentation in file, suspension, and up to termination.

HOLIDAYS

ESA is subject to the Shelby County Schools' calendar for holidays. All full-time employees will receive holiday or any day(s) of exemption (i.e., spring break, etc.) pay, provided the following conditions are satisfied:

1. Work a full day on the employee's last scheduled work day prior to the paid holiday or day(s) of exemption.

2. Work a full day on the employee's first scheduled work day following the holiday or day(s) of exemption.

3. Should the employee be unable to work either of these two days because of illness, proof of illness will be required in order to qualify for the paid holiday or day(s) of exemption.

PAID TIME OFF

Full time employees at ESA will receive seven (7) Paid Time Off days, to be accrued at a rate of 1.0 day from August through February.

Part-time, temporary, and contracted employees are not eligible for paid time off days.

The first two weeks of school, the last two weeks of school, and testing periods are considered "blackout dates." During these times, absences are excusable in the case of illness, which must be documented with a doctor note after two consecutive days - on the third day, a child's graduation or school event, or an emergency.

BEREAVEMENT, MILITARY, OR JURY DUTY

Leave for bereavement, military, or jury duty are not deducted from employee's PTO accrual if documentation is submitted. ESA will provide 3 days of paid bereavement leave above and beyond PTO time in case of death of an immediate family member, and on a case by case basis. Requests for additional bereavement time in addition to this period should be submitted in writing to the Executive Director. The duration of leave for military and jury duty will be determined by the employee's notification from the official agency.

SHORT TERM LEAVE FOR ILLNESS, INJURY, OR MATERNITY LEAVE

ESA does not provide paid leave beyond an employee's PTO time, but short-term disability can compensate the employee during extended leave due to illness, injury, or maternity. This extended leave must be requested in writing as far in advance as possible. Maternity leave of up to six (6) consecutive calendar weeks will be granted upon written request. This six week leave period cannot be extended by holidays. ESA does not provide paid leave for this six week period, but optional short-term disability can compensate the employee during this period.

VOTING

Employees are expected to take advantage of early voting opportunities whenever possible in order to avoid absences from work. If early voting is not possible and if an employee's work schedule would prevent him/her from voting on election day, ESA will give such employee up to two hours of time off with pay to vote. The employee must give ESA at least two days' advance

notice that he will need time off to vote on an election day. ESA may require employees to take voting time at the beginning or end of the workday.

COMPUTER USAGE, INTERNET, and EMAIL COMMUNICATION

ESA has established the following regulations to govern employee use of the computers, email, and the Internet.

1. The ESA's computer system and any passwords assigned to employees to enable them to obtain Internet access are and remain the property of the school.
2. Employees may not use Internet access for personal purposes, including:
 - a. Accessing web sites for personal reasons or engaging in chat groups.
 - b. Use of the Internet for unlawful or malicious activities.
 - c. Use of abusive or objectionable language in messages.
 - d. Misrepresentation of oneself or inappropriate representation of the school.
 - e. Activities that cause failure of networks and systems.
 - f. Display or access of sexually explicit images, messages, or cartoons.
 - g. Accessing or display of ethnic slurs, racial epithets, or anything that may be construed as harassment based on their race, national origin, sex, sexual orientation, age, disability, or religious or political beliefs is prohibited. ESA's nondiscrimination policy extends to Internet use.
3. ESA reserves the right to access, review, copy, delete, and disclose all activities of all users of ESA's computer systems or ESA's network, regardless of whether such users are authorized to use such systems or network for any purposes.
4. Employees MAY NOT send group emails or forwards to their colleagues, without prior approval of a member of leadership. This is only for unreasonable situations, in place to protect from non-academic miscommunication.
5. Be aware that every outgoing communication represents ESA and can be read by millions of people, including news outlets, donors, parents, students, etc. E-mail may not be used in a way that is disruptive, offensive to others, or harmful to morale. All e-mail messages should be businesslike and professional in tone and content.
6. Be aware of and respect all copyright and licensing agreements. Do not forward anyone's messages without permission.
7. Be mindful of the economical and appropriate use of ESA resources. Do not obtain any information or subscribe to any service that requires that a fee be paid without obtaining authorization from the ESA.
8. ESA's e-mail system, and all messages created, sent or received using the system, are and remain the property of ESA. They are not the private or personal property of any employee.

9. The electronic mail system may not be used to solicit or proselytize for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations. ESA's non-solicitation policy extends to e-mail communications.

10. ESA maintains its e-mail system to assist in the conduct of its business. The use of the e-mail system is reserved solely for business purposes. It may not be used for personal business.

11. The e-mail system shall not be used to send or receive copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.

12. ESA reserves the right to access, review and disclose all messages sent over its electronic mail system. Employees should be aware that even deleted e-mail messages can and will be accessed and reviewed by ESA. The confidentiality of any message should not be assumed. Furthermore, the use of passwords does not guarantee confidentiality. All passwords must be disclosed to ESA or they are invalid and cannot be used.

13. Email messages should be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any e-mail messages that are not sent to them without the specific permission of an ESA leadership member.

14. Use caution when posting any information school event to any online site, blog, or other form of social media. Students' images and likenesses may NOT be posted on personal social media outlets. Do not post any information about students even in general terms. Do not post information about fellow employees without their approval.

15. Staff will be financially responsible for laptops or other equipment that suffers damage outside of normal use and/or loss.

Any employee who uses the Internet, computer, or email for improper purposes shall be subject to discipline, up to and including discharge.

ESA PUBLICITY

No employee, faculty or staff member is authorized to speak on behalf of ESA to any media outlet or in a public forum without prior authorization from the Executive Director.

EMPLOYEE-STUDENT RELATIONSHIPS

ESA encourages personable relationships on a "professional" level between its employees, faculty, staff and students. The learning environment is enhanced when students feel that employees, faculty and/or staff members are approachable and ready to help with their individual educational needs.

