

Hamilton County Department of Education
Hamilton County Board of Education Board Meeting - Regular Session
January 21, 2021 5:30 PM
3074 Hickory Valley Road
Chattanooga, TN 37421

I. Roll Call

II. **Approval of the Agenda

III. Executive Session - No

IV. Pledge to the Flag and Meditation - Dr. Lee Ziegler, Principal of Hixson High School

V. Exemplars of Excellence

A. POSTPONED - Recognition of Future Ready Institute Student - Kobe Rivers, Brainerd High School - Dr. Neelie Parker and Blake Freeman

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

To: Hamilton County Board of Education

From: Dr. Neelie Parker, Chief Schools Officer
Blake Freeman, Teaching and Learning Executive Director

Date: January 21, 2021

RE: RECOGNITION OF FUTURE READY INSTITUTE STUDENT – KOBE
RIVERS

It is with great pleasure that we request to recognize Kobe Rivers, a student from the Future Ready Institute of Aviation at Brainerd High School. One of our community partners, Crystal Air, awarded Kobe with the company's scholarship to work toward earning his pilot's certificate. He has already completed his first solo flight and is on course to finish his Private Pilot's Certificate by the end of the school year.

VI. Delegations

A. Jeanette Omarkhail, HCEA - Speaking regarding the budget

B. Lisa Willard, Parent - Speaking as a representative of a group of parents and grandparents who are seeing daily impacts on students due to the virtual learning and reopening plan implemented by the school system

C. Buffy Hoge - Central High Alumni Association speaking in regard to funding for school projects

D. Ben Campbell and Tiffany Nelson - Ooltewah High School parents speaking regarding funding for soccer field for the girls' team

VII. Presentation

A. POSTPONED - Future Ready 2021 Update - Future Ready Students - Dr. Neelie Parker

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

To: Hamilton County Board of Education

From: Dr. Neelie Parker
Chief Schools Officer

Date: January 21, 2021

Subject: **FUTURE READY 2023 UPDATE – FUTURE READY STUDENTS**

An update of the Future Ready 2023, Future Ready Students, will be presented at the January 21, 2021, School Board meeting.

VIII. Board Matters - Item IX. E. 1. **School Reopening Plan - Moved up in agenda per amendment by the Board

Fellow Board Members,

After thoughtful consideration, I have come up with an Action D to propose to the board for tonight's meeting. Action D is a blend of Action B and Action C. I wanted to you have time to look over and give thought to this Action before tonight's meeting.

Action D:

Remove 1% limitation from Phase 1.

Week of Jan. 25th: K-5 in Site-Based Transition to Campus

New Phases:

Phase 1: K-5 in school 4 days a week
6-12 in remote learning

Phase 2: K-5 in school 4 days a week
6-12 in a hybrid schedule

Phase 3: K-5 in school 5 days a week
6-12 in school 5 days a week

****Hamilton County Board of Education will prioritize K-5 teachers first in vaccine distribution.**

Thank you,

**Tucker McClendon
School Board Member - District 8
Hamilton County Department of Education
Cell- 423-305-5267**

THE HAMILTON COUNTY BOARD OF EDUCATION

A Resolution on the Reopening of Hamilton County Schools to Full In-Person Instruction

WHEREAS the COVID-19 pandemic has created innumerable challenges for the operation of school systems across this nation; and

WHEREAS the Administration of the Hamilton County Schools developed a reopening plan for the 2020-2021 school year; and

WHEREAS, this reopening plan has allowed Hamilton County Schools to be open for in-person instruction 84 days to this point in the school year; and

WHEREAS the Hamilton County Schools have actually been open for in-person instruction more than most school systems in the State of Tennessee; and

WHEREAS, even on days that the Hamilton County Schools were closed for in-person instruction, the teachers and staff of the Hamilton County Schools utilized well-thought-out plans to provide distance learning opportunities to their students; and

WHEREAS the Hamilton County Schools are justifiably proud of the herculean efforts the teachers and staff have made to provide these distance learning opportunities; and

WHEREAS, even so, this Board of Education is deeply concerned that the students of Hamilton County have not made the academic gains that they otherwise would have had if they had been in the classroom in the presence of a highly qualified teacher; and

WHEREAS this Board of Education believes that there are immeasurable non-academic benefits to students when they are in school; and

WHEREAS this Board of Education believes it is critically important to return students and teachers to the classroom as quickly as possible; and

WHEREAS this Board of Education's medical consultants have now advised that there are reasonable options available to permit students to return to in-person instruction in the Hamilton County Schools;

SO THEREFORE, the Hamilton County Board of Education does hereby declare and resolve as follows:

1. The Hamilton County Board of Education states as a matter of educational policy that in-person instruction for all students is critically important for the educational success of our entire school system; and

2. Subject to certain reasonable safety measures recommended by medical authorities, the Hamilton County Schools can and must open to in-person instruction with due regard for the safety of students, teachers, and faculty alike; and

3. The Administration of the Hamilton County Schools is authorized and directed to develop a revised operational plan that will prioritize the importance of in-person instruction while giving due regard for the health and safety of students, the faculty, and the staff.

IN WITNESS WHEREOF, we have set our hands this the 21st day of January, 2020:

I, Sherrie Ford, the Executive Secretary of the Hamilton County Board of Education, attest that this Board Resolution was approved by the Board of Education on January 21, 2020.

THE HAMILTON COUNTY BOARD OF EDUCATION

A Resolution on the Reopening of Hamilton County Schools to Full In-Person Instruction

WHEREAS the COVID-19 pandemic has created a number of challenges for the operation of school systems across this nation; and

WHEREAS, pursuant to the requirements of the Tennessee Board of Education, the Administration of the Hamilton County Schools developed a reopening plan for the 2020-2021 school year; and

WHEREAS, this reopening plan has allowed Hamilton County Schools to be open for in-person instruction 84 days to this point in the school year; and

WHEREAS the Hamilton County Schools have actually been open for in-person instruction more than most school systems in the State of Tennessee; and

WHEREAS the Hamilton County Schools are justifiably proud of the herculean efforts the teachers and staff have made to provide distance learning opportunities even on those days when the Schools have been closed; and

WHEREAS, even so, this Board of Education is deeply concerned that the students of Hamilton County have lost learning opportunities that they otherwise would have had if they had been in the classroom in the presence of a highly qualified teacher; and

WHEREAS the Board of Education believes it is critically important to return students and teachers to the classroom as quickly as possible; and

WHEREAS the Board of Education's medical consultants have now advised that there are reasonable options available to permit students to return to in-person instruction in the Hamilton County Schools;

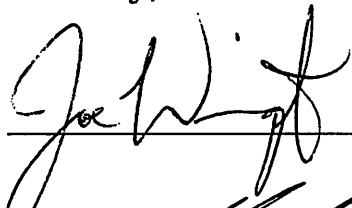
SO THEREFORE, the Hamilton County Board of Education does hereby find, declare, and resolve as follows:

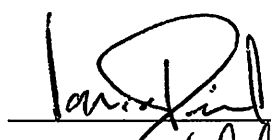
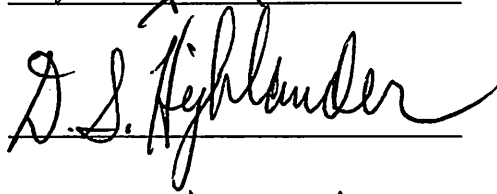
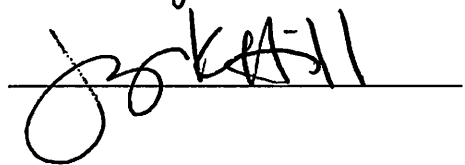
1. The Hamilton County Board of Education states as a matter of educational policy that in-person instruction for all students is critically important for the educational success of our entire school system;

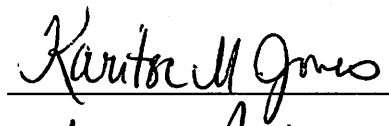
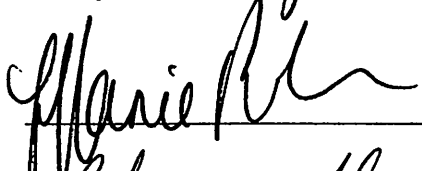
2. Subject to certain reasonable safety measures recommended by medical authorities, the Hamilton County Schools can and must open to in-person instruction with due regard for the safety of students, teachers, and faculty alike;

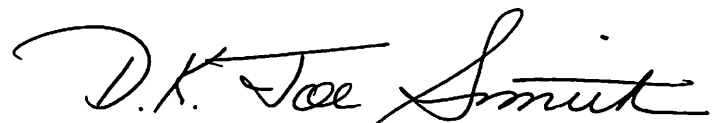
3. The Administration of the Hamilton County Schools is authorized and directed to develop a revised operational plan that will emphasize the importance of in-person instruction for all students while taking reasonable and appropriate steps to safeguard the safety of these students, the faculty, and the staff.

IN WITNESS WHEREOF, we have set our hands this the 21st day of January, 2020:





I, Sherrie Ford, the Executive Secretary of the Hamilton County Board of Education, attest that this Board Resolution was approved by the Board of Education on January 21, 2020.

Sherrie Ford

IX. **Approval of the Consent Agenda

A. Approval of the Minutes of the December 10, 2020 Quarterly Session

Hamilton County Board of Education – Draft Minutes Not Yet Approved by the Board
Board Meeting - Quarterly Session
December 10, 2020 5:30 PM
3074 Hickory Valley Road
Chattanooga, TN 37421

I. Roll Call

II. **Approval of the Agenda

III. Executive Session - No

IV. Pledge to the Flag and Meditation - Dr. LeAngela Rogers, Principal of Hixson Middle School

V. Exemplars of Excellence

A. East Hamilton High Soccer Team Recognition - Dr. Larrie Reynolds

B. Fall 2020 Sport State Champions - Signal Mountain High - Brad Jackson

VI. Delegations

A. Heather Modrow, Teacher at East Ridge Elementary to speak regarding Community Partnership

VII. Presentation

A. COVID Task Force Update - Jennifer Bronson

VIII. **Approval of the Consent Agenda

A. Approval of the Minutes of the November 19, 2020 Regular Session

B. Executive Committee Report

C. Chief Business Officer - Mary Ellen Heuton

1. Bids/Contracts

2. Financial Reports

3. Budget Amendments

a. Federal Grants, State Grants, and Self-Funded Programs

D. Chief of Staff - Dr. Nakia Towns Edwards

1. Board Policies - Second and Final Reading

a. Board Policy 1.401 - Appeal Hearing before the Board

b. Board Policy 5.304 - Extended Leaves of Absence

c. Board Policy 5.3021 - Sick Leave Bank

d. Board Policy 5.400 - Personnel Health Examinations and Communicable Diseases

e. Board Policy 5.702 - Student Teachers

IX. Information Only

A. Legal Services Report

X. Events/Announcements

XI. Adjourn

Hamilton County Board of Education Board Meeting - Quarterly Session

December 10, 2020 5:30 PM

3074 Hickory Valley Road

Chattanooga, TN 37421

I. Roll Call

Attendance Taken at 5:39 PM.

Dr. Steve Highlander: Present

Mrs. Jenny Hill: Present

Mrs. Karitsa Jones: Present

Mr. Tucker McClendon: Present

Mr. Marco Perez: Present

Mrs. Tiffanie Robinson: Present

Mr. Joe Smith: Present

Mrs. Rhonda Thurman: Present

Mr. Joe Wingate: Present

Chairman Wingate joined the meeting by Zoom.

Also in attendance: Dr. Bryan Johnson, Superintendent

Absent: Ms. Macy Tidmore, Student Representative

II. **Approval of the Agenda

Passed: Approval of the agenda with the following amendment: Add Heather Modrow as a Delegate; passed with a motion by Mrs. Tiffanie Robinson and a second by Dr. Steve Highlander.

Dr. Steve Highlander: Yes

Mrs. Jenny Hill: Yes

Mrs. Karitsa Jones: Yes

Mr. Tucker McClendon: Yes

Mr. Marco Perez: Yes

Mrs. Tiffanie Robinson: Yes

Mr. Joe Smith: Yes

Mrs. Rhonda Thurman: Yes

Mr. Joe Wingate: Yes

Yes: 9, No: 0

III. Executive Session - No

IV. Pledge to the Flag and Meditation - Dr. LeAngela Rogers, Principal of Hixson Middle School

V. Exemplars of Excellence

- A. East Hamilton High Soccer Team Recognition - Dr. Larrie Reynolds
- B. Fall 2020 Sport State Champions - Signal Mountain High - Brad Jackson

VI. Delegations

- A. Heather Modrow, Teacher at East Ridge Elementary to speak regarding Community Partnership

VII. Presentation

- A. COVID Task Force Update - Jennifer Bronson

VIII. **Approval of the Consent Agenda

Passed: Approval of the Consent Agenda passed with a motion by Dr. Steve Highlander and a second by Mrs. Tiffanie Robinson.

Dr. Steve Highlander:	Yes
Mrs. Jenny Hill:	Yes
Mrs. Karitsa Jones:	Yes
Mr. Tucker McClendon:	Yes
Mr. Marco Perez:	Yes
Mrs. Tiffanie Robinson:	Yes
Mr. Joe Smith:	Yes
Mrs. Rhonda Thurman:	Yes
Mr. Joe Wingate:	Yes
Yes: 9, No: 0	

- A. Approval of the Minutes of the November 19, 2020 Regular Session
- B. Executive Committee Report
- C. Chief Business Officer - Mary Ellen Heuton

1. Bids/Contracts

1. Attached for your approval are bids/contracts for the following:

- A. Request Approval of Speech/Language Services Private and Home School Agreement Amendment with Stellar Therapy.
- B. Request Approval to purchase Kami-Digital Application District License.
- C. Request Approval of Bid File 21-15 School Security Upgrades Phase 2.

2. Bids procured by the Purchasing Department, in all cases, low bids meeting specifications are recommended.

2. Financial Reports - the monthly financial report comparing budget to actual through October, 2020. The presentation of the monthly financial statement compares actual year-to-date expenditures to the original adopted budget and the year-to-date amended budget.