However, for the protection of ESA, its employees and students, all employees, faculty and staff members should avoid contact and/or relationships with students for any reason unrelated to the curriculum process or educational purposes of ESA. To avoid the potential for creating problems within the ESA community and mitigate the potential exposure, all employees, faculty and staff members should strive to:

1. limit one-on-one contact with a student outside the learning environment;
2. avoid purely personal communications (phone calls, e-mails, text messages, etc.) and/or questionable situations where the faculty or staff member's integrity and/or reputation may be compromised;
3. not schedule a private meeting with an individual student off campus.

PROTECTING CHILDREN AND REPORTING

School personnel are Mandated Reporters of suspected abuse and/or neglect. Mandated Reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed—physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." Once a teacher or staff member becomes aware that a child may be the victim of abuse or neglect, (s)he must notify the Principal. After reporting the necessary information, employees must fill out an internal child abuse/neglect incident report to be used by state officials as part of an investigation.

Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent "creates a substantial risk of physical injury" by shaking, throwing, choking, smothering, or pushing the child into fixed objects. When reporting physical abuse, it is also important to document the presence of any injuries, as a report may not be taken unless evidence of harm exists.

Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food, clothing shelter, or medical treatment," or when an adult "provides inadequate supervision of a child."

Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual contact, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse must be handled sensitively. Take very careful notes, writing their words verbatim as much as possible. Refer the child immediately to the Principal.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A Mandated Reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information is also a misdemeanor.

ESA BOARD MEETINGS and MEMBERS

Encore STEM Academy invites you to participate in Board Meetings which will be held on the following dates: (Dates will be listed here.) All meetings are open to the public. Agendas and dates are posted on the website: www.encorestemacademy.org

If you need to contact a Board Member for any reason, their contact information and particular area of support is listed below: [They will receive an Encore STEM Academy email after charter approval.] Encore STEM Academy Board Members

Name and Contact Information	Employer	School Support
Kate Friedman, Board Secretary	Executive Director, Memphis Kids in Nature	Extracurricular Activities
Myra Hamilton, Esq	Founder, Hamilton Entertainment & Employment Law, LLC	Legal, Compliance
Phil Hamilton	Engineering Manager, Medtronic	Teachers, Staff, Human Resource
Stacy Hollingsworth	Branch Manager, ItaCorp South	Fundraising, Budgets
Ashique Jackson, Board Vice Chair	Nursing Management	Health, SGA's
Ruth Martinez	Apartment Leasing Manager	Hispanic Families
Zain Noorin, Board Chair	Product Development Engineer, Medtronic	STEM, Website and Marketing
Chanda Robinson	Special Education Teacher, Dr. Martin Luther King, Jr. High School	Sped Population, Academics, RTI
Erick Shofley	Branch Manager, Regions Bank	Fundraising, Budgeting
Mario Walker	Architect, Self + Tucker Architects, Inc.	Facilities, Safety and Security, Cafeteria
Peggy West, Board Treasurer	Real Estate Professional, Adaro	Community Stakeholders, Buses

Encore STEM Academy Employee Handbook Acknowledgment:

I certify that I have received a copy of the ESA Employee Handbook and agree to comply with the policies contained in this Handbook and any revisions to it. I also understand that this Handbook contains the operating procedures for ESA. I understand that my employment is at-will. I also understand that the operating procedures contained in this Handbook can be changed at the sole discretion of ESA without prior notification.

I acknowledge that I have read and that I understand ESA's policy regarding use of the Internet, and that I agree to abide by this policy

I am aware that violations of any policies and procedures in this Employee Handbook may subject me to disciplinary action, up to and including discharge from employment.

I am aware that ESA reserves the right to suspend, modify or amend any policy or procedure at any time.

I understand that this document will become a part of my personnel file.

Encore STEM Academy Employee Name

Encore STEM Academy Employee Signature

Date

Comments/Questions:

Encore STEM Academy



Attachment J

Insurance Coverage



January 11, 2019

Encore STEM Academy
Dr Menthia Bradley
P.O. Box 446
Cordova, TN 38088

Dr. Bradley,

After reviewing the initial information you have provided, I would estimate the total annual insurance expense for the proposed Encore STEM Academy (located at 3261 Park Ave Memphis, TN 38111) to be no more than \$18,000 per year. The coverage's that would be provided are as follows:

- General Liability - \$2,000,000 aggregate limit / \$1,000,000 occurrence limit
- Umbrella Coverage - \$5,000,000 (This provides an additional \$5,000,000 coverage limit above the 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 non-owned autos.
- Surety bonds pursuant to TN Code Annotated §49-13-111(n)

The insurance provider will notify the Department of Education within ten (10) days of the cancellation of any insurance it carries on the Charter School, pursuant to Tenn. Code Ann. §49-13-107 (b) (19).

Please contact me with any questions you may have.

Sincerely,

Andy Stogner
Douglas & Greer, Inc.
Insurance & Bonds since 1948

Encore STEM Academy



Attachment O

Planning and Budget Worksheet







New Charter School Application Budget Template

Instructions

Template Tabs

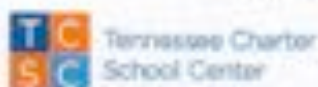
1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

-  Input financial information into light yellow cells
-  Input assumption information or notes into light green cells
-  Provides additional information or instruction for specific tab or section of tab
-  Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Encore STEM Academy
New Charter School Application Budget Template
Proposed School Information

Proposed School Name
 Lead Sponsor Name
 Lead Sponsor E-mail Address
 Lead Sponsor Phone Number
 CMO/EMO Affiliation

Encore STEM Academy
 Ed Bradley
 emostem@gmail.com
 n/a

Proposed Authorizer
 Proposed Opening Grade Level(s)
 Proposed Final Grade Level(s)
 Proposed First Year of Operations

Shelby County Schools
 K-2
 5th Grade
 2020-21

Anticipated Enrollment

Year 1	Year 2	Year 3	Year 4	Year 5
120	160	200	240	240

Note: These cells auto-populate after completing Tab 2.