HAMILTON COUNTY SCHOOLS REVENUE/OBLIGATIONS VS BUDGET PERIOD ENDED OCTOBER, 2020																			
REVENUES	Adopted			General Purpose			Federal Programs			Self-funded Programs			Grants			Grand Totals			
	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	
LOCAL TAXES	233,600.00	233,600.00	32,751.71													233,600.00	233,600.00	32,751.71	
FEES AND PERMITS	12,000	12,000	3,410													12,000	12,000	3,410	
CHARGES FOR CURRENT SERVICES	543,000	543,000	117,727							4,141.37	4,241.672	488.289	3,773.594	3,773.594	164.615	8,458.331	8,556.266	770.119	
OTHER LOCAL REVENUES	3,000.00	3,000.00	130.901													6,395.000	6,907.922	565.804	
STATE OF TENNESSEE	178,625.00	178,700.00	52,269.623				3,262.245	3,675.207	931.537	132.715	132.715	3,446				178,625.000	178,700.000	52,269.623	
OTHER STATE REVENUES	685.000	2,208.787	544.195										195.000	195.000			880.000	2,403.787	544.195
FEDERAL GOVERNMENT	1,050.000	1,050.000	400.298	29,474.756									16,829.423	16,829.423	632.887	47,354.279	63,004.992	3,981.462	
OTHER SOURCES	1,285.000	1,285.000	286.687													1,285.000	1,285.000	286.687	
RESERVE/FUND BALANCE *	-	2,042.682	-							1,054.065						-	2,042.682	-	
TOTAL REVENUES	415,880.60	427,447.469	89,524.298	29,474.756			48,175.369	2,048.277	7,484.882	8,670.645	1,619.828	29,938.932	29,938.932		886.048	476,669.778	509,524.715	91,293.341	
EXPENDITURES																			
REGULAR INSTRUCTION PROGRAM	71100	210,173.375	211,817.935	57,937.155	7,435.370	16,219.933	6,258.876	2,687.429	3,001.131	683.056						220,276.174	213,016.989	64,565.089	
SPECIAL EDUCATION INSTR PROG	71200	39,800.165	39,884.996	1,235.759	4,570.376	6,031.596	1,047.705	381.813	881.314	34,378						44,552.204	45,398.307	12,317.462	
VOCATIONAL ED INSTR PROG	71300	3,909.965	3,937.219	723.451	475.241	3,909.965	2,205.116	167.845	54.478							9,784.256	10,200.261	2,486.212	
ATTENDANCE	72110	2,713.446	2,777.942	670.516												2,777.942	2,777.942	670.516	
OTHER STUDENT SUPPORT	72120	4,941.191	1,200.285													4,941.191	1,414.662		
OTHER STUDENT SUPPORT	72130	11,384.146	11,826.126	3,987.559	3,714.948	4,686.933	805.781	29,215	25,826.576	51,097						15,298.309	16,771.945	4,844.397	
REG INST SUPPORT	72210	11,975.000	10,973.431	4,951.648	7,773.054	11,777.763	2,012.911	306.425	977.395	326.897						19,949.479	26,364.152	7,291.556	
SPECIAL EDUCATION INSTR SUPPORT	72220	3,662.430	3,376.363	1,636.546	3,222.038	3,189.665										6,885.332	6,592.815	3,152.552	
VOCATIONAL ED INST SUPPORT	72230	250.818	250.818	81.851	12,500	120.124	27.087									263.318	370.942	108.938	
EDUCATION TECHNOLOGY	72250	6,134.832	6,436.924	3,096.257												6,096.862	7,044.445	3,352.852	
BOARD OF EDUCATION	72310	6,133.934	6,133.934	1,574.560	169.899	577.521	534.315									6,133.934	6,133.934	1,574.560	
OFFICE OF SUPERINTENDENT	72320	2,025.323	2,025.323	686.173												2,121.046	2,121.046	717.324	
OFFICE OF PRINCIPAL	72410	26,111.970	26,177.960	8,361.749												26,111.970	26,275.916	8,471.461	
FISCAL SERVICES	72510	3,329.790	3,329.790	1,020.897				97.856	119.732	200.000						3,329.790	3,329.790	1,020.897	
HUMAN RESOURCES	72520	2,115.719	2,115.719	685.716												2,115.719	2,115.719	685.716	
OPERATION OF PLANT	72610	26,877.637	27,020.669	12,652.811			1,053.553	645.621								26,877.637	27,020.669	12,652.811	
MAINTENANCE OF PLANT	72620	9,401.355	9,401.355	3,313.339							36.412					9,401.355	9,437.767	3,313.339	
TRANSPORTATION	72710	19,474.601	19,460.611	15,346.198	264.256			465.345	215.643	16.250						19,730.467	19,560.751	15,563.719	
CENTRAL AND OTHER	72810		417.870	262.012												417.870	417.870	262.012	
FOOD SERVICE	73100																		
COUNTY SERVICES	73200	528.461	528.708	130.764	1,127.134	1,127.134	48.504	2,276.207	3,276.207	839.826			20,900.932	20,900.932	6,391.910	4,930.942	1,010.784		
EARLY CHILDHOOD EDUCATION	73300	2,599.039	3,068.093	591.218				214.770	214.770	20.187						2,723.809	3,282.863	611.901	
REGULAR CAPITAL OUTLAY	76100	200.000	200.000	29.875												200.000	200.000	29.875	
EDUCATION DEBT SERVICE		975.000	975.000													975.000	975.000		
EDUCATION CAPITAL PROJECTS		3,000.000	3,000.000	3,000.000												3,000.000	3,000.000	3,000.000	
CHARTER SCHOOLS (TRANSFERS) *	13,952.693	13,952.693	27.858	709.500	1,153.696											14,961.743	15,008.079	4,276.004	
TRANSFERS STATE GRANTS																		27.858	
TOTAL EXPENDITURES	415,680.60	427,447.469	134,816.767	29,474.756	48,175.369	14,599.571	7,484.882	8,670.645	1,626.114	29,938.932			6,391.610	473,968.778	509,524.715	161,464.141			

1931-2005

3. Budget Amendments

a. Federal Grants, State Grants, and Self-Funded Programs

The Federal Programs budget is amended by items #1 – 7. Items #1 and 3 - 7 consist of carryover and current year awards. Item #2 consists of a current year award.

1. Title I, Improving Basic Programs Grant, with transfers between line items
2. Consolidated Administration, with transfers between line items
3. Title II, Part A Teacher and Principal Training and Recruiting, with transfers between line items
4. Title I, Part A Local Neglected Grant, with transfers between line items
5. Title III, Language Instruction for English Learners and Immigrant Students, with transfers between line items
6. Title IV, Part A Student Support and Academic Enrichments, with transfers between line items
7. CCEIS – Comprehensive Coordinated Early Intervening Services, with transfers between line items

D. Chief of Staff - Dr. Nakia Towns Edwards

1. Board Policies - Second and Final Reading

- a. Board Policy 1.401 - Appeal Hearing before the Board
- b. Board Policy 5.304 - Extended Leaves of Absence
- c. Board Policy 5.3021 - Sick Leave Bank
- d. Board Policy 5.400 - Personnel Health Examinations and Communicable Diseases
- e. Board Policy 5.702 - Student Teachers

IX. Information Only

A. Legal Services Report

X. Events/Announcements

XI. Adjourn – The meeting was adjourned at 7:36 p.m.

Chairperson

Date

Superintendent

Date

B. Executive Committee Report

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

TO: Hamilton County Board of Education

FROM: Sherrie Ford

DATE: January 21, 2021

RE: Executive Committee Report

The Executive Committee of the Board may act on behalf of the full Board during the time between Board meetings. The Executive Committee items submitted to me for the agenda packet for the period of December 10, 2020 through January 21, 2021 are included. These items include previously approved field trips indicated by an asterisk and various early/emergency approvals presented for ratification.

C. Chief Business Officer - Mary Ellen Heuton

1. Bids/Contracts

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 HICKORY VALLEY ROAD
CHATTANOOGA, TN 37421**

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Mary Ellen Heuton, Chief Financial Officer
Kevin Bartenfield, Director of Purchasing

DATE: January 21, 2021

RE: Bids/Contracts

1. Attached for your approval are bids/contracts for the following:
 - A. Request Approval of Bid File 21-17 Contract for Window Blinds and Shades.
 - B. Request Approval of Bid File 21-20 Signal Mountain Middle/High School Track Drainage Improvements.
2. Bids procured by the Purchasing Department, in all cases, low bids meeting specifications are recommended.
3. Recommend approval as presented.

KB:de

Hamilton County Department of Education
 Bid Opening – December 3, 2020– 3:00 PM.
 Bid File 21-17 Tab Sheet Contract for Window Blinds and Shades

	Draper Roller Shades w/Surface Mount Brackets E-Screen Fabric, 3% Openness, Manual Bead Chain Clutch Operated Controls. Price Per SqFt	RWP Clutch Operated Solar Screen Shade, Exposed Roller Fabric Tube (No Fascia) Fabric Duel Sided Halden 3% Manual Bead Chain Clutch Operated Controls Price Per SqFt	Norman 2" Cordless Faux Wood Blinds Based On Fastening Blinds to Aluminum Window System Price Per SqFt
Bidder			
Read Window Products LLC	6.40	5.30	7.10

	1" Blinds, Viny Price Per SqFt	2" Blinds, Vinyl Price Per SqFt	Install Price for Over 250 Sqft Price Per SqFt	Install Price for Under 250 Sqft Price Per SqFt
Bidder				
Read Window Products LLC	4.50	5.20	Included	250.00

Recommend Award of Bid To: Read Window Products LLC

1 Vendor Responded

Funds To Be Provided By: Maintenance/Capital Budget



MEMO

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Justin Witt

Date: January 21, 2021

Subject: Signal Mountain Middle/High School – Track Drainage - Bid File 21-20

Bids were received on December 17, 2020 at 2:00pm for drainage improvements for the track at Signal Mountain Middle/High School. I recommend we accept the low bid received by Baseline Sports Construction in the amount of \$79,900.00

Funding provided from the 18/19 Capital Projects Fund.

Bid tabulation sheet attached.

Sincerely,
Justin Witt

Hamilton County Department of Education
 Bid Opening – December 17, 2020 – 2:00 PM.
 Bid File 21-20 Tab Sheet SMMHS Track Drainage Improvements

Bidder	Signed/Dated Cert of Compliance	Non- Collusion Affidavit	Drug Free Affidavit	IRAN Divestment ACT	Addendum to Agreement	Vendor App Form and W9	Bid Bond	Lump Sum Bid Total
Thomas Brothers Construction	✓	✓	✓	✓	✓	✓	✓	138,600
Higgins Construction	✓	✓	✓	✓	x	✓	✓	146,400
Baseline Sports Construction	✓	✓	✓	✓	✓	✓	✓	79,900

Recommend Award of Bid To: Baseline Sports Construction

Funds To Be Provided By: Maintenance/Capital Budget

DE.jg

2. Financial Reports

HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Mary Ellen Heuton, Chief Financial Officer

DATE: January 21, 2021

SUBJECT: Monthly Financial Report

Attached is the monthly financial report comparing budget to actual through November, 2020. The presentation of the monthly financial statement compares actual year-to-date expenditures to the original adopted budget and the year-to-date amended budget.

HAMILTON COUNTY SCHOOLS
REVENUE/OBLIGATIONS VS BUDGET
PERIOD ENDED
NOVEMBER, 2020

REVENUES		General Purpose			Federal Programs			Self-Funded Programs			Child Nutrition			Grand Totals		
		Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual	Budget	Revised Budget	YTD Actual
LOCAL TAXES		233,600,000	233,600,000	48,334,412										233,600,000	233,600,000	48,334,412
LICENSES AND PERMITS		12,000	12,000	5,261										12,000	12,000	5,261
CHARGES FOR CURRENT SERVICES		543,000	543,000	124,434				4,141,737	4,351,295	1,019,743	3,773,594	3,773,594	222,514	8,458,331	8,667,889	1,366,691
OTHER LOCAL REVENUES		3,000,000	3,000,000	135,160				3,262,345	3,686,015	867,355	132,715	132,715	4,345	6,395,060	6,818,730	1,006,860
STATE OF TENNESSEE		178,625,000	178,718,407	70,138,305			-							178,625,000	178,718,407	70,138,305
OTHER STATE REVENUES		685,000	3,550,799	650,544							195,000	195,000	-	880,000	3,745,799	650,544
FEDERAL GOVERNMENT		1,050,000	1,050,000	478,673	29,474,756	49,926,789	9,999,175				16,829,623	16,829,623	4,200,443	47,354,379	67,806,412	14,678,291
OTHER SOURCES		1,285,000	1,285,000	286,667										1,285,000	1,285,000	286,667
RESERVES/FUND BALANCE *		-	5,091,662						1,896,978					-	6,988,640	-
TOTAL REVENUES		418,800,000	426,850,868	120,153,456	29,474,756	49,926,789	9,999,175	7,404,082	9,934,288	1,887,098	20,930,932	20,930,932	4,427,302	476,609,770	507,642,877	136,467,031
EXPENDITURES																
REGULAR INSTRUCTION PROGRAM	71100	210,173,375	207,607,718	76,765,368	7,435,370	16,452,278	7,345,277	2,667,429	3,942,243	807,558				220,276,174	228,002,239	84,918,203
SPECIAL EDUCATION INSTR PROG	71200	39,600,165	39,722,296	14,781,503	4,570,376	6,078,359	1,281,966	381,813	681,313	41,196				44,552,354	46,481,968	16,104,665
VOCATIONAL ED INSTR PROG	71300	9,308,965	9,318,322	3,247,321	475,241	723,451	333,792	-	167,845	54,478				9,784,206	10,209,618	3,635,591
ATTENDANCE	72110	2,777,942	2,624,629	900,319										2,777,942	2,624,629	900,319
HEALTH SERVICES	72120	4,841,915	4,968,488	1,713,351		444,113	248,523	42,500	42,500	15,553				4,884,415	5,455,101	1,977,427
OTHER STUDENT SUPPORT	72130	11,364,146	12,869,939	5,008,156	3,714,948	5,678,610	1,190,827	219,215	258,826	53,863				15,298,309	18,807,375	6,252,846
REG INST SUPPORT	72210	11,870,000	15,239,332	5,869,982	7,773,054	12,005,462	3,129,318	306,425	991,276	399,267				19,949,479	28,236,070	9,398,567
SPECIAL ED INST SUPPORT	72220	3,662,430	3,376,363	1,983,588	3,222,938	3,535,152	2,334,030							6,885,368	6,911,515	4,317,618
VOCATIONAL ED INST SUPPORT	72230	250,818	250,818	106,367	12,500	120,124	39,461			-				263,318	370,942	145,828
EDUCATION TECHNOLOGY	72250	6,136,632	6,528,162	3,955,661	169,889	510,079	524,540							6,306,521	7,038,241	4,480,201
BOARD OF EDUCATION	72310	6,133,934	6,161,665	2,383,989				200,000	200,000	-				6,333,934	6,361,665	2,383,989
OFFICE OF SUPERINTENDENT	72320	2,025,323	2,489,295	880,531				95,723	95,723	29,422				2,121,046	2,585,018	909,953
OFFICE OF PRINCIPAL	72410	26,171,970	28,391,529	11,101,458	-	201,613	127,187							26,171,970	28,593,142	11,228,645
FISCAL SERVICES	72510	3,329,790	3,365,594	1,327,563										3,329,790	3,365,594	1,327,563
HUMAN RESOURCES	72520	2,115,719	2,133,417	781,599					8,923	1,270				2,115,719	2,142,340	782,869
OPERATION OF PLANT	72610	25,877,637	27,477,683	19,286,388	-	816,951	721,826							25,877,637	28,294,634	20,008,214
MAINTENANCE OF PLANT	72620	9,401,355	9,851,652	4,148,573				-	36,412	-				9,401,355	9,888,064	4,148,573
TRANSPORTATION	72710	19,474,601	19,560,227	16,332,495	264,256	447,750	215,643		18,250					19,738,857	20,026,227	16,548,138
CENTRAL AND OTHER	72810	417,870	474,492	312,705						-				417,870	474,492	312,705
FOOD SERVICE	73100	-	-	-							20,930,932	20,930,932	11,452,162	20,930,932	20,930,932	11,452,162
COMMUNITY SERVICES	73300	528,681	548,676	173,901	1,127,134	1,740,361	122,202	3,276,207	3,276,207	1,115,229				4,932,022	5,565,244	1,411,332
EARLY CHILDHOOD EDUCATION	73400	2,509,039	3,031,910	990,586				214,770	214,770	26,924				2,723,809	3,246,680	1,017,510
REGULAR CAPITAL OUTLAY	76100	200,000	200,000	38,290										200,000	200,000	38,290
EDUCATION DEBT SERVICE		975,000	975,000	-										975,000	975,000	-
EDUCATION CAPITAL PROJECTS		3,000,000	3,000,000	3,000,000										3,000,000	3,000,000	3,000,000
CHARTER SCHOOLS (TRANSFERS)		13,852,693	13,852,693	7,024,432	709,050	1,172,486	-							14,561,743	15,025,179	7,024,432
TRANSFERS-STATE GRANTS			30,968											-	30,968	-
TOTAL EXPENDITURES		416,000,000	424,050,868	182,114,126	29,474,756	49,926,789	17,614,592	7,404,082	9,934,288	2,544,760	20,930,932	20,930,932	11,452,162	473,809,770	504,842,877	213,725,640