Encore STEM Academy
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	40	40	40	40	40
1st Grade	40	40	40	40	40
2nd Grade	40	40	40	40	40
3rd Grade	0	40	40	40	40
4th Grade	0	0	40	40	40
5th Grade	0	0	0	40	40
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)	120	160	200	240	240
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Change in Net Enrollment	120	40	40	40	0
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Encore STEM Academy
New Charter School Application Budget Template
Student Assumptions

of Classes by Grade

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	2	2	2	2	2
1st Grade	2	2	2	2	2
2nd Grade	2	2	2	2	2
3rd Grade	0	2	2	2	2
4th Grade	0	0	2	2	2
5th Grade	0	0	0	2	2
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 # of Classes	6	8	10	12	12
Change in Net # of Classes	6	2	2	2	0

**Encore STEM Academy
New Charter School Application Budget Template
Student Assumptions**

**Other Key Assumptions
Enter Estimated Percentages**

SPED %	11%	11%	11%	11%	11%
SPED Count	13	17	22	26	26

ELL %	11%	11%	11%	11%	11%
ELL Count	13	17	21	26	26

Anticipated Paid %	17%	17%	17%	17%	17%
Anticipated Reduced %	1%	1%	1%	1%	1%
Anticipated Free %	82.10%	82.10%	82.10%	82.10%	82.10%
Anticipated Paid Count	20	27	34	41	41
Anticipated Reduced Count	1	2	2	2	2
Anticipated Free Count	99	131	164	197	197
Total Free and Reduced Count	100	133	166	199	199

School Days	180	180	180	180	180
Attendance Rate	96%	96%	96%	96%	96%

Accounting Schedule
For the Month Ending 31/03/2024

Account Name	01/04/23	02/04/23	03/04/23	04/04/23	05/04/23	06/04/23	07/04/23	08/04/23	09/04/23	10/04/23	11/04/23	12/04/23	13/04/23	14/04/23	15/04/23	16/04/23	17/04/23	18/04/23	19/04/23	20/04/23	21/04/23	22/04/23	23/04/23	24/04/23	25/04/23	26/04/23	27/04/23	28/04/23	29/04/23	30/04/23	31/03/24
Balance Brought Forward	100.00																														
Income																															
Expenses																															
Net Profit																															
Total	100.00																														100.00

Department Budget
2010-2011 Budget
By Function and Fund

Function	2010-2011 Budget											
	001	002	003	004	005	006	007	008	009	010	011	012
Administrative	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Personnel	500	500	500	500	500	500	500	500	500	500	500	500
Travel	100	100	100	100	100	100	100	100	100	100	100	100
Supplies	100	100	100	100	100	100	100	100	100	100	100	100
Telephone	100	100	100	100	100	100	100	100	100	100	100	100
Printing	100	100	100	100	100	100	100	100	100	100	100	100
Miscellaneous	100	100	100	100	100	100	100	100	100	100	100	100
Instructional	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Personnel	500	500	500	500	500	500	500	500	500	500	500	500
Travel	100	100	100	100	100	100	100	100	100	100	100	100
Supplies	100	100	100	100	100	100	100	100	100	100	100	100
Telephone	100	100	100	100	100	100	100	100	100	100	100	100
Printing	100	100	100	100	100	100	100	100	100	100	100	100
Miscellaneous	100	100	100	100	100	100	100	100	100	100	100	100
Capital Outlay	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Personnel	500	500	500	500	500	500	500	500	500	500	500	500
Travel	100	100	100	100	100	100	100	100	100	100	100	100
Supplies	100	100	100	100	100	100	100	100	100	100	100	100
Telephone	100	100	100	100	100	100	100	100	100	100	100	100
Printing	100	100	100	100	100	100	100	100	100	100	100	100
Miscellaneous	100	100	100	100	100	100	100	100	100	100	100	100
Total	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000

Excelsior STEAM Academy
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

	Year 1 2018-19	Year 1 2017-18	Year 1 2015-16	Year 4 2017-18	Year 5 2018-19
Staff Year					
Equivalent	1.00	1.00	1.00	1.00	1.00
# of Classes	1	1	1	1	1
Administrative Staff					
Principal/Assistant Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	0.00	0.00	0.00
Speech Therapist	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Administrative FTE	1.00	1.00	1.00	1.00	1.00
Instructional Staff					
Teacher	1.00	1.00	1.00	1.00	1.00
Special Education Teachers	0.00	0.00	0.00	0.00	0.00
Instructional Assistants/Paraprofessionals	0.00	0.00	0.00	0.00	0.00
Science Teachers	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	1.00	1.00	1.00	1.00	1.00
Non-Instructional Staff					
Classroom Staff	0.00	0.00	0.00	0.00	0.00
Operations	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	0.00	0.00	0.00	0.00	0.00
Total FTE	2.00	2.00	2.00	2.00	2.00