\$2,800,000 Revenue budgeted for Fund Balance

3. Budget Amendments

a. Federal Grants, State Grants, and Self-Funded Programs

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Mary Ellen Heuton, Chief Financial Officer

DATE: January 21, 2021

SUBJECT: Budget Amendments – Federal Grants, State Grants and Self-Funded Programs

The following budget amendments for Federal Grants, State Grants and Self-Funded Programs for FY2021 are recommended for your approval.

The Federal Programs budget is amended by items #1 – 4. Items #1, 3 and 4 consist of a current year award. Item #2 consists of carryover and current year award.

The State Programs budget is amended by item #5. Item #5 consists of a current year award.

The Self-Funded Programs budget is amended by items #6 and 7. Items #6 and 7 consist of carryover contributions from the prior year.

1. Consolidated Administration, with transfers between line items
2. Title I, Part A Local Neglected Grant, with transfers between line items
3. LEA Reopening and Programmatic Supports, with transfers between line items
4. Technology Connectivity, totaling \$2,521,725
5. Online Learning Tool Content Development, with transfers between line items
6. Osborne Foundation, totaling \$2,286
7. Benwood Foundation, with transfers between line items

FEDERAL PROGRAMS
SOURCE OF FUNDS

January 21, 2021

	OTHER FEDERAL THROUGH STATE 47100	TOTAL REVENUE	AMENDMENT ITEM #
BUDGET AMENDMENTS			
Consolidated Administration	-	-	1
Title I, Part A Local Neglected	-	-	2
LEA Reopening and Programmatic Supports	-	-	3
Technology Connectivity	2,521,725	2,521,725	4
	<u>2,521,725</u>	<u>2,521,725</u>	

FEDERAL PROGRAMS

USE OF FUNDS

January 21, 2021

	REGULAR INSTRUCTION 71100	REGULAR INSTRUCTION SUPPORT 72210	EDUCATION TECHNOLOGY 72250	INDIRECT COST 99100	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
BUDGET AMENDMENTS						
Consolidated Administration		-			-	1
Title I, Part A Local Neglected	435			(435)	-	2
LEA Reopening and Programmatic Supports		-			-	3
Technology Connectivity			2,521,725		2,521,725	4
	435	-	2,521,725	(435)	2,521,725	

STATE PROGRAMS
SOURCE OF FUNDS

January 21, 2021

	STATE REVENUE 46000	TOTAL REVENUE	AMENDMENT ITEM #
BUDGET AMENDMENTS			
Online Learning Tool Content Development	-	-	5
	-	-	

STATE PROGRAMS
USE OF FUNDS

January 21, 2021

BUDGET AMENDMENTS	OTHER STUDENT SUPPORT 72130	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
Online Learning Tool Content Development	-	-	5
	-	-	

SELF FUNDED PROGRAMS
SOURCE OF FUNDS

January 21, 2021

	RESTRICTED FOR EDUCATION FUND BALANCE 34555	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
BUDGET AMENDMENTS			
Osborne Foundation	2,286	2,286	6
Benwood Foundation	-	-	7
	2,286	2,286	

SELF FUNDED PROGRAMS
USE OF FUNDS

January 21, 2021

	REGULAR INSTRUCTION 71100	REGULAR INSTRUCTION SUPPORT 72210	TOTAL AMENDMENT AMOUNT	AMENDMENT ITEM #
BUDGET AMENDMENTS				
Osborne Foundation		2,286	2,286	6
Benwood Foundation	4,046	(4,046)	-	7
	4,046	(1,760)	2,286	

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
ESSA CONSOLIDATED ADMINISTRATION
BUDGET FISCAL YEAR 2020 - 2021

Note: Consolidated Administration is funded by transfers from the Title I, Title I D,
Title II Part A, Title III, and Title IV federal grants.

Funding Source: Transfers from Federal Grants

100-0000	471410	Transfer from Title I	868,684			868,684
100-0000	471410	Transfer from Title I Neglected	11,573			11,573
100-0000	471410	Transfer from Title I Delinquent	4,995			4,995
100-0000	471890	Transfer from Title II Part A	118,527			118,527
100-0000	471460	Transfer from Title III	8,419			8,419
100-0000	471470	Transfer from Title IV	17,674			17,674
		Total Transfers	1,029,872	-	-	1,029,872

DEPARTMENT KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	BUDGET AMENDMENT 12/10/2020	INCREASES	DECREASES	BUDGET AMENDMENT 1/21/2021
<u>ESEA Consolidated Administration</u>						
100-0000	72210-510510	Directors (1)	117,333			117,333
100-0000	72210-510530	Coordinators (3)	290,543			290,543
100-0000	72210-516110	Secretaries (3)	106,382	9,500		115,882
100-0000	72210-516210	Clerical (3)	161,473		(9,500)	151,973
100-0000	72210-518940	Contracted Personnel PT (2)	36,000			36,000
100-0000	72210-520110	Social Security	44,126			44,126
100-0000	72210-520410	State Retirement	81,264			81,264
100-0000	72210-520610	Life Insurance	604			604
100-0000	72210-520710	Health Insurance	87,986			87,986
100-0000	72210-520810	Dental Insurance	3,195			3,195
100-0000	72210-521010	Unemployment Compensation	1,667			1,667
100-0000	72210-521210	Medicare	10,321			10,321
100-0000	72210-529910	Long Term Disability	1,352			1,352
100-0000	72210-529930	Short Term Disability	1,893			1,893
100-0000	72210-530810	Consultant	13,000			13,000
100-0000	72210-533610	Equipment Repair/Maint.	1,000			1,000
100-0000	72210-535510	Travel/mileage	6,000			6,000
100-0000	72210-549990	Supplies & Materials	13,643			13,643
100-0000	72210-552410	Staff Development	11,872			11,872
100-0000	72210-559990	Other Charges	3,000			3,000
100-0000	72210-579010	Equipment Other	10,344			10,344
		Total 72210	1,002,998	9,500	(9,500)	1,002,998
100-0000	99100-559010	Indirect Costs (2.9 %)	26,874			26,874
		Total 99000	26,874	-	-	26,874
		Total Budget	1,029,872	9,500	(9,500)	1,029,872

HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TITLE I, Part A: LOCAL NEGLECTED
BUDGET FISCAL YEAR 2020-2021

2021 ALLOCATION			161,460	-	161,460
2020 CARRYOVER			63,792		63,792
TRANSFER TO CONSOLIDATED ADMINISTRATION			(11,573)	-	(11,573)
			213,679	-	213,679
110-0000	471410	REVENUE	213,679	-	213,679
Use of Funds Summary					
71100		Regular Instruction	144,247	435	144,682
72130		Other Student Support	2,649	-	2,649
72210		Instructional Support	60,803	-	60,803
99000		Indirect Costs	5,980	-	5,545
		Total Use of Funds	213,679	435	213,679
DEPARTMENT KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	BUDGET AMENDMENT 12/10/2020	INCREASES	BUDGET AMENDMENT 1/21/2021
<u>Parkridge Valley</u>					
110-9160	71100-539990	Contracted Services	3,000		3,000
110-9160	71100-542910	Instructional Supplies	62,415		62,415
		Total 71100	65,415	-	65,415
110-9160	72210-530810	Consultants	2,500		2,500
110-9160	72210-552410	Staff Development	6,000		6,000
110-9160	72210-559990	Other Charges --Transition Sp	40,000		40,000
		Total 72210	48,500	-	48,500
110-9160	99100-559010	Indirect Costs (2.9 %)	3,260	-	3,260
		Total 99000	3,260	-	3,260
		Total Budget	117,175	-	117,175
<u>Bethel Christian Academy</u>					
110-9180	71100-539990	Other Contracted Services	36,000		36,000
110-9180	71100-542910	Instructional Supplies	27,832		27,832
110-9180	71100-572210	Instructional Equipment	15,000	435	15,435
		Total 71100	78,832	435	79,267
110-9180	72130-549990	Materials/supplies	2,649		2,649
		Total 72130	2,649	-	2,649
110-9180	72210-549990	Materials/supplies	2,303		2,303
110-9180	72210-552410	Staff Development	10,000		10,000
		Total 72210	12,303	-	12,303
110-9180	99100-559010	Indirect Costs (2.9 %)	2,720	-	2,285
		Total 99000	2,720	-	2,285
		Total Budget	96,504	435	96,504
		Total Grant	213,679	435	213,679

**HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
LEA REOPENING AND PROGRAMMATIC SUPPORTS GRANT
BUDGET FISCAL YEAR 2020-2021**

161-0000 473030 REVENUE 125,000 125,000

DEPARTMENT KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	FY2021 BUDGET 10/8/2020	INCREASE	(DECREASE)	AMENDED BUDGET 1/21/2021
161-0000	72210-549990	Other Supplies and Materials	125,000		(125,000)	-
161-0000	72210-572210	Other Equipment	-	125,000		125,000
		Total 72210 - Instructional Support	125,000	125,000	(125,000)	125,000
		TOTAL GRANT	125,000	125,000	(125,000)	125,000

**HAMILTON COUNTY DEPT OF EDUCATION
FEDERAL PROGRAMS
TECHNOLOGY CONNECTIVITY GRANT
BUDGET FISCAL YEAR 2020-2021**

163-0000 473050 REVENUE 2,521,725

DEPARTMENT KEY	OBJECT CODE	EXPENDITURE DESCRIPTION	FY2021 BUDGET 1/21/2021
163-0000	72250-535010	Internet Connectivity	2,521,725
Total 71100 - Regular Instruction			<u>2,521,725</u>
TOTAL GRANT			<u><u>2,521,725</u></u>

Note: This is a reimbursement grant awarded to offset the cost of HCS Ed Connect Services in response to Covid-19.

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
STATE PROGRAMS
ONLINE LEARNING TOOL CONTENT DEVELOPMENT GRANT
BUDGET FISCAL YEAR 2020-2021**

SOURCE OF FUNDS

DEPARTMENT KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 9/17/2020	INCREASE (DECREASE)	AMENDED BUDGET 1/21/2021
207-0000	473020	Other State Revenue	180,000		180,000

USE OF FUNDS SUMMARY

DEPARTMENT KEY	OBJECT CODE	DESCRIPTION	AMENDED BUDGET 9/17/2020	INCREASE (DECREASE)	AMENDED BUDGET 1/21/2021
207-0000	72130-519610	Teacher Stipends	45,795	8,205	54,000
207-0000	72130-520110	Social Security	2,839	(2,839)	-
207-0000	72130-520410	State Retirement	4,702	(4,702)	-
207-0000	72130-521210	Employer Medicare	664	(664)	-
207-0000	72130-539950	Hardware/Software Licenses	27,475		27,475
207-0000	72130-552410	Staff Development	2,500		2,500
207-0000	72130-579010	Equipment - Other	36,025		36,025
Total 72130 - Other Student Support Elementary Project (8000)			120,000	8,205	(8,205)
					120,000
207-0000	72130-519610	Teacher Stipends	24,593	4,407	29,000
207-0000	72130-520110	Social Security	1,525	(1,525)	-
207-0000	72130-520410	State Retirement	2,525	(2,525)	-
207-0000	72130-521210	Employer Medicare	357	(357)	-
207-0000	72130-579010	Equipment - Other	31,000		31,000
Total 72130 - Other Student Support Middle School Project (8010)			60,000	4,407	(4,407)
					60,000
TOTAL BUDGET			180,000	12,612	(12,612)
					180,000

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
SELF-FUNDED PROGRAM
OSBORNE FOUNDATION
BUDGET FISCAL YEAR 2020-2021**

SOURCE OF FUNDS SUMMARY

DEPARTMENT KEY	OBJECT CODE	DESCRIPTION	FY2021 BUDGET 1/21/2021
000-0000	345550	Restricted for Education	2,286

DEPARTMENT KEY	OBJECT CODE	DESCRIPTION	FY2021 BUDGET 1/21/2021
415-0000	72210-549990	Other Supplies and Materials	2,286
		Total 72210 - Regular Instruction Support	2,286
		Total Osborne Foundation	2,286

Note: The FY20 carryover balance is \$2,286.39 as of June 30, 2020.