Encore STEAM Academy
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	Assumptions
Administrative Staff						
Principal/Assistant Principal	1,300	1,300	1,300	1,300	1,300	Principal/Assistant Principal
Administrative Assistant	200,000	200,000	200,000	200,000	200,000	Administrative Assistant
Business Office Administrator	15,000	15,000	15,000	15,000	15,000	Business Office Administrator
Other (Specify in Assumptions)	-	-	-	-	-	-
Total Administrative Compensation	216,300	216,300	216,300	216,300	216,300	
Instructional Staff						
Teachers	375,000	405,000	435,000	465,000	495,000	3rd Teachers, 1st-2nd, 3rd-4th, 5th-6th, 7th-8th, 9th-10th, 11th-12th
Special Education Teachers	60,000	60,000	60,000	60,000	60,000	Special Education Teachers
Instructional Assistants/Paraprofessionals	15,000	15,000	15,000	15,000	15,000	Instructional Assistants
Reading Teachers	-	-	-	-	-	-
Other (Specify in Assumptions)	-	-	-	-	-	-
Total Instructional Compensation	450,000	480,000	510,000	540,000	570,000	
Non-Instructional Staff						
School Nurse	-	-	-	-	-	-
Library Staff	-	-	-	-	-	-
Operations	25,000	25,000	25,000	25,000	25,000	Operations & Facilities
Social Workers/Counseling	-	-	-	-	-	-
Other (Specify in Assumptions)	-	-	-	-	-	-
Total Non-Instructional Compensation	25,000	25,000	25,000	25,000	25,000	
Total Compensation	701,300	721,300	751,300	781,300	811,300	

Excelsior STEAM Academy
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29
Staff Assumptions					
Special Services	105,418	105,418	105,418	105,418	105,418
Teachers	17,415	17,415	17,415	17,415	17,415
Para/Incarperators	14,400	14,400	14,400	14,400	14,400
Administrative/Support	30	30	30	30	30
Students/Compensation Increases	10,705	11,241	11,776	12,311	12,846
Other Fringe Benefits	30	30	30	30	30
Medical Insurance	4,075	4,075	4,075	4,075	4,075
Other Insurance	108,208	108,208	108,208	108,208	108,208
Compensation Increases					
Medical Insurance	34,000	34,000	34,000	34,000	34,000
Other Insurance	30	30	30	30	30
OSM Certified Legacy	105,013.51	105,013.51	105,013.51	105,013.51	105,013.51
OSM Certified Injunct	30,000	30,000	30,000	30,000	30,000
OSM Certified Legacy	3,000	3,000	3,000	3,000	3,000
OSM Certified Injunct	30,000	30,000	30,000	30,000	30,000
Other Qualified Retirement	30,000	30,000	30,000	30,000	30,000
Other Retirement	30,000	30,000	30,000	30,000	30,000

Assumptions Table

OSM Certified Legacy
OSM Certified Injunct
OSM Certified Legacy
OSM Certified Injunct
OSM Certified Legacy
OSM Certified Injunct

OSM Certified Legacy
OSM Certified Injunct
OSM Certified Legacy
OSM Certified Injunct
OSM Certified Legacy
OSM Certified Injunct

OSM Certified Legacy
OSM Certified Injunct
OSM Certified Legacy
OSM Certified Injunct
OSM Certified Legacy
OSM Certified Injunct

**Essex STEM Academy
Base Charter School Application Budget Template
Year 1 Budget**

Year 1
2022-23

		Assumptions/Notes
Administrative Staff		
Principal/Lead teacher	1.00	31,000 100.00% 31,000.00
Assistant Principal	0.50	-
Special Education Coordinator	0.50	-
Speech Therapist	1.00	40,000
Other Specialty in Administration	0.50	-
Total Administrative Compensation	3.50	111,000
Instructional Staff		
Teachers	1.00	103,000 100.00% 103,000.00
Special Education Teachers	1.00	47,700 100.00% 47,700.00
Educational Assistants/Paras	0.20	-
Reading Teachers	0.20	-
Other Specialty in Instructional	0.50	-
Total Instructional Compensation	3.90	150,700
Non-Instructional Staff		
Director/Staff	0.50	-
Custodial Staff	0.50	-
Operations	1.00	15,075 100.00% 15,075.00
Program Activities/Outreach	0.50	-
Other Specialty in Non-Instructional	0.50	-
Total Non-Instructional Compensation	3.00	15,075
Other		
Other Non-ATL Compensation	-	-
Other Non-ATL Compensation	-	-
Other Non-ATL Compensation	-	-
Total Compensation		181,800

Encanto STEM Academy
New-Charter School Applications Budget Template
Year 1 Budget

YEAR 1
2020-21

		Assumptions/Notes
Student Security	84,416	1.0% of total wages
Medicare	1,416	1.0% of total wages
State unemployment	4,416	1.0% of total wages
Disability/SA benefits	-	
Workers Compensation Insurance	8,700	Assumes 1.0% of wages
Other fringe benefits	-	
Medical Insurance	48,000	Assumes 50% of total wages and 14.0% employees are 2.5 years or less
Dental Insurance	-	
Other Insurance	-	
SSM - Teacher wages	100,000	100% of total wages, assumed at 100% employee contribution
SSM - Teacher Supply	-	
SSM - Classified Support	-	
SSM - Classified Admin	-	
Other Classified Employees	-	
Other Miscellaneous	-	
Total Employer Benefits & Taxes	166,548	

Encore STEM Academy
New Charter School Application Budget Template
Year 0 & Years 1 Through 5 Summary

Revenue/Accountability

	Year 0 2020-21	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2024-25
Starting Fund Balance	-	211,955	229,140	245,189	261,531	278,743
State Revenues	-	1,032,538	1,390,484	1,755,486	2,127,649	2,508,028
Federal Revenues	305,000	183,000	49,299	59,861	70,509	71,124
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	335,000	10,000	10,000	10,000	10,000	10,000
Total Revenues	640,000	1,221,538	1,449,783	1,835,287	2,208,158	2,239,250
Staffing	100,000	938,965	992,311	832,360	944,814	958,783
Employer Benefits & Taxes	30,340	158,029	207,047	254,733	292,318	299,180
Contracted Services	27,215	213,922	280,850	231,293	305,399	308,028
Supplies & Materials	14,500	150,100	89,859	97,969	125,474	94,939
Facility-Related Expenses	112,800	158,900	144,680	178,131	212,194	202,821
Other Charges	3,080	18,447	14,817	19,438	19,908	20,309
Debt Service	-	-	-	-	-	-
Total Expenses	288,045	1,208,353	1,433,734	1,615,943	1,675,946	1,683,134
Net Income	211,955	17,185	16,049	119,344	332,212	346,796
Ending Fund Balance	211,955	229,140	245,189	364,531	728,743	1,075,539

Encore STEM Academy



Attachment P

Budget Narrative

Attachment P: Encore STEM Academy Budget Narrative

Encore STEM Academy has prepared the following budget narrative for proposed financial activity during its Planning Year through its 5th Year of operation. The following sections detail the enrollment and student population assumptions, a summary of revenue and expense assumptions, a discussion of sustainability, cash flow, and finally, contingency plans.

Enrollment and ADM Assumptions

Encore STEM Academy has assumed the following enrollment plan below when creating a five-year outlook:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
K	40	40	40	40	40
1 st	40	40	40	40	40
2 nd	40	40	40	40	40
3 rd		40	40	40	40
4 th			40	40	40
5 th				40	40
Total	120	160	200	240	240

Encore STEM Academy plans to locate our school in Memphis, TN, specifically in the Orange Mound neighborhood, and recruit students primarily from the surrounding neighborhoods. Between each school year, the school will backfill any attrition from the previous year to ensure that each grade level maintains an enrollment aligned with the above table.

For its Basic Education Program (BEP) projections, Encore STEM Academy has taken a conservative approach and hedged its enrollment assumptions by 96% each school year. This provides the school some cushion should enrollment not meet the projections above. The effective ADM each year is summarized as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5
ADM	115	154	192	230	230

To remain conservative with expense projection purposes, Encore STEM Academy used total enrollment, not ADM, as the driver for expenses. By differentiating these two drivers for BEP and student-driven spending, Encore STEM Academy is conservatively estimating revenue while planning for the entire expense of a fully enrolled school.

Other Demographic Factors

Encore STEM Academy anticipates its demographics to be consistent with neighboring Shelby County schools in the Orange Mound neighborhood. For budgeting purposes, it has assumed the following:

- 10.7% of the student population are English Language Learners
- 10.8% of the student population will have an active IEP
- 83.1% of the student population will qualify for free or reduced lunch

Revenue Assumptions

During Encore STEM Academy's planning year, we anticipate three main sources of funding.

The first funding source is the Walton Family Foundation startup grant for charter schools. The Walton Family Foundation is anticipating making awards of \$325,000 in the Memphis area during FY19-20. Encore STEM Academy has been invited to apply and receive up to the full \$325,000 to expend on start-up and operational expenses by the first year of operation. The school is confident, based on history, that recipients of this grant will receive the full \$325,000 contingent upon their charter application being approved by SCS. This revenue source will cover the planning year staff's salary and benefits expenses, along with other start-up expenses including preparing a facility for students, student and staff recruitment, professional development, and general school planning. The planning grant application is in Attachment E.

The second source of funding is CSP (Charter Schools Program) Planning and Implementation funding. These funds are awarded to applicants once approved by their respective authorizers, and most applicants are typically awarded funding. The current funding cycle provides for up to a \$600K award per applicant. However, to remain conservative and to account for increased demand for funding, Encore STEM Academy has only included a \$300K assumption in its budget projections, concentrated in Years 0 and 1 at \$165K and \$135K respectively.

The third source of funding is the HTH Fellowship start-up grant. This \$10K grant will help offset start-up costs in Y0. The letter of support is in Attachment E.

During the first operational year (2020-21), Encore STEM Academy anticipates the following six public sources of funding:

Revenue	Rate	Driver	Source of Rate Assumption
BEP	\$8,464	ADM	SCS via TN DOE website for FY 2018
BEP Transportation Supplement	\$199	ADM	SCS via TN DOE website for FY 2018
Title I	\$300	FRL count	SCS
BEP Capital Outlay	\$300	ADM	TN DOE

CSP Grant	\$135K	Flat Rate	TN DOE
E-Rate	\$18K	Flat Rate	Federal Government

In Years 2 through 5, Encore STEM Academy has assumed a conservative 1% year-over-year increase of BEP, BEP Transportation Supplement, and BEP Capital Outlay, to account for observed growth in per pupil funding. Title funds were budgeted at \$300 per FRL student also with a conservative 1% year-over-year increase.

There is no assumption of any School Nutrition Program (SNP) reimbursements because the school will pursue contracted meal and meal claim services with SCS. Under this scenario, the district offers food services to schools at \$0 cost, and SCS claims reimbursements on the school's behalf to provide a more scaled solution.

Additionally, a commitment from Encore STEM Academy's founding Board of Directors to raise \$10K in Year 1+. Although this funding is not essential for start-up year expenses, it does represent what the school believes is a reasonable commitment agreed upon by all board members during the Operational Years.

In Years 1, Encore STEM Academy has assumed \$18K in e-rate funds which will offset the cost of the internet infrastructure installation and internet fees each year. In Years 2 through 5, \$9K is assumed since the infrastructure installation is a one-time cost.

Encore STEM Academy anticipates total revenues for Year 1 to approach \$1.2 million. Annual revenues are anticipated to increase each subsequent year primarily due to the addition of a new grade level each year. Revenues also increase year over year, albeit to a much lesser degree, due to the 1% increase assumption. By Year 5, anticipated revenues should approach \$2.2 million.

Expense Assumptions

Start-up Expenses

Start-up expenses mainly consist of compensation for the Executive Director and the Instruction and Curriculum Specialist, recruiting expenses, and building improvements. The startup budget assumes \$70,000 for the compensation of the Executive Director to hire the employees and recruit the students and staff. The Executive Director will also develop operational plans and systems during the planning year. There is an additional \$30,000 budgeted for the Instruction and Curriculum Specialist with the primary goal of developing the curriculum starting in January 2020. Moreover, these two core staff members will function with all start-up processes needed to ensure the school will be prepared to open its doors in August 2020. The school has also budgeted \$30,140 for associated benefits and taxes commensurate to the salaries of these positions.