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
SELF-FUNDED PROGRAMS
BENWOOD FOUNDATION
BUDGET FISCAL YEAR 2020-2021**

SOURCE OF FUNDS SUMMARY

DEPARTMENT KEY	OBJECT CODE	DESCRIPTION	FY2021 BUDGET 8/20/2020	INCREASE	(DECREASE)	AMENDED BUDGET 1/21/2021
000-0000	345550	Restricted For Education	90,169			90,169
		Total Source of Funds	90,169		-	90,169

USE OF FUNDS SUMMARY

DEPARTMENT KEY	OBJECT CODE	DESCRIPTION	FY2021 BUDGET 8/20/2020	INCREASE	(DECREASE)	AMENDED BUDGET 1/21/2021
472-0000	72210-519610	In Service/Stipends	3,215			3,215
472-0000	72210-520110	Social Security	199			199
472-0000	72210-520410	State Retirement	330			330
472-0000	72210-521210	Employer Medicare	47			47
472-0000	72210-549990	Other Supplies and Materials	6,102			6,102
472-0000	72210-559990	Other Charges	895			895
		Total 72210 - Regular Instruction Support	10,788	-	-	10,788
		Total Budget - Teacher Recruitment and Support	10,788	-	-	10,788
472-0137	71100-542910	Instructional Supplies	5,700	4,046		9,746
		Total 71100 - Regular Instruction Program	5,700	4,046	-	9,746
472-0137	72210-549990	Other Supplies/Materials	1,500	1,227		2,727
472-0137	72210-552410	In Service/Staff Development	12,800		(9,813)	2,987
472-0137	72210-579010	Equipment	-	4,540		4,540
		Total 72210 - Regular Instruction Support	14,300	5,767	(9,813)	10,254
		Total Budget - Howard School Newcomer Center	20,000	9,813	(9,813)	20,000
472-0000	71100-524910	Instructional Supplies	1,543			1,543
		Total 71100 - Regular Instruction Program	1,543	-	-	1,543
472-0000	72210-519610	In Service/Stipends	1,743			1,743
472-0000	72210-520110	Social Security	108			108
472-0000	72210-520410	State Retirement	179			179
472-0000	72210-521210	Employer Medicare	25			25
472-0000	72210-549990	Other Supplies/Materials	16			16
472-0000	72210-559990	Other Charges	39,265			39,265
		Total 72210 - Regular Instruction Support	41,336	-	-	41,336
		Total Budget - Innovation Cohorts	42,879	-	-	42,879
472-0098	71100-539950	Software				-
472-0098	71100-542910	Instructional Supplies	16,160			16,160
472-0098	71100-572210	Equipment - Instructional	342			342
		Total 71100 - Regular Instruction Program	16,502	-	-	16,502
		Total Budget - Howard MS xfactor Lab/STEM Collaboratory	16,502	-	-	16,502
		TOTAL BUDGET BENWOOD	90,169	9,813	(9,813)	90,169

Note: The FY20 carryover balance is \$90,169.39 as of June 30, 2020.

4. Grant Application Requests

- a. Grant Agreement to Fund Literacy Officer - PEF and Hamilton County Schools Foundation



Memorandum

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Dr. Neelie Parker
Chief Schools Officer

Date: January 21, 2021

Re: Grant Agreement to fund Literacy Officer

Permission requested to accept grant funding from Hamilton County Schools Foundation via Public Education Foundation develop and hire a K-12 Student Literacy Officer to support the Future Ready 2023 goal of Accelerating Student Achievement in Literacy for all students in Hamilton County Schools (HCS) so they may build skills, especially in the early grades, to have a strong foundation, as well as engage in strong intervention supports as needed.

Description	Contact	Estimated Allocation
K-12 Student Literacy Officer	Dr. Neelie Parker Blake Freeman	\$286,500

Sub-Grant Agreement

between

Public Education Foundation (PEF)

and

The Hamilton County Schools Foundation (HCSF)

I. PURPOSE & SCOPE

The purpose of this Sub-Grant Agreement (“Agreement”) is to provide funding to engage or hire a K-12 Student Literacy Officer to support the Future Ready 2023 goal of Accelerating Student Achievement in Literacy for all students in Hamilton County Schools (HCS) so they may build skills, especially in the early grades, to have a strong foundation.

II. STATEMENT OF CHALLENGE

The state of Tennessee has experienced challenges with literacy rates for students in K-12. There has been a renewed focus on ensuring students improve literacy rates and ensuring districts adopt high quality instructional material. In order to ensure that we maximize our resources and improve student outcomes we must ensure coherence across the system and community regarding literacy initiatives. HCS has adopted resources that are grounded in the Science of Reading. This investment was for more than \$6 million dollars. Prior to the pandemic there were plans to ensure that a role was developed to assist with implementation and coordination of the district and community literacy efforts. Due to COVID-19 and its impact on the budget the plans to propose this role had to be halted.

III. PEF’S RESPONSIBILITIES UNDER THIS AGREEMENT

PEF shall make two separate payments of \$143,250 to fund the K-12 Student Literacy Officer at Hamilton County Schools. The first payment will be made on or before January 31, 2021, and the second payment will be made on or before January 31, 2022.

IV. HCSF’S RESPONSIBILITIES UNDER THIS AGREEMENT

Upon receipt of funds from PEF, HCSF will engage or hire a K-12 Student Literacy Officer to support the Future Ready 2023 goal of Accelerating Student Achievement in Literacy in HCS.

V. MODIFICATION OR TERMINATION

Any modification or termination of this agreement must be made in writing and signed by both parties.

VI. CONFIDENTIALITY

Subject to the requirements of T.C.A. Title 10, Chapter 7 and any other provisions of law pertaining to disclosure of state records, HCS and PEF agree to maintain strict confidentiality of the terms of this agreement.

VII. TERM AND EFFECTIVE DATE

This Sub-grant Agreement shall be effective upon the signature of HCS's and PEF's authorized officials. It shall be in force through December 31, 2022.

VIII. COUNTERPARTS

This Agreement may be executed in two or more counterparts, each of which together shall be deemed an original, but all of which together shall constitute one and the same instrument. In the event that any signature is delivered by facsimile transmission or by e-mail delivery of a ".pdf" format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile or ".pdf" signature page were an original thereof.

HCSF and PEF indicate agreement with this sub-grant agreement by the following signatures.

Keith Fogleman, Chair
Hamilton County Schools Foundation

Date _____

Dr. Dan Challener, President
Public Education Foundation

Date _____

The Hamilton County Schools Foundation
3074 Hickory Valley Road
Chattanooga, TN 37421

Public Education Foundation
100 East 10th Street, Suite 500
Chattanooga, TN 37402



Hamilton County Department of Education Job Description

Job Title:	Literacy Officer	FLSA Status:	Exempt (12-month Employee)
Job Code:		Reports To:	Chief Schools Officer/Executive Director Teaching & Learning
Purpose of Job			
The Literacy Officer position has been created to support the Future Ready 2023 goal of Accelerating Student Achievement in Literacy for all students in Hamilton County so they may build skills, especially in the early grades, to have a strong foundation. By 2023 it is our goal to have at least half of all third grade students performing on-track or at mastery level as measured on the TNReady English Language Arts assessment. Literacy is critical to a student's success both in school and beyond. It is more than reading, it spans all subject areas and skills. The purpose of this position is to connect the vision for Literacy in Hamilton County across all grade levels; connect community agencies as an ambassador for literate students; create understanding of the standards and expectations for literacy; to coordinate Early Matters, Chattanooga 2.0, Out of School Alliance, and Future Ready Post-Secondary work to elevate the importance of the Science of Reading. The purpose is to influence decisions and expectations of literacy at all levels and to be a change agent in accelerating progress in literacy for all students. The expectation will also be to document and memorialize the standard operating practices that become a part of the system to support literate students.			
Primary Job Duties and Responsibilities			
• Establishes Vision and a Theory of Action Plan for literacy that benefits all students in Hamilton County Schools. • Supports the implementation of the <i>Future Ready 2023</i> strategic plan, specifically implementing strategies and action steps to improve the key performance indicators for the <i>Accelerating Student Achievement</i> goal for literacy, early learning, and future ready students. • Develops and maintains structures for community partners to engage with the school system in a systematic fashion. Including but not limited to, Out of School Alliance, Early Matters Team, and Chattanooga 2.0. Also including the state team members. Additional structures may be created with specific input from Senior Leadership Team members. • Facilitates and oversees the literacy plan for early learners • Responsible for aligning language acquisition supports, for all kids, in our district literacy plan • Uses data to identify areas of growth. Recommends areas for improvement and assists in the planning/coordination to address identified needs in literacy. • A strategic partner in the creation of a strategic literacy plan for the district using HQIM. Participates in and supports the professional learning goals for implementation of High Quality Instructional Materials. • Establishes, cultivates and maintains contact with members of the community and representatives of community groups; initiates, coordinates and attends relevant meetings and work sessions. • As applicable, oversees literacy HQIM implementation by working directly with the K-12 Director of Teaching and Learning, Elementary, Middle and High School Directors of Learning, and the Chief of Schools. • Provides ongoing support for schools, coordinating with other state agencies, and ensuring compliance with state guidelines. • Escalates through the proper channels to keep supervisor and other appropriate personnel informed of impending problems or events of unusual nature. • Acts in a professional, respectful, and welcoming manner at all times, including reporting to work as scheduled/on-time and maintaining confidentiality. • Complies with applicable district, state, and federal codes, laws, rules, regulations, standards, policies and procedures, including established procedures to ensure assigned areas are safe. • Performs other duties as assigned.			



Hamilton County Department of Education Job Description

Other Duties and Responsibilities

- Prepares or completes various forms, reports, correspondence as required.
- Performs administrative tasks, which may include returning phone calls, word processing, filing documentation, or processing email.
- Operates a computer to research, organize, compose, and design press releases and various public information and education materials.
- Operates other technology devices and uses a variety of social media platforms to perform essential functions of job.

Knowledge, Skills, and Abilities

Knowledge/Education/Experience:

Four-year college degree in education, administration or other related content areas that support literacy. Three (3) years previous experience and/or training that includes transferable skills related to the job description above. Previous experience with public schools, non-profits, or government agencies preferred.

Skills/Qualifications:

- Ability to communicate effectively verbally and in writing with stakeholders inside and outside HCDE.
- Ability to work in a highly visible and fast-paced work environment.
- Ability to work under pressure and deal effectively with unexpected events.
- Demonstrated understanding of traditional media and agility with social media platforms, including websites, Facebook, Twitter and other new media.
- Ability to use multiple technology devices to complete essential functions of the job.
- Demonstrated skills in planning, organization, problem-solving, decision-making, and time management.

Abilities/Physical Requirements:

ACTIVITY					FREQUENCY				
	N	O	F	C		N	O	F	C
Lift/Carry:					Twist				x
10 lbs or less				x	Turn (pivot)				x
11-20 lbs			x		Climb		x		
21-50 lbs		x			Crawl		x		
51-100 lbs		x			Reach Above				x
100+ lbs	x				Reach Outward				x
Push Pull:					Fine Motor Tasks				x
10 lbs or less				x	Stand				x
11-20 lbs			x		Walk				x
21-50 lbs		x			Sit		x		
51-100 lbs		x							
100+ lbs	x				Drive		x		
					Automatic – N/A				
Bend			x		Standard – N/A				
Squat			x						
Kneel			x		Type/Keyboard			x	
Key:									
N=Never 0% of time ; O= Occasional 1-33% of time; F=Frequent 34-66% of time C=Constant 67-100% of time									
(MH)=Teacher of Multi-Handicapped									

Hamilton County Board of Education, Tennessee, is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the Board of Education will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

b. NSF Includes Alliance Program Grant

HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 Hickory Valley Road
Chattanooga, TN 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Blake Freeman, K-12 Officer of Academics
Dr. Neelie Parker, Chief Schools Officer

DATE: January 21, 2021

RE: Grant Application Approval

We are requesting approval for the NSF INCLUDES Alliance program grant. The goal of this grant is to create a collaborative network of partners to increase the number of women and minorities pursuing STEM careers.

Funds will total \$991, 710.00 and will cover access to STEM Career and College exposure, summer support for STEM programming, and supplies to support Project Based Learning in CTE and Future Ready Institutes. A copy of the proposal along with the budget is attached.

Thank you for your consideration

HAMILTON COUNTY DEPARTMENT OF EDUCATION GRANT SUBMISSION APPROVAL FORM



All grants must be pre-approved by the Principal to ensure alignment with school/HCDE goals. All grants \$2,500 and over must have pre-approval from Central Office before applying for the grant. All Federal and State grants regardless of value must have Central Office approval and must flow through the Central Office finance system, not the school.

GRANTS between \$2,500 and \$9,999 must be pre-approved by the Chief Schools Officer and the Chief Financial Officer. Please submit this form, along with a copy of your grant proposal and budget to the Chief Schools Officer, **14 days before grant deadline date (with the exception below for board approval).**

GRANTS between \$10,000 and \$99,999 must be pre-approved by the Chief Schools Officer and the Chief Financial Officer and require additional approval by the Superintendent and School Board Chairman. Please submit this form, along with a copy of your grant proposal and budget to Chief Schools Officer, **14 days before grant deadline date (with the exception below for board approval).**

GRANTS \$100,000 and above and those requesting matching funds must be pre-approved by the Chief Schools Officer, the Chief Financial Officer, the Superintendent, School Board Chairman and require School Board Approval. Please submit this form, along with a copy of your grant proposal and budget to the Chief Schools Officer, **21 working days prior to the next scheduled school board meeting.**

SCHOOL/INSTITUTION: Department of Early Postsecondary Success **DATE:** 01/19/2021

GRANT TITLE: NSF INCLUDES Alliance Broadening Inclusion on Diversity and Gender Equity

AMOUNT OF GRANT: \$ 991,710 **GRANT DEADLINE DATE:** 01/26/2021
Form must be submitted in advance of grant deadline as indicated above.