In addition to these positions, Encore STEM Academy has budgeted a total of \$157,905 for tenant improvements, rent, financial services, payroll processing, advertising, possible legal fees, student

recruitment events, general office supplies, staff recruitment and postings, professional development, staff laptops, the charter application fee and other related expenses necessary in the Planning Year.

Staffing

The staffing plan, outlined in the table below, establishes a foundation of administrative positions in the Year 1, along with a first cohort of teachers to serve kindergarten through second grade. In Years 2 through 4, an additional grade will be added to reach full-scale of kindergarten through 5th grade by Year 4:

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1	1	1	1	1	1
Instruction and Curriculum Specialist	.5	1	1	1	1	1
Kindergarten Teacher	0	2	2	2	2	2
1 st Grade Teacher	0	2	2	2	2	2
2 nd Grade Teacher	0	2	2	2	2	2
3 rd Grade Teacher	0	0	2	2	2	2
4 th Grade Teacher	0	0	0	2	2	2
5 th Grade Teacher	0	0	0	0	2	2
SPED/ELL Teacher	0	1	2	2	2	2
STEM Teacher	0	1	1	1	1	1
Teaching Assistant	0	0	0	1	1	1
Administration Assistant	0	1	1	1	1	1
TOTAL STAFF	1.5	11	14	17	19	19

Encore STEM Academy is expected to reach scale in 2023-24 as a fully operating elementary.

Several critical 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.

Compensation

Salaries for both certificated and support staff members are based on existing trends in similar Memphis charter elementary schools.

Leadership roles, such as the Executive Director, as well as the Instruction and Curriculum Specialist, are aligned to market rates for those roles. An Administrative Assistant will start in Y1 to support the Executive Director and Instruction and Curriculum Specialist.

For the largest staffing category, teachers, which includes general education teachers, SPED/ELL teachers and a STEM teacher, Encore STEM Academy has budgeted a starting salary of \$47K for all teaching positions. Teachers in the subsequent years will begin with the same starting salary plus a 1.5% increase. Subject to their previous experience and credentials, Encore STEM Academy may be

able to offer a salary less than \$47K, while other more experienced teachers may be offered a salary above \$47K. A 1.5% increase has been applied to all future year salaries as a cost of living adjustment. This increase is not a guaranteed compensation increase, but rather a hedge against rising costs and inflation in the industry. In addition to planning conservatively, Encore STEM Academy wants to ensure that the school has adequately planned for possible increases in general. Resources permitting, Encore STEM Academy will evaluate opportunities to increase compensation beyond this set-aside, along with its benefits package, to remain competitive.

Employer Benefits and Liabilities

Encore STEM Academy 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 3.5% of all wages. Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1.8% of total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System (TCRS), Encore STEM Academy has conservatively assumed a 10.46% employer contribution for all staff, though depending on certified or classified status, as well as prior participation in TCRS before July 1, 2014, the employer contribution may vary by individual.

Medical, dental, and vision insurance employer contributions have been approximated at \$4,800 per full time equivalent (FTE). Encore STEM Academy plans to use the same insurance plans as SCS, but it will continue to research 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 \$4,800 per FTE represented the proposed financial capacity of the school to contribute towards insurance costs. Given the number of drivers that will go into the final cost, Encore STEM Academy has conservatively prepared to incur these costs for all FTEs. Each subsequent year, a 4% year-over-year increase has been assumed to reflect potential health insurance cost increases that may be realized in future years.

Contracted Services

Contracted services are expected to scale as Encore STEM Academy grows. Starting at approximately \$213K in Year One, this will increase to around \$300K in Year Five. The major expenses in this category in the first year are: transportation, evaluation and testing, financial services, authorizer fee, and staff recruitment.

- \$65,000- assumes a flat estimate for financial services to be provided by a back-office provider in lieu of hiring a CFO, payroll specialist, accountant, or bookkeeper
- \$50,000- assumes 40% participation with 50 students per bus for daily transportation
- \$35,000- assumes max amount for SCS Authorizer's fee
- \$16,000 for evaluation and testing (Renaissance and MAP)
- \$15,000- assumes two Teach For America corp members and general costs for fairs, etc.

In addition, the school plans on incurring additional expenses that, while minimal in their materiality to the budget, remain critical to the successful operation of the school. These contracted expenses include but are not limited to: advertising, audit, contracts with SPED providers, internet and website fees, field trips, student health services, etc.

Supplies & Materials

Year 1 has approximately \$120K budgeted in various supplies and materials, both instructional and non-instructional in nature and will scale with the overall size of the school and are subject to an inflation factor of 1.5%. This also includes staff and student computers. By Year 5, this category totals about \$95K. Encore STEM Academy has been thoughtful about distinguishing recurring vs. one-time costs within this part of the budget. Prices reflect actual bids by service providers when given or historical numbers from other operating charter schools so that the costs reflected are as accurate as possible.

- \$48,000- assumes \$400/new student for textbooks
- \$17,000- assumes \$8K/laptop cart (30 computers/cart)+ \$1K for maintenance
- \$7,200- assumes \$800/new staff member for computers

The school also expects to spend money in other categories including: copier lease, library books, office supplies, instructional materials, printing paper, gifts and awards, professional development, parent meetings, student recruitment and educational software.

Facilities

The school has performed due diligence to arrive at the facility assumptions. Initial analyses of the target zone that the school hopes to open in have indicated that the school can achieve an ideal facility in the target zone for an annual rent in the range of \$6 per square foot.

The Year 1 cost per square foot in the submitted budget model for the cost of the facility is \$6 per square foot, plus an additional \$100K for tenant improvements which represents a realistic estimate when compared to the facilities that the school has looked at utilizing to date.

Encore STEM Academy has budgeted \$160K for all facility related expenses in Year 1. Using metrics and rates currently used by other Memphis charter schools, the school budgets rent expense conservatively at \$6/square foot, or \$57,600 in Year 1. Other utilities are commensurate to SCS's costs per square foot as well, such as utilities, waste, security, building decorum and janitorial services.

Encore STEM Academy will spend approximately \$62,800 in the first year of operation, on fixed assets related to the facility, with technology (document cameras, projectors and smartboards) at \$34,000 and staff and student furniture \$28,800 composing the bulk of the expenses. All furniture and equipment will be purchased with a minimum 3 bid process.

Other Expenses

Encore STEM Academy has budgeted \$18K in Year 1 in other expenses. This includes \$18K for general liability insurance, which includes directors and officers, building content, and umbrella insurance. The school has also budgeted \$41 per FTE, for background checks for all staff members per LEA requirements.

Financial Sustainability

Reviewing the school's projected operating income over the first five years, Encore STEM Academy experiences positive operating incomes in all five years with a growing fund balance year over year. Between Planning Year and Year 1, we see operating incomes of \$212K and \$17K, respectively. In Year 2, we see an operating income totaling \$16K for that fiscal year. In years 3, 4, and 5, Encore STEM Academy is positioned to post operating income gains of \$151K, \$332K and \$347K respectively. Overall, the preliminary financial plan is strong, with the fund balance approaching the \$1.1M mark by Year 5.

Cash Flow

A cash flow has been provided for the Planning Year and Year 1. Revenue and expenses have been aligned to their typical schedules of distribution, and where possible, schedules have been differentiated to reflect the nature of how Tennessee charter schools receive and spend money based on the time of the year.

The cash flow assumes the major following assumptions:

- The school will start out with \$211,955 in cash, or the carryover from the planning year budget.
- The main source of revenue, BEP, will be distributed in ten payments from August through June, except for a payment in May. This is the state- mandated distribution schedule.
- The school will receive its Walton Grant by July 2019
- CSP funds will be reimbursed in June of Planning Year and in quarterly installments in Year 1
- Other sources like Title I funding have been projected conservatively from January - June to account for the processing of funding requests, any compliance documents, etc.
- All staffing and benefit expenses are projected over 12 months
- Most expense categories are aligned to a 12-month schedule with some targeted spending to occur in the first few months to align with expenses incurred when the school is opening
- Expenses related to school activities, such as transportation, have been budgeted to align with the 10 months of instruction

The output of this model indicates that the school will have no cash need in its first year of operations. This conclusion carries with it a high degree of certainty as the lowest the forecasted cash balance goes is \$41,907.

Despite positive cash flow projections, the cash flow of the school will need to be monitored closely throughout its operations. The BEP schedule as previously outlined can create cash flow issue for all operating charter schools that can be elevated by the following actions on the part of the school:

Although not expected, there could be some periods of time, particularly in the beginning of Year 1, when cash flow may call for the school to manage the outflow of its payables and/or delay the timing of those payments, but otherwise not outside of what other charter schools must deal with. In the case that a cash shortfall is projected, the school would plan on utilizing the following techniques to bridge this potential cash shortfall:

- Establish a line of credit with a financial institution. Similar schools have been able to secure lines of credit in excess of \$150,000 before entering their first year of operation.
- Negotiate extended payment terms with vendors. There are considerable sums in Technology, Equipment, and Furniture line item for Year 2.
- Secure short-term private loans from philanthropic individuals.
- Negotiate a delayed or deferred payment structure into the lease during the summer months.

Any potential cash shortfall would be manageable based upon the above techniques. These techniques have been utilized at other charter schools with success.

Contingency planning

While creating a budget, there must be an evaluation of hypothetical, yet realistic situations regarding what the school would do should certain revenues not materialize, expenses run higher than the current budget projections, or the cash flow runs into issues. From a planning perspective, wherever possible, the school has tried to take the approach of under-estimating revenue and over-estimating expenses. This hedge, already built into the current budget outlook, is the first line-of-defense should there be some additional developments take place that worsen the financial picture. The school has taken the strategy of not assuming any additional resources beyond Walton Family Foundation grant, HTH (committed) grant and CSP funds in its Planning Year. Additionally, Encore STEM Academy has only budgeted for public resources (BEP and Title I allocations), CSP (Charter School Program grant in Year 1 only), e-rate funds and \$10,000 with no inflation annual commitment from its board members. Post authorization, Encore STEM Academy plans on establishing rapport with local philanthropic funders who have historically aided other charters to strengthen its budget outlook.

Regarding facilities, in the event that a commercial space (likely will rent from a church) in the desired area isn't available, Encore STEM Academy has conservatively assumed that the school can rent an SCS building or install modulars to provide adequate space for the school to operate. This contingency plan is already built into the budget. Based on the price per square foot that other charters currently pay and the \$100K included for tenant improvements included, this would be sufficient for a comparable space. The potential difference in cost of rent in conjunction with applying the budgeted amount for building improvements towards the installation and rent of modulars makes this a feasible option. This notion has been successfully implemented in several existing Memphis charter schools and is an alternative method through which the school would execute its facility plan.

The \$10,000.00 Teach for America fee could be eliminated by procuring teacher from fairs, online marketing, professional colleagues, and preexisting networks.

Additionally, Encore STEM Academy has conservatively assumed that it can grow into a facility and pay rent on an "as utilized" basis. This notion has been successfully implemented in several existing charter schools and is the ideal method through which the school would execute its facility plan. If the school cannot come to terms on a lease that operates on an "as utilized" basis, the model has conservatism built in that would allow the school to rent a facility that would fit its needs for 2-3 years and then require a move to expand the square footage available.