FUNDING AGENCY: NSF

MATCHING FUNDS REQUESTED: ☐ Yes ☒ No **SOURCE OF MATCHING FUNDS:** _____

DocuSigned by:
N. Blake Freeman 01/19/2021
75FAA620B...
Signature of Principal/Supervisor

Sarah Malone
Name of Grant Writer

DocuSigned by:
Triche Parker 01/19/2021
9B1A1F...
Chief of Department (if applicable)

***** Please attach a summary and budget to this Grant request*****

_____**APPROVED BY SCHOOL BOARD**

SCHOOL BOARD APPROVAL REQUIRED: ☒ YES ☐ NO

RECOMMEND APPROVAL FOR SUBMISSION:

DocuSigned by:
Triche Parker 01/19/2021
9B1A1FEFD7D44DA...
Chief Schools Officer

DocuSigned by:
Dr. Bryan Johnson 01/19/2021
2A4C931BA37540B...
Superintendent (if applicable)

Federal Programs Director (if applicable)
DocuSigned by:
Mary Ellen Henton 01/19/2021
B693C462946245F...
Chief Financial Officer

Board Chairman (if applicable)

Final Approval Date



NSF INCLUDES Alliance Project Overview

The University of Tennessee at Chattanooga (UTC) College of Engineering and Computer Science is developing a proposal for the NSF INCLUDES Alliance program, which is focused on addressing barriers underrepresented minority (URM), female, and first-generation STEM students face with the college transition and first two years of college. At UTC and other institutions with similar student demographics, these student groups—especially URMs and first-generation students—drop out of STEM majors at a higher rate than the overall student population. Our Alliance will focus on scaling several strategies that have proven successful in improving retention and matriculation of student STEM majors in the critical first two years of college, as detailed in the table below.

Core Strategy	Support Activities
High School Mentoring and Advisement Support	• STEM peer mentors visit high schools with STEM faculty to participate in peer mentor events with high school STEM-based clubs and afterschool activities to enrich, recruit, and advise students on pathways into STEM majors in college. • Partner with local high schools to provide presentations and/or advisement support to encourage students to take more rigorous STEM classes to prepare for college transition. • Alliance partners link high schools with STEM-based industry experiences and/or field trips to capture interest of students and provide real-world exposure to STEM fields.
College Transition Support	• Summer Bridge Program for students transitioning into community college or 4-year university to help students prepare for college (i.e. skills gaps in math, study skills, navigating college, etc.). Each Alliance partner would develop/implement a Summer Bridge Program that best fits their target population and identified needs. • Summer Bridge Program for Community College Transfers to help with skills gaps and transition into STEM major at 4-year institution • Faculty STEM Mentors from 4-year university partner with community colleges to support students' transition into STEM major • Provide access to Supplemental Learning Systems for students with identified skills gaps prior to transitioning into college. Students would be provided with access to online learning platforms to build skills in preparation for their first semester of college.
Academic and Mentoring Support	• Peer tutoring and mentoring support in math (Pre-Calculus, Calculus 1 and 2) and introductory STEM courses (i.e., Chemistry 1 and 2) that create a barrier to successful matriculation in STEM majors. • Study skills support and guidance will be integrated into introductory courses across STEM disciplines to improve students' academic success. • Stepdown course system to allow students to change to lower-level math, chemistry, or other STEM introductory class mid-semester, which will allow students to successfully complete a course best matched with their ability and reduce course failures and withdrawals. • Newly designed developmental courses and/or restructuring the timeframe for taking introductory engineering or STEM classes. For example, designing a developmental course for Freshman/Sophomore Engineering students struggling in mathematics so they can build skills to successfully pass required courses. Alliance partners can determine if this is a feasible activity to implement. • Developing and/or improving Learning Communities to establish stronger mentor and advisement for URM Freshman/Sophomore STEM majors. • Integrating STEM-based industry experiences and peer mentor program in the Freshman and/or Sophomore year to help build real-world connections between STEM majors and future careers. STEM graduates from Alliance institutions will be invited to speak to students about their career paths.

Partnership Commitments: Our vision is to engage at least 5-7 major Alliance partners (community colleges and 4-year universities) who will work alongside us in scaling the support strategies detailed above. **Alliance partners**

will receive a sub-award to support implementation of activities at their own institutions and would be required to actively participate in the Alliance activities. Each partner would be expected to support components of the proposal development and implementation, as detailed below:

- **Proposal Development:**
 - Identify PI(s) and other key personnel to lead Alliance activities at your institution
 - Participate in 1-2 planning calls with the UTC team to help inform the Alliance proposal
 - Provide data to support the need within your institution (i.e. specific challenges you see with URM, female, or first-generation students matriculating in STEM majors)
 - Develop sub-award budget outlining costs for implementation of Alliance activities at your institution (i.e. PI/Co-PI salary, materials/supplies, evaluation/data collection, etc.)
 - Execute a sub-award agreement based on final approved subaward project budget
 - Provide standard NSF forms for PIs and Senior Personnel (Biosketches, Current & Pending Support, Collaborators & Other Affiliations)
 - Connect UTC's team to the Office of Sponsored Programs (OSP) at your institution (UTC's OSP office will work with other OSP offices to gather necessary documents)
 - Provide letter of support from institutional leadership
- **Grant Implementation:**
 - Implement Alliance strategies aligned with unique needs of your institution/community
 - Identify and partner with local high schools, community colleges, and industry partners to support Alliance strategies within your institution/community
 - Designate at least one team member to serve on Alliance Advisory Board
 - Participate in Alliance meetings and dissemination activities
 - Collaborate with External Evaluator to collect data to measure impact

Next Steps: The INCLUDES Alliance proposal is due to NSF on January 26, 2021. Our team is hard at work writing the proposal and solidifying our key Alliance partners. Institutions interested in becoming part of the Alliance should connect with a member of the UTC team leading the effort, detailed below:

Dr. Mbakisya Onyango UC Foundation Associate Professor Civil and Chemical Engineering Department 423-425-4311 Mbakisya-Onyango@utc.edu	Dr. Joseph Owino UC Foundation Professor and Department Head Civil and Chemical Engineering Department 423-425-4316 Joseph-Owino@utc.edu
Dr. Christopher Cox Department Head and Professor Mathematics Department 423-425-5680 Chris-Cox@utc.edu	Dr. Ignatius Fomunung UC Foundation Professor Civil and Chemical Engineering Department 423-425-2005 Ignatius-Fomunung@utc.edu
Dr. Gretchen Potts UC Foundation Professor Department of Chemistry and Physics 423-425-5296 Gretchen-Potts@utc.edu	Dr. Jennifer Ellis Associate Professor and STEM Education Director School of Education 423-425-4124 Jennifer-T-Ellis@utc.edu
Dr. Deanna Beasley Assistant Professor Biology, Geology, and Environmental Sciences 423-425-5967 Deanna-Beasley@utc.edu	Dr. Michael Danquah Associate Dean, College of Engineering and Computer Science Professor and Director of Chemical Engineering 423-425-4096 Michael-Danquah@utc.edu



NSF (Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science) INCLUDES is a national network of Alliances working to provide collaboration to increase minority representation in the STEM fields. This Alliance is coordinated by UTC and funded by NSF to increase access, matriculation and persistence for underrepresented groups in the STEM career fields.

Partners on this grant so far include primarily postsecondary institutional departments within the STEM fields, including UC Irvine, UTC, TSU, Clark Atlanta, Dalton State and Hamilton County Schools thus far. The primary goal is to create a collaborative network of partners to increase the number of women and minorities pursuing STEM careers.

Benefits to partners include learning from the partners and the national network as well as gaining grant funds.

The total budget is \$2 million each year to be split among partners for 5 years. The subaward for HCS would be around \$200,000 each year. These funds cannot go to scholarships or pay students. They can support programming and personnel costs.

Our proposed projects include:

- Providing access to STEM Career and College Exposure
 - by funding transportation costs for busses
 - for every HCS high school to have at least 1 field trip to a college or career site each year for the five year duration of the grant awards
 - 10 busses for Future Ready Institutes local WBL trips each year
- Summer Support for STEM Programming for graduate bridge programs and underclassmen summer STEM enrichment
 - stipends for 22 personnel- college and career advisors to work 12 hours per week for 7 weeks during the summer to bridge the gap between semesters (1848 hours total each year)
 - Stipends for 5 teachers/ 10 FRI Coaches (1260 hours total each year) for planning and training with collegiate level professors to align curriculum to provide successful foundations for STEM majors
- Supplies to support Project Based Learning in CTE and Future Ready Institutes

The Lead College and Career Advisor is the liaison between HCS and UTC in this endeavor. Close collaboration and planning between this liaison, the Future Ready Institutes District Coach, CTE Director, and K-12 Teaching and Learning will ensure the delivery of services.

Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES)

NSF INCLUDES Alliances

PROGRAM SOLICITATION NSF 20-569

REPLACES DOCUMENT(S): NSF 18-529



National Science Foundation

Letter of Intent Due Date(s) (*required*) (due by 5 p.m. submitter's local time):

October 05, 2020

October 04, 2021

Full Proposal Deadline(s) (due by 5 p.m. submitter's local time):

January 26, 2021

January 25, 2022

IMPORTANT INFORMATION AND REVISION NOTES

- A Letter of Intent is required for all proposal submissions and must be submitted via FastLane by the due dates listed above.
- Prior NSF INCLUDES funding is not required to be eligible to submit an Alliance proposal.
- An NSF INCLUDES Planning Grant is not a prerequisite to submit an Alliance proposal.
- The inclusion of an NSF INCLUDES Design and Development Launch Pilot Project Principal Investigator and/or Co-Principal Investigator is encouraged but not required.
- There are limits on the number of proposals that may be submitted per organization and per PI or Co-PI.

Any proposal submitted in response to this solicitation should be submitted in accordance with the revised *NSF Proposal & Award Policies & Procedures Guide* (PAPPG) ([NSF 20-1](#)), which is effective for proposals submitted, or due, on or after June 1, 2020.

SUMMARY OF PROGRAM REQUIREMENTS

General Information

Program Title:

Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES)
NSF INCLUDES Alliances

Synopsis of Program:

In 2016, the National Science Foundation (NSF) unveiled a set of "Big Ideas," 10 bold, long-term research and process ideas that identify areas for future investment at the frontiers of science and engineering (see https://www.nsf.gov/news/special_reports/big_ideas/index.jsp). The Big Ideas represent unique opportunities to position our Nation at the cutting edge of global science and engineering leadership by bringing together diverse disciplinary perspectives to support convergence research. As such, when responding to this solicitation, even though proposals must be submitted to the Education and Human Resources (EHR) Directorate/Division of Human Resource Development (HRD), once received, the proposals will be managed

by a cross-disciplinary team of NSF Program Directors.

The NSF INCLUDES Big Idea is a comprehensive national initiative to enhance U.S. leadership in science, technology, engineering, and mathematics (STEM) discoveries and innovations focused on NSF's commitment to diversity, inclusion, and broadening participation in these fields. The vision of NSF INCLUDES is to catalyze the STEM enterprise to work collaboratively for inclusive change, resulting in a STEM workforce that reflects the population of the Nation. More specifically, NSF INCLUDES seeks to improve collaborative efforts aimed at enhancing the preparation, increasing the participation, and ensuring the contributions of individuals from groups that have been historically underrepresented and underserved in the STEM enterprise such as African Americans, Alaska Natives, Hispanics, Native Americans, Native Hawaiians, Native Pacific Islanders, persons with disabilities, persons from economically disadvantaged backgrounds, and women and girls. Significant advancement in the inclusion of underrepresented groups in STEM will result in a new generation of STEM talent and leadership to secure our nation's future and long-term economic competitiveness.

The NSF INCLUDES National Network is composed of:

- Alliances,
- Design and Development Launch Pilots,
- Coordination Hub,
- Other NSF funded projects,
- Federal Coordination in STEM (FC-STEM) agencies,
- Scholars engaged in broadening participation research, and
- Organizations that support the development of talent from all sectors of society to build an inclusive STEM workforce.

A hallmark of NSF INCLUDES is the focus on the five design elements of collaborative infrastructure to achieve systemic change. Collaborative infrastructure refers to the process by which partnering organizations come together to map out mutually reinforcing activities through: (1) shared vision, (2) partnerships, (3) goals and metrics, (4) leadership and communication, and (5) expansion, sustainability and scale. Through these five design elements of collaborative infrastructure, the successful implementation of NSF INCLUDES will result in substantial advances toward a diverse, innovative, and well-prepared STEM workforce to support our Nation's economy and continued U.S. leadership in the global STEM enterprise. It is anticipated that NSF's investment will contribute to new and improved STEM career pathways, policies, opportunities to learn, and practices for equity and inclusion. The initiative is supported by the NSF INCLUDES Coordination Hub (www.includesnetwork.org) that provides a framework for communication and networking, network assistance and reinforcement, and visibility and expansion for the NSF INCLUDES National Network as a whole.

Through this solicitation, NSF INCLUDES will support the establishment and growth of new Alliances that employ a collaborative infrastructure approach to address a critical broadening participation challenge in STEM at scale.

Cognizant Program Officer(s):

Please note that the following information is current at the time of publishing. See program website for any updates to the points of contact.

- General inquiries may be addressed to: telephone: (703) 292-2315, email: nsfincludes@nsf.gov

Applicable Catalog of Federal Domestic Assistance (CFDA) Number(s):

- 47.041 --- Engineering
- 47.049 --- Mathematical and Physical Sciences
- 47.050 --- Geosciences
- 47.070 --- Computer and Information Science and Engineering
- 47.074 --- Biological Sciences
- 47.075 --- Social Behavioral and Economic Sciences
- 47.076 --- Education and Human Resources
- 47.079 --- Office of International Science and Engineering
- 47.083 --- Office of Integrative Activities (OIA)

Award Information

Anticipated Type of Award: Cooperative Agreement

Estimated Number of Awards: 1 to 3

NSF INCLUDES anticipates funding up to three Alliances with a duration of five years, contingent upon the availability of funds and receipt of competitive proposals. Awards will range from \$1,000,000 - \$2,000,000 per year.

Anticipated Funding Amount: \$2,000,000 to \$3,000,000

In FY 2021, approximately \$3,000,000 is available to fund the first year of Alliance cooperative agreements. NSF INCLUDES expects to provide up to \$10 million in support for each Alliance over a five-year period of performance, contingent upon the availability of funds.

Eligibility Information

Who May Submit Proposals:

The categories of proposers eligible to submit proposals to the National Science Foundation are identified in the *NSF Proposal & Award Policies & Procedures Guide* (PAPPG), Chapter I.E. Unaffiliated individuals are not eligible to submit proposals in response to this solicitation.

Who May Serve as PI:

There are no restrictions or limits.

Limit on Number of Proposals per Organization:

An organization may serve as a lead organization on only one proposal. Proposals that exceed the organizational limit (beyond the first submission based on timestamp) will be returned without review. **No exceptions will be made.**

Full proposals involving multiple organizations may be submitted two ways:

- a single submission from a lead organization, with other collaborating organizations included as subawardees, OR
- separate submissions from a lead organization and ONE collaborating organization, with any additional collaborating organizations included as subawardees.

See PAPPG Chapter II.D.3 for additional information on collaborative proposals.

Limit on Number of Proposals per PI or Co-PI:

An individual may serve as a PI or Co-PI on only one NSF INCLUDES Alliance proposal. Proposals that exceed the PI or Co-PI limit (beyond the first submission based on timestamp) will be returned without review. **No exceptions will be made.**

Proposal Preparation and Submission Instructions

A. Proposal Preparation Instructions

- **Letters of Intent:** Submission of Letters of Intent is required. Please see the full text of this solicitation for further information.
- **Preliminary Proposal Submission:** Not required
- **Full Proposals:**
 - Full Proposals submitted via FastLane: *NSF Proposal and Award Policies and Procedures Guide* (PAPPG) guidelines apply. The complete text of the PAPPG is available electronically on the NSF website at: https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg.
 - Full Proposals submitted via Grants.gov: *NSF Grants.gov Application Guide: A Guide for the Preparation and Submission of NSF Applications via Grants.gov* guidelines apply (Note: The *NSF Grants.gov Application Guide* is available on the Grants.gov website and on the NSF website at: https://www.nsf.gov/publications/pub_summ.jsp?ods_key=grantsgovguide).

B. Budgetary Information

- **Cost Sharing Requirements:**
Inclusion of voluntary committed cost sharing is prohibited.
- **Indirect Cost (F&A) Limitations:**
Not Applicable
- **Other Budgetary Limitations:**
Not Applicable

C. Due Dates

- **Letter of Intent Due Date(s) (required)** (due by 5 p.m. submitter's local time):
October 05, 2020
October 04, 2021
- **Full Proposal Deadline(s)** (due by 5 p.m. submitter's local time):
January 26, 2021
January 25, 2022

Proposal Review Information Criteria

Merit Review Criteria:

National Science Board approved criteria. Additional merit review criteria apply. Please see the full text of this solicitation for further information.

Award Administration Information

Award Conditions:

Additional award conditions apply. Please see the full text of this solicitation for further information.

Reporting Requirements:

Additional reporting requirements apply. Please see the full text of this solicitation for further information.

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I. INTRODUCTION

The vision of the NSF INCLUDES Big Idea is to catalyze the STEM enterprise to work collaboratively for inclusive change, resulting in a STEM workforce that reflects the population of the Nation. More specifically, NSF INCLUDES seeks to broaden participation in STEM fields through a National Network that will inspire collaborative efforts aimed at increasing the active participation of those who have been historically underrepresented and underserved in STEM.

The NSF INCLUDES National Network is composed of NSF INCLUDES Alliances, Design and Development Launch Pilots, Coordination Hub, NSF funded projects (such as centers, facilities and networks, and other projects with broadening participation components), scholars engaged in broadening participation research, Federal Coordination in STEM (FC-STEM) agencies, and organizations that support the goals of NSF INCLUDES.

NSF INCLUDES is distinguished by its focus on new networks, systems, and partnerships; its approach to using data for change; and its focus on communicating impacts and results at scale. The initiative is fostering the creation of exemplars for designing, implementing, studying, and refining collaborative change models that are based on collective impact-style approaches, and networks that support adoption and adaptation at scale.

With this solicitation, NSF is continuing to offer opportunities to propose an NSF INCLUDES Alliance that has the potential to substantially broaden the participation of individuals from underrepresented and underserved groups in STEM, especially in STEM fields that lack diversity. Alliances use lessons learned, promising practices, evidence-based mechanisms, the science of broadening participation, and the research and evaluations from past and present efforts related to broadening participation in STEM. Alliances bring together programs, people, organizations, technologies, and institutions to achieve results at scale, provide new research, and leverage NSF's broadening participation investments. Each Alliance is committed to collectively achieving common goals through a well-defined set of common objectives.

The NSF INCLUDES approach requires that each Alliance focus not only on its own vision and goals, but also work with other organizations within the NSF INCLUDES National Network (includesnetwork.org). This is a shift from current practice, which often involves highly successful but locally concentrated efforts. The NSF INCLUDES Big Idea aims to systematically build a network that is mobilizing communities with evidence-based strategies for broadening participation in STEM, bringing renewed emphasis and resources to increase diversity across and within STEM fields at scale.

Inclusion of talent from all sectors of American society is necessary for the health and vitality of science and engineering and its societal relevance. This solicitation seeks to support diverse perspectives and new networks, systems, partnerships, and approaches. While the inclusion of previously supported NSF INCLUDES Design and Development Launch Pilots is encouraged, it is not required. **This solicitation is open to organizations and established networks across the educational continuum (e.g., preK-12, higher education, general public) and contexts (e.g., formal, informal) with the expertise, partnerships, and capacity to address a critical broadening participation challenge in STEM at scale through an NSF INCLUDES Alliance.** Researchers and practitioners at minority serving institutions are strongly encouraged to consider this opportunity given their experience and expertise in broadening participation contexts.

II. PROGRAM DESCRIPTION

The NSF INCLUDES Big Idea is a strategic addition to the NSF portfolio that provides a distinctive approach to addressing broadening participation

challenges faced by underrepresented and underserved groups in STEM through collaborative networks and partnerships. NSF INCLUDES builds on and amplifies other investments that NSF has made in broadening participation over many decades. Aligned with the White House five-year strategic plan for STEM education, [Charting a Course for Success: America's Strategy for STEM Education](#), projects funded by this Big Idea help to increase diversity, equity, and inclusion in STEM through strategic partnerships and convergent approaches. The Alliances are integral to NSF INCLUDES and bring together new partners from many academic and professional disciplines and leverage the five design elements of collaborative infrastructure to address a broadening participation challenge at scale. In FY 2018 and FY 2019, NSF INCLUDES funded a total of eight Alliances. For more information on funded NSF INCLUDES Alliances, visit includesnetwork.org.

With this solicitation, NSF continues to invest in the important work of the NSF INCLUDES Big Idea and invites proposals for NSF INCLUDES Alliances.

NSF INCLUDES Alliances build the infrastructure necessary to foster collaboration and broaden participation in STEM by emphasizing the following five design elements of collaborative infrastructure: (1) Shared Vision, (2) Partnerships, (3) Goals and Metrics, (4) Leadership and Communication, and (5) the Potential for Expansion, Sustainability and Scale. The five design elements of collaborative infrastructure are critical for each NSF INCLUDES Alliance and require Alliances to:

- Develop a shared vision and strategy (e.g., problem statement and theory of change) for broadening the participation of the target population(s) in STEM along with relevant metrics of success and key milestones/goals to be achieved during the project's lifecycle;
- Develop multi-stakeholder partnerships and build infrastructure among them to decrease social distance and achieve progress on common goals targeted by the Alliance;
- Contribute to the knowledge base on broadening participation in STEM through broadening participation and implementation research, sharing project evaluations, data, new scientific findings/discoveries, and promising practices;
- Establish a "backbone" or support organization that provides a framework for communication and networking, network assistance and reinforcement, visibility and expansion of the Alliance and its partners, that will collaborate with the NSF INCLUDES Coordination Hub;
- Advance a logic model or other heuristic that identifies Alliance outcomes that reflect implementation of change at scale and progress toward developing an inclusive STEM enterprise.

Collectively, NSF INCLUDES Alliances:

- Participate in a network of peer alliances to achieve long-term goals of the NSF INCLUDES Big Idea;
- Collaborate with the NSF INCLUDES Coordination Hub to build critical knowledge that shows measurable progress toward short-term and long-term goals; and
- Work to build connections to other organizations and broadening participation stakeholders to join in and expand the NSF National Network.

In addition to addressing the five design elements of collaborative infrastructure, Alliances connect and contribute to the **NSF INCLUDES National Network** through the Alliance backbone support organization, the NSF INCLUDES Coordination Hub, current and potential partnerships, capacity building, resource sharing and/or other mechanisms.

Proposals are especially encouraged that address broadening participation challenges not yet represented in the NSF INCLUDES portfolio of Alliances. For more information on funded NSF INCLUDES projects, see: <https://www.nsf.gov/awardsearch/simpleSearchResult?queryText=nsf+includes>.

NSF INCLUDES is one of the NSF 10 Big Ideas for future investment. Broadening participation challenges that connect to the other NSF 10 Big Ideas might also be considered. The other Big Ideas include: Future of Work at the Human-Technology Frontier, Growing Convergence Research, Harnessing the Data Revolution, Mid-scale Research Infrastructure, Navigating the New Arctic, NSF 2026, Quantum Leap, Understanding the Rules of Life, and Windows on the Universe. For more information regarding the NSF 10 Big Ideas, see: https://www.nsf.gov/news/special_reports/big_ideas/.

III. AWARD INFORMATION

NSF anticipates making up to three Alliance awards with a duration of five years, contingent on availability of funds and receipt of competitive proposals. Awards will range from \$1.0 to \$2.0 million per year for five years depending on the goals, objectives, and the size of the communities involved. Awards will be made as Cooperative Agreements, with ongoing support contingent upon satisfactory performance as assessed through reviews of annual progress reports, biennial site (or reverse site) visits, annual reviews of the NSF INCLUDES Alliances' strategic plans, and the availability of funds. The total amount of NSF's investment in any one NSF INCLUDES Alliance will depend upon the needs, plans, and opportunities offered by the Alliance.

In reviewing an NSF INCLUDES Alliance's progress and assessing future plans, NSF will emphasize the NSF INCLUDES Alliance's performance in the following areas: (1) establishing an Alliance-wide shared broadening participation agenda and coordinating the Alliance's collaborative change activities and infrastructure, including the establishment of a "backbone" or support organization; (2) facilitating the Alliance's ability to work collectively (3) effectively managing the Alliance's shared goals and metrics, including providing evidence that the activities of the Alliance have increased participation in STEM for the target population(s); (4) demonstrating leadership across all Alliance partners and collaborating with the NSF INCLUDES Coordination Hub to engage with the broader NSF INCLUDES National Network; and (5) enhancing the potential for the Alliance to expand and sustain activities over time, and have an impact on a broad scale. Oversight for NSF INCLUDES Alliances is the responsibility of all NSF Directorates and Offices supporting NSF INCLUDES.

Estimated program budget, number of awards and average award size/duration are subject to the availability of funds.

IV. ELIGIBILITY INFORMATION

Who May Submit Proposals:

The categories of proposers eligible to submit proposals to the National Science Foundation are identified in the *NSF Proposal & Award Policies & Procedures Guide* (PAPPG), Chapter I.E. Unaffiliated individuals are not eligible to submit proposals in response to this solicitation.

Who May Serve as PI:

There are no restrictions or limits.

Limit on Number of Proposals per Organization:

An organization may serve as a lead organization on only one proposal. Proposals that exceed the organizational limit (beyond the first submission based on timestamp) will be returned without review. **No exceptions will be made.**

Full proposals involving multiple organizations may be submitted two ways:

- a single submission from a lead organization, with other collaborating organizations included as subawardees, OR
- separate submissions from a lead organization and ONE collaborating organization, with any additional collaborating organizations included as subawardees.

See PAPPG Chapter II.D.3 for additional information on collaborative proposals.

Limit on Number of Proposals per PI or Co-PI:

An individual may serve as a PI or Co-PI on only one NSF INCLUDES Alliance proposal. Proposals that exceed the PI or Co-PI limit (beyond the first submission based on timestamp) will be returned without review. **No exceptions will be made.**

V. PROPOSAL PREPARATION AND SUBMISSION INSTRUCTIONS

A. Proposal Preparation Instructions

Letters of Intent (required):

Letters of Intent must be submitted through FastLane by an Authorized Organizational Representative (AOR) and the project title must begin with "NSF INCLUDES Alliance LOI:". **Any full proposals received that did not submit a Letter of Intent by the required deadline will be returned without review.** The Letter of Intent should identify the name and organizations of the PI, Co-PIs and other key personnel who will be involved with the project. The lead organization should be explicitly identified.

The Letter of Intent should include a brief synopsis (**less than 2,500 characters**) of:

- the target population(s) and critical broadening participation in STEM challenge to be addressed through the Alliance,
- the proposed collaborative infrastructure theory of action (e.g., collective impact, networked improvement community),
- the Alliance design and activities to be undertaken, and
- a list of potential partners.

Letters of Intent are required but not binding. They will be used by NSF program staff to gauge the number of proposals likely to be submitted and to identify the types of reviewer expertise that will be required.

Letter of Intent Preparation Instructions:

When submitting a Letter of Intent through FastLane in response to this Program Solicitation please note the conditions outlined below:

- Submission by an Authorized Organizational Representative (AOR) is required when submitting Letters of Intent.
- Submission of multiple Letters of Intent is not permitted

Full Proposal Preparation Instructions: Proposers may opt to submit proposals in response to this Program Solicitation via FastLane or Grants.gov.

- Full proposals submitted via FastLane: Proposals submitted in response to this program solicitation should be prepared and submitted in accordance with the general guidelines contained in the *NSF Proposal & Award Policies & Procedures Guide* (PAPPG). The complete text of the PAPPG is available electronically on the NSF website at: https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg. Paper copies of the PAPPG may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-8134 or by e-mail from nsfpubs@nsf.gov. Proposers are reminded to identify this program solicitation number in the program solicitation block on the NSF Cover Sheet For Proposal to the National Science Foundation. Compliance with this requirement is critical to determining the relevant proposal processing guidelines. Failure to submit this information may delay processing.
- Full proposals submitted via Grants.gov: Proposals submitted in response to this program solicitation via Grants.gov should be prepared and submitted in accordance with the *NSF Grants.gov Application Guide: A Guide for the Preparation and Submission of NSF Applications via Grants.gov*. The complete text of the *NSF Grants.gov Application Guide* is available on the Grants.gov website and on the NSF website at: (https://www.nsf.gov/publications/pub_summ.jsp?ods_key=grantsgovguide). To obtain copies of the Application Guide and Application Forms Package, click on the Apply tab on the Grants.gov site, then click on the Apply Step 1: Download a Grant Application Package and Application Instructions link and enter the funding opportunity number, (the program solicitation number without the NSF prefix) and press the Download Package button. Paper copies of the Grants.gov Application Guide also may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-8134 or by e-mail from nsfpubs@nsf.gov.

In determining which method to utilize in the electronic preparation and submission of the proposal, please note the following:

Collaborative Proposals. All collaborative proposals submitted as separate submissions from multiple organizations must be submitted via Fastlane. PAPPG Chapter II.D.3 provides additional information on collaborative proposals.

See PAPPG Chapter II.C.2 for guidance on the required sections of a full research proposal submitted to NSF. Please note that the proposal preparation instructions provided in this program solicitation may deviate from the PAPPG instructions.

Special instructions for submitting to this Big Idea solicitation

- **FastLane Users:** Proposers are reminded to identify the program solicitation number (located on the first page of this document) in the first block on the NSF Cover Sheet. Compliance with this requirement is critical to determining the relevant proposal processing guidelines. Please note that even though proposals must be submitted to the **Directorate for Education and Human Resources/Division of Human Resource Development**, once received the proposals will be managed by a cross-disciplinary team of NSF Program Directors.
- **Grants.gov Users:** The program solicitation number will be pre-populated by Grants.gov on the NSF Grant Application Cover Page, however you will need to locate the Division Code, Program Code, Division Name, and Program Name for the specific solicitation you are applying to by visiting <https://www.fastlane.nsf.gov/pgmannounce.jsp>. As stated previously, even though proposals must be submitted to the **Directorate for Education and Human Resources/Division of Human Resource Development**, once received the proposals will be managed by a cross-disciplinary team of NSF.

Cover Sheet: Entries on the Cover Sheet are described in the PAPPG and NSF Grants.gov Application Guide. For planning purposes, July 1, 2021 or July 1, 2022, should be shown as the start date. Projects are limited to one Principal Investigator and a maximum of four co-Principal Investigators.

Title of Proposed Project: The title of the proposed project should begin with the term: "NSF INCLUDES Alliance:"

Project Summary (1 page): Provide an overview of the proposed NSF INCLUDES Alliance and separately address the Intellectual Merit and Broader Impacts. The summary should be written in the third person, informative to those working in the same or related field(s), and insofar as possible, understandable to a broad audience within the scientific domain. Provide a clear and concise description of the NSF INCLUDES Alliance's target population(s), vision and its plans for partnerships; shared goals and metrics; leadership and communication; and expansion, sustainability, and scale.

Project Description. The project description should provide a clear statement of the work to be undertaken and must include the objectives for the period of the proposed work and expected significance. Each proposal must explain how they will build the infrastructure to foster collaboration and achieve impact by emphasizing the following five design elements of collaborative infrastructure: (1) Shared Vision, (2) Partnerships, (3) Goals and Metrics, (4) Leadership and Communication, and (5) the Potential for Expansion, Sustainability, and Scale. Within the context of the five design elements of collaborative infrastructure, proposals should discuss (a) objectives and significance of the proposed activity; (b) the suitability of the methods to be used; (c) the qualifications of the investigators and the participating organizations; and (d) the effect of the effort on collaborative infrastructure for broadening the participation of the target population(s) in STEM.

Project descriptions are a maximum of 20 pages and must contain separate section within the narrative labeled "Broader Impacts." Results of prior NSF support must be discussed if applicable (see PAPPG for guidelines). This solicitation also has additional review criteria outlined in Section VI below.

The most competitive proposals will address the questions and considerations below regarding the five design elements of collaborative infrastructure:

1. **Shared Vision:**
 - What broadening participation challenge(s) will be addressed and what is the broader vision of the Alliance for effecting change?
 - What innovative strategies will be used by the Alliance partnership to address the identified broadening participation challenge(s) for the target population(s)?
 - What is the Alliance's plan to incorporate rigorous and innovative research into Alliance activities and contribute to the knowledge base about broadening participation in STEM? This research may be based in methods and theories from the science of broadening participation and include the social, behavioral, learning, economic, or data sciences.
 - What strategies will build upon the previous expertise and efforts of the Alliance partners?
 - How will the Alliance "backbone" or support organization provide support for the broadening participation challenge(s) that will be addressed by the Alliance?
2. **Partnerships:**
 - What organizations are the proposed partners in the NSF INCLUDES Alliance and why are they important to address the broadening participation challenge(s)?
 - What is the structure of the Alliance's partnerships (i.e. local, regional, national, by disciplinary focus, or by another multisector category)?
 - What mechanism(s) will be used to structure partnerships and clearly communicate the role of each partnering organization?
 - Why is this set of partners the right set to undertake the collaborative activities and effect the identified shared vision?
 - What is the evidence that the partnership will be able to use a collaborative change framework (such as collective impact or networked improvement communities) to achieve the broadening participation goals of the Alliance?
 - What will be each Alliance partner's role and what is the justification for that role, based on expertise?
 - What will be the Alliance's management plan and what will be the role of the Alliance "backbone" or support organization?
3. **Goals and Metrics:**
 - What is the plan for accomplishing the work of the NSF INCLUDES Alliance to address the identified broadening participation challenge(s), including the Alliance target population(s), goals, mutually reinforcing activities, measurable objectives and outcomes, and progress indicators?
 - How will progress be documented for the diverse groups of activities and partners described above?
 - What types of data will be collected and how will data be used?
 - How will successfully addressing these objectives position the NSF INCLUDES Alliance for expansion, sustainability, and scale?
 - What role will the Alliance "backbone" or support organization play in collecting, coordinating, analyzing, and sharing data from multiple sites and multiple projects? Proposals should address the complex data collection, data management, and data sharing necessary to build and expand the NSF INCLUDES Alliance, including plans for coordinating metrics and feedback measures with the ongoing work of the NSF INCLUDES Coordination Hub, as it manages the NSF INCLUDES National Network.
 - Who will be the external evaluator for the Alliance and what is the evaluation plan?
4. **Leadership and Communication:**
 - What organizations and individuals will lead the Alliance and how have they demonstrated capacity and vision to develop, manage, and lead?
 - How will the Alliance build capacity for leadership and conflict resolution within and among all partnering organizations?
 - How will the Alliance provide for collective leadership among the partnering organizations?
 - How will project activities, progress, and achievements be broadly shared in new and creative ways with the target population(s) and other communities of interest? The plan should include sharing Alliance research, evaluation, and knowledge synthesis with the NSF INCLUDES National Network, the NSF INCLUDES Coordination Hub, and other interested stakeholders.

- o How will the Alliance "backbone" or support organization leverage technology to facilitate connectivity among the partners?
- 5. **Potential for Expansion, Sustainability, and Scale:**
 - o How will the Alliance's activities contribute to next steps for a research agenda and development plan to expand the Alliance's network of organizations and activities?
 - o What strategies will be used to advance the expansion, sustainability, and scale of the Alliance by connecting expertise from multiple sectors and other private and public funders? Include mechanisms for other organizations to "join" or connect to the Alliance.
 - o How will Alliance activities build and manage an ecosystem for sustainable change across the Alliance, including communicating the discoveries of and generating enthusiasm for the broadening participation challenge?
 - o What will be the overall contribution to broadening the participation of the target population(s) in the nation's scientific workforce?
 - o How will the Alliance "backbone" or support organization facilitate these efforts and how will sustainability include long-term engagement of the Alliance "backbone" or support organization?
 - o What is the shared vision for flexibility across the Alliance and Alliance "backbone" or support organization to respond to changes over time as the program evolves and new partners join with different levels of experience in collaborative change strategies and broadening participation in STEM?

NSF INCLUDES National Network: In addition to addressing the five design elements of collaborative infrastructure, Alliance proposals should present a reasonable and appropriate plan to connect and contribute to the NSF INCLUDES National Network through the NSF INCLUDES Coordination Hub in the project description. The NSF INCLUDES Coordination Hub works collaboratively with Alliances to promote success and elevate expertise through shared models, measurement practices, tools and resources that support learning, action, and sustainability. It communicates the discoveries of Alliances and other National Network members, builds capacity, and advances expansion and scale by connecting expertise from multiple sectors. The proposal should address how the Alliance will engage with the Coordination Hub using these and other mechanisms to advance the National Network. Potential benefits to the Alliance by participating in the National Network should also be described.

Supplementary Documents: Supplementary documents listed in the PAPPG or NSF Grants.gov Application Guide as required should be appended in the Supplementary Document section.

In addition, please provide the following:

- A list of all project personnel who have a role in the Alliance including their first and last names and their organizational affiliations along with a one-sentence description of their expected role.
- A separate list of all organizations that will participate as partners in the Alliance. Outline the roles and functions each organization will perform in the Alliance.
- Letters of Support from the leadership of the major partners and/or collaborating organizations in the Alliance indicating awareness of and high-level support for and commitment to the NSF INCLUDES Alliance's efforts. Major collaborating organizations include those organizations that will be contributing project personnel and will receive significant budgetary resources from the Alliance award. **This is a deviation from the PAPPG.** Letters of Collaboration are not allowed under this solicitation.

Additional Guidance - Proposers are reminded to consult the PAPPG for guidance on additional information and documentation (e.g., biographical sketches, budget, data management plan, etc.) that must be included with the proposal submission.

B. Budgetary Information

Cost Sharing:

Inclusion of voluntary committed cost sharing is prohibited.

C. Due Dates

- **Letter of Intent Due Date(s) (required)** (due by 5 p.m. submitter's local time):
 - October 05, 2020
 - October 04, 2021
- **Full Proposal Deadline(s)** (due by 5 p.m. submitter's local time):
 - January 26, 2021
 - January 25, 2022

D. FastLane/Research.gov/Grants.gov Requirements

For Proposals Submitted Via FastLane or Research.gov:

To prepare and submit a proposal via FastLane, see detailed technical instructions available at: <https://www.fastlane.nsf.gov/a1/newstan.htm>. To prepare and submit a proposal via Research.gov, see detailed technical instructions available at: https://www.research.gov/research-portal/appmanager/base/desktop?_nfpb=true&_pageLabel=research_node_display&_nodePath=/researchGov/Service/Desktop/ProposalPreparationandSubmission.html. For FastLane or Research.gov user support, call the FastLane and Research.gov Help Desk at 1-800-673-6188 or e-mail fastlane@nsf.gov or rgov@nsf.gov. The FastLane and Research.gov Help Desk answers general technical questions related to the use of the FastLane and Research.gov systems. Specific questions related to this program solicitation should be referred to the NSF program staff contact(s) listed in Section VIII of this funding opportunity.

For Proposals Submitted Via Grants.gov:

Before using Grants.gov for the first time, each organization must register to create an institutional profile. Once registered, the applicant's organization can then apply for any federal grant on the Grants.gov website. Comprehensive information about using Grants.gov is available on the Grants.gov Applicant Resources webpage: <https://www.grants.gov/web/grants/applicants.html>. In addition, the NSF Grants.gov Application Guide (see link in Section V.A) provides instructions regarding the technical preparation of proposals via Grants.gov. For Grants.gov user support, contact the Grants.gov Contact Center at 1-800-518-4726 or by email: support@grants.gov. The Grants.gov Contact Center answers general technical questions related to the use of Grants.gov. Specific questions related to this program solicitation should be referred to the NSF program staff contact(s) listed in Section VIII of this solicitation.

Submitting the Proposal: Once all documents have been completed, the Authorized Organizational Representative (AOR) must submit the application to Grants.gov and verify the desired funding opportunity and agency to which the application is submitted. The AOR must then sign and submit the application to Grants.gov. The completed application will be transferred to the NSF FastLane system for further processing.

Proposers that submitted via FastLane or Research.gov may use Research.gov to verify the status of their submission to NSF. For proposers that submitted via Grants.gov, until an application has been received and validated by NSF, the Authorized Organizational Representative may check the status of an application on Grants.gov. After proposers have received an e-mail notification from NSF, Research.gov should be used to check the status of an application.

VI. NSF PROPOSAL PROCESSING AND REVIEW PROCEDURES

Proposals received by NSF are assigned to the appropriate NSF program for acknowledgement and, if they meet NSF requirements, for review. All proposals are carefully reviewed by a scientist, engineer, or educator serving as an NSF Program Officer, and usually by three to ten other persons outside NSF either as *ad hoc* reviewers, panelists, or both, who are experts in the particular fields represented by the proposal. These reviewers are selected by Program Officers charged with oversight of the review process. Proposers are invited to suggest names of persons they believe are especially well qualified to review the proposal and/or persons they would prefer not review the proposal. These suggestions may serve as one source in the reviewer selection process at the Program Officer's discretion. Submission of such names, however, is optional. Care is taken to ensure that reviewers have no conflicts of interest with the proposal. In addition, Program Officers may obtain comments from site visits before recommending final action on proposals. Senior NSF staff further review recommendations for awards. A flowchart that depicts the entire NSF proposal and award process (and associated timeline) is included in PAPPG Exhibit III-1.

A comprehensive description of the Foundation's merit review process is available on the NSF website at: https://www.nsf.gov/bfa/dias/policy/merit_review/.

Proposers should also be aware of core strategies that are essential to the fulfillment of NSF's mission, as articulated in *Building the Future: Investing in Discovery and Innovation - NSF Strategic Plan for Fiscal Years (FY) 2018 – 2022*. These strategies are integrated in the program planning and implementation process, of which proposal review is one part. NSF's mission is particularly well-implemented through the integration of research and education and broadening participation in NSF programs, projects, and activities.

One of the strategic objectives in support of NSF's mission is to foster integration of research and education through the programs, projects, and activities it supports at academic and research institutions. These institutions must recruit, train, and prepare a diverse STEM workforce to advance the frontiers of science and participate in the U.S. technology-based economy. NSF's contribution to the national innovation ecosystem is to provide cutting-edge research under the guidance of the Nation's most creative scientists and engineers. NSF also supports development of a strong science, technology, engineering, and mathematics (STEM) workforce by investing in building the knowledge that informs improvements in STEM teaching and learning.

NSF's mission calls for the broadening of opportunities and expanding participation of groups, institutions, and geographic regions that are underrepresented in STEM disciplines, which is essential to the health and vitality of science and engineering. NSF is committed to this principle of diversity and deems it central to the programs, projects, and activities it considers and supports.

A. Merit Review Principles and Criteria

The National Science Foundation strives to invest in a robust and diverse portfolio of projects that creates new knowledge and enables breakthroughs in understanding across all areas of science and engineering research and education. To identify which projects to support, NSF relies on a merit review process that incorporates consideration of both the technical aspects of a proposed project and its potential to contribute more broadly to advancing NSF's mission "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense; and for other purposes." NSF makes every effort to conduct a fair, competitive, transparent merit review process for the selection of projects.

1. Merit Review Principles

These principles are to be given due diligence by PIs and organizations when preparing proposals and managing projects, by reviewers when reading and evaluating proposals, and by NSF program staff when determining whether or not to recommend proposals for funding and while overseeing awards. Given that NSF is the primary federal agency charged with nurturing and supporting excellence in basic research and education, the following three principles apply:

- All NSF projects should be of the highest quality and have the potential to advance, if not transform, the frontiers of knowledge.
- NSF projects, in the aggregate, should contribute more broadly to achieving societal goals. These "Broader Impacts" may be accomplished through the research itself, through activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project. The project activities may be based on previously established and/or innovative methods and approaches, but in either case must be well justified.
- Meaningful assessment and evaluation of NSF funded projects should be based on appropriate metrics, keeping in mind the likely correlation between the effect of broader impacts and the resources provided to implement projects. If the size of the activity is limited, evaluation of that activity in isolation is not likely to be meaningful. Thus, assessing the effectiveness of these activities may best be done at a higher, more aggregated, level than the individual project.

With respect to the third principle, even if assessment of Broader Impacts outcomes for particular projects is done at an aggregated level, PIs are expected to be accountable for carrying out the activities described in the funded project. Thus, individual projects should include clearly stated goals, specific descriptions of the activities that the PI intends to do, and a plan in place to document the outputs of those activities.

These three merit review principles provide the basis for the merit review criteria, as well as a context within which the users of the criteria can better understand their intent.

2. Merit Review Criteria

All NSF proposals are evaluated through use of the two National Science Board approved merit review criteria. In some instances, however, NSF will employ additional criteria as required to highlight the specific objectives of certain programs and activities.

The two merit review criteria are listed below. **Both** criteria are to be given **full consideration** during the review and decision-making processes; each criterion is necessary but neither, by itself, is sufficient. Therefore, proposers must fully address both criteria. (PAPPG Chapter II.C.2.d(i), contains additional information for use by proposers in development of the Project Description section of the proposal). Reviewers are strongly encouraged to review the criteria, including PAPPG Chapter II.C.2.d(i), prior to the review of a proposal.

When evaluating NSF proposals, reviewers will be asked to consider what the proposers want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. These issues apply both to the technical aspects of the proposal and the way in which the project may make broader contributions. To that end, reviewers will be asked to evaluate all proposals against two criteria:

- **Intellectual Merit:** The Intellectual Merit criterion encompasses the potential to advance knowledge; and
- **Broader Impacts:** The Broader Impacts criterion encompasses the potential to benefit society and contribute to the achievement of specific, desired societal outcomes.

The following elements should be considered in the review for both criteria:

1. What is the potential for the proposed activity to
 - a. Advance knowledge and understanding within its own field or across different fields (Intellectual Merit); and
 - b. Benefit society or advance desired societal outcomes (Broader Impacts)?
2. To what extent do the proposed activities suggest and explore creative, original, or potentially transformative concepts?
3. Is the plan for carrying out the proposed activities well-reasoned, well-organized, and based on a sound rationale? Does the plan incorporate a mechanism to assess success?
4. How well qualified is the individual, team, or organization to conduct the proposed activities?
5. Are there adequate resources available to the PI (either at the home organization or through collaborations) to carry out the proposed activities?

Broader impacts may be accomplished through the research itself, through the activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to, the project. NSF values the advancement of scientific knowledge and activities that contribute to achievement of societally relevant outcomes. Such outcomes include, but are not limited to: full participation of women, persons with disabilities, and underrepresented minorities in science, technology, engineering, and mathematics (STEM); improved STEM education and educator development at any level; increased public scientific literacy and public engagement with science and technology; improved well-being of individuals in society; development of a diverse, globally competitive STEM workforce; increased partnerships between academia, industry, and others; improved national security; increased economic competitiveness of the United States; and enhanced infrastructure for research and education.

Proposers are reminded that reviewers will also be asked to review the Data Management Plan and the Postdoctoral Researcher Mentoring Plan, as appropriate.

Additional Solicitation Specific Review Criteria

In addition to the NSF Merit Review Criteria, reviewers will be asked to consider the ability of the proposed NSF INCLUDES Alliance to provide the collaborative infrastructure necessary to support the Alliance's partners and activities within the context of the five design elements of collaborative infrastructure and the NSF INCLUDES National Network. Questions to be considered include:

- **Shared Vision:** Is the shared vision for the NSF INCLUDES Alliance sufficiently compelling, ambitious and comprehensive to justify the resources requested?
- **Partnerships:** Is the team of partners and personnel proposed for the NSF INCLUDES Alliance appropriate? Does the partnership have the capacity to act as both a fiscal agent and a team to accomplish the proposed work? Do the partners have the expertise necessary both in broadening participation in STEM and collaborative change strategies? Are all members of the organizational and personnel team meaningfully integrated into an NSF INCLUDES Alliance that is more than just the sum of its parts? Does the Alliance have a viable plan to create and incorporate a "backbone" or support organization into the Alliance?
- **Goals and Metrics:** Is the plan for shaping a common agenda and shared measurement systems appropriate and convincing? Is there a plan for providing evidence that the activities of the Alliance have increased participation in STEM for the target population(s)? Does the proposal include a robust evaluation plan appropriate for informing program management and establishing the NSF INCLUDES Alliance's outcomes and/or impacts? Will the Alliance effectively use a "backbone" or support organization to coordinate shared goals and metrics? Does the Alliance have a plan for integrating data with the NSF INCLUDES National Network through the NSF INCLUDES Coordination Hub?
- **Leadership and Communication:** Does the proposal include a promising plan to promote the development of leadership for the Alliance and within each Alliance partner? Does it incorporate rigorous and innovative research studies into Alliance activities that contribute to the knowledge base about broadening participation in STEM? Is there a credible communication strategy to share knowledge and promising practices both across the Alliance and with the NSF INCLUDES National Network and Coordination Hub? Does the leadership and communication plan effectively use the "backbone" or support organization?
- **Potential for Expansion, Sustainability and Scale:** Does the proposal have a promising plan to support the expansion of the Alliance, provide for long-term sustainability and impact, and manage Alliance scaling? Does the sustainability plan include provisions to maintain the "backbone" or support organization over time?
- **NSF INCLUDES National Network:** Does the proposal have a reasonable and appropriate plan to connect and contribute to the NSF INCLUDES National Network through current and potential partnerships, capacity building, resource sharing and or other mechanisms?

B. Review and Selection Process

Proposals submitted in response to this program solicitation will be reviewed by Ad hoc Review and/or Panel Review, or Reverse Site Review.

Letters of Intent

Letters of Intent submitted in response to the NSF INCLUDES Alliance program solicitation will be reviewed and used internally by NSF program staff to gauge the number of proposals likely to be submitted and to identify the types of reviewer expertise that will be required.

Full Proposals

Full proposals may be reviewed in two phases including: (1) review of proposals by ad hoc review or panel, and (2) potentially a reverse site visit with an expert review panel comprised of internal or external reviewers.

The Program Officer and NSF INCLUDES Team will consider the pool of recommendations and using several factors will either make a funding decision or invite proposers for proposals under consideration to NSF to participate in a reverse site visit before a final funding decision is made. Proposing teams invited for a reverse site visit may be asked to further articulate the Alliance's vision and plans, provide additional clarity, address concerns, and or respond to specific inquiries posed by NSF and or an internal or external expert panel. The feedback from the panel, strength of the proposal, and potential for success will be considered.

Reviewers will be asked to evaluate proposals using two National Science Board approved merit review criteria and, if applicable, additional program specific criteria. A summary rating and accompanying narrative will generally be completed and submitted by each reviewer and/or panel. The Program Officer assigned to manage the proposal's review will consider the advice of reviewers and will formulate a recommendation.

After scientific, technical and programmatic review and consideration of appropriate factors, the NSF Program Officer recommends to the cognizant Division Director whether the proposal should be declined or recommended for award. NSF strives to be able to tell applicants whether their proposals have been declined or recommended for funding within six months. Large or particularly complex proposals or proposals from new awardees may require additional review and processing time. The time interval begins on the deadline or target date, or receipt date, whichever is later. The interval ends when the Division Director acts upon the Program Officer's recommendation.

After programmatic approval has been obtained, the proposals recommended for funding will be forwarded to the Division of Grants and Agreements for review of business, financial, and policy implications. After an administrative review has occurred, Grants and Agreements Officers perform the processing and issuance of a grant or other agreement. Proposers are cautioned that only a Grants and Agreements Officer may make commitments, obligations or awards on behalf of NSF or authorize the expenditure of funds. No commitment on the part of NSF should be inferred from technical or budgetary discussions with a NSF Program Officer. A Principal Investigator or organization that makes financial or personnel commitments in the absence of a grant or cooperative agreement signed by the NSF Grants and Agreements Officer does so at their own risk.

Once an award or declination decision has been made, Principal Investigators are provided feedback about their proposals. In all cases, reviews are treated as confidential documents. Verbatim copies of reviews, excluding the names of the reviewers or any reviewer-identifying information, are sent to the Principal Investigator/Project Director by the Program Officer. In addition, the proposer will receive an explanation of the decision to award or decline funding.

VII. AWARD ADMINISTRATION INFORMATION

A. Notification of the Award

Notification of the award is made to *the submitting organization* by a Grants Officer in the Division of Grants and Agreements. Organizations whose proposals are declined will be advised as promptly as possible by the cognizant NSF Program administering the program. Verbatim copies of reviews, not including the identity of the reviewer, will be provided automatically to the Principal Investigator. (See Section VI.B. for additional information on the review process.)

B. Award Conditions

An NSF award consists of: (1) the award notice, which includes any special provisions applicable to the award and any numbered amendments thereto; (2) the budget, which indicates the amounts, by categories of expense, on which NSF has based its support (or otherwise communicates any specific approvals or disapprovals of proposed expenditures); (3) the proposal referenced in the award notice; (4) the applicable award conditions, such as Grant General Conditions (GC-1)*; or Research Terms and Conditions* and (5) any announcement or other NSF issuance that may be incorporated by reference in the award notice. Cooperative agreements also are administered in accordance with NSF Cooperative Agreement Financial and Administrative Terms and Conditions (CA-FATC) and the applicable Programmatic Terms and Conditions. NSF awards are electronically signed by an NSF Grants and Agreements Officer and transmitted electronically to the organization via e-mail.

*These documents may be accessed electronically on NSF's Website at https://www.nsf.gov/awards/managing/award_conditions.jsp?org=NSF. Paper copies may be obtained from the NSF Publications Clearinghouse, telephone (703) 292-8134 or by e-mail from nsfpubs@nsf.gov.

More comprehensive information on NSF Award Conditions and other important information on the administration of NSF awards is contained in the NSF *Proposal & Award Policies & Procedures Guide* (PAPPG) Chapter VII, available electronically on the NSF Website at https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg.

Special Award Conditions:

NSF INCLUDES Alliance awards will be made in the form of Cooperative Agreements. The Cooperative Agreement will have an extensive section of Special Conditions relating to the period of performance, detailed work description, awardee responsibilities, NSF responsibilities, joint NSF awardee responsibilities, funding and funding schedule, reporting and evaluation requirements, key personnel, and other conditions. NSF will provide general

oversight and monitoring of the NSF INCLUDES Alliances and external evaluation of the NSF INCLUDES program and National Network, to help assure effective performance and administration, as well as facilitating any coordination necessary to further the objectives of the NSF INCLUDES initiative.

Within the first 90 days of the award, the lead organization of the Alliance should submit to NSF an integrated and coordinated strategic plan for addressing the identified broadening participation challenge(s), including a virtual infrastructure to facilitate collaborative activities and the accomplishment and implementation of a set of specified activities and targeted outcomes.

Grantees will be required to include appropriate acknowledgment of NSF support under the NSF INCLUDES Big Idea in any publication (including World Wide Web pages) of any material based on or developed under the project, in the following terms:

"This material is based upon work supported by the National Science Foundation **NSF INCLUDES** Big Idea under Grant No. (Grantee enters NSF grant number.)"

Grantees also will be required to orally acknowledge NSF support using the language specified above during all news media interviews, including popular media such as radio, television and news magazines.

C. Reporting Requirements

For all multi-year grants (including both standard and continuing grants), the Principal Investigator must submit an annual project report to the cognizant Program Officer no later than 90 days prior to the end of the current budget period. (Some programs or awards require submission of more frequent project reports). No later than 120 days following expiration of a grant, the PI also is required to submit a final project report, and a project outcomes report for the general public.

Failure to provide the required annual or final project reports, or the project outcomes report, will delay NSF review and processing of any future funding increments as well as any pending proposals for all identified PIs and co-PIs on a given award. PIs should examine the formats of the required reports in advance to assure availability of required data.

PIs are required to use NSF's electronic project-reporting system, available through Research.gov, for preparation and submission of annual and final project reports. Such reports provide information on accomplishments, project participants (individual and organizational), publications, and other specific products and impacts of the project. Submission of the report via Research.gov constitutes certification by the PI that the contents of the report are accurate and complete. The project outcomes report also must be prepared and submitted using Research.gov. This report serves as a brief summary, prepared specifically for the public, of the nature and outcomes of the project. This report will be posted on the NSF website exactly as it is submitted by the PI.

More comprehensive information on NSF Reporting Requirements and other important information on the administration of NSF awards is contained in the *NSF Proposal & Award Policies & Procedures Guide* (PAPPG) Chapter VII, available electronically on the NSF Website at https://www.nsf.gov/publications/pub_summ.jsp?ods_key=pappg.

The NSF INCLUDES Alliance will be required to submit annual and evaluation reports on progress and plans, which will be used as a basis for performance review and determining the obligation of continuing grant increments. Biennial reviews of progress will also take the form of site visit(s) or reverse site visit(s). The NSF INCLUDES Alliance will also be required to develop a set of management and performance indicators for submission annually to NSF. Part of this reporting will include adding to a database that will be kept by the NSF INCLUDES Coordination Hub, for the purpose of developing shared measures for the National Network, and by an NSF INCLUDES