The budget developed is a feasibility analysis based on the program and school design being proposed, but not necessarily the final operating budget; the budget will continue to undergo many revisions post authorization and into the next year. The planning year budget might have to be tailored to align with the available startup resources or be reduced to generate a larger carryover into Year 1. Given its percent of the budget, the staffing plan would likely need to be reevaluated. Positions might have to be reduced to part-time or delayed to a later start date, or even delayed to the following school year. Certain equipment and furniture purchases might have to be delayed, or service contracts might have to be renegotiated for a reduced scope.

Looking at the five-year outlook, Encore STEM Academy will face the largest financial challenge in its second year of operation. However, the school is committed to having a positive fund balance all five years, and that commitment is what will drive budget decisions and revisions to address any potential shortfalls. Similarly, with the ending cash balance in Year 1, the school is going to evaluate all financing options available, if needed. In addition to pursuing a line of credit, both management and governance will pursue all avenues of cash flow financing, including but not limited to, vendor credit, credit cards, and any options available that can improve cash.

Encore STEM Academy



Shelby County Schools Regional Seats Analysis

Shelby County Schools Regional Seats Analysis 2019 Charter School Application Supplement

Encore STEM Academy is proposing to open a high quality charter school in Orange Mound located in Central City West to support Priority Four of Destination 2025. The need for Encore STEM Academy opening in the Orange Mound Community of the Shelby County Schools System is strongly supported by findings from the Regional Seats Analysis:

Academic:

According to the Shelby County Schools Regional Seats Analysis, the other public schools in Orange Mound are underperforming and would benefit from the option of Encore STEM Academy.

- The K-5 seat capacity and quality by region and grade level details that this region has 44.1% of their seats that are described as "less than quality (p.12)."
- The Central City West Quality Seats Analysis highlights that "all grade levels need more seats in high performing schools (p.21)."
- Further, the Central City West Performance by Neighborhood states that "more seats in schools with a 3.00+ on the School Performance Scorecard are needed in the Orange Mound neighborhood of the Central City West Region (p.23)."
- The Central City West recommendations are "based on the most recent School Performance Scorecard...the Orange Mound neighborhood has the highest percentage of students in schools with a School Performance Scorecard rating below a 3.0 in the Central West region. Using 3.0 on the School Performance Scorecard as the marker for performance, the Central City West region needs 4,000 more seats at the K-5 grade level with a 3.00+ SPS (p.25)."

Programmatic:

The other public schools in Orange Mound do not offer a STEM based or Computer Science program that Encore STEM Academy would provide. According to the Shelby County Schools Division of Optional Schools and Advanced Academics, there is only one elementary STEM school in the District, which is Whitehaven Elementary. If a student from Orange Mound wants to enroll there, they would have to meet specified criteria to enroll and have adequate transportation because it is located approximately ten miles from Orange Mound.

Central City East: Sherwood/Sea Isle

While we are aware that there are other charter schools that have been approved in the targeted area, our targeted community will expand to include the neighboring community of Sherwood/Sea Isle (Central City East) which in part overlaps with the zip codes of 38111 and 38114. Primarily to serve Orange Mound, we are aware that students may come from that community due to its' proximity and for Academic and Programmatic reasons according to the

Shelby County Regional Seats Analysis, based on all three qualifications, Academic, Over Enrollment, and Programmatic:

Over Enrollment:

According to the Shelby County Schools Regional Seats Analysis, the other public schools in Sherwood/Sea Isle are over enrolled or overcrowded and would benefit from Encore STEM Academy.

- "Based on the optimization analysis by Facilities Planning & Property Management, more seats are needed at the K-5 (435) grade level for the Central City East Region (p.16)."
- Central City East Enrollment for K-5 schools exceeded the capacity during the 2018-2019 school year. There were 10, 056 students enrolled. The capacity was 9, 621 students (p.16).
- "For the K-5 grade level, Jackson Treadwell is the only neighborhood that has more seats than enrolled students, while the other neighborhoods (Sherwood/Sea Isle) need more seats (p.17)."
- In the Sherwood/Sea Isle Community, there were more children enrolled - 2,773 than capacity - 2,645 (p.17).

Academic:

- Central City East Seat Quality by grade had 1, 746 seats, 17.4% in grades K-5 with less than 3.0 on school performance (p.16).
- "The Sherwood/Sea Isle neighborhoods are the areas that have the most seats at schools that earned below a 3.00 on the School Performance Scorecard (p.18)."
- 38.8% of the elementary schools in the Sherwood/Sea Isle neighborhood scored Fair on the School Performance Rating (p.18).
- "Using a 3.00 on the School Performance Scorecard as the marker of performance, the Central City East region needs 1, 746 more seats at the K-5 grade band with a 3.00+ SPS (p. 20)."

Programmatic:

The other public schools in Sherwood/Sea Isle do not offer a STEM based or Computer Science program that Encore STEM Academy would provide. According to the Shelby County Schools Division of Optional Schools and Advanced Academics, there is only one elementary STEM school in the District, which is Whitehaven Elementary. If a student from Sherwood/Sea Isle wants to enroll there, they would have to meet specified criteria to enroll and have adequate transportation because it is located approximately ten miles from Sherwood/Sea Isle.

Conclusion:

Encore STEM Academy is proposing to open a high quality charter school in Orange Mound located in Central City West to support Priority Four of Destination 2025 due to the academic and programmatic reasons outlined by Shelby County Schools Regional Seats Analysis. We would also like to support children in Central City East, the neighboring Sherwood/Sea Isle community due to the compelling over-enrollment, academic, and programmatic reasons outlined by the Shelby County Schools Regional Seats Analysis.

Shelby County Schools provides vital supporting evidence for opening Encore STEM Academy through the Regional Seats Analysis, which critically addresses the need for both the Central City East (Sherwood/Sea Isle) and the Central City West (Orange Mound) neighborhoods. We would like to, and are humbly requesting that this charter application is accepted so that we can partner with Shelby County Schools to address these needs together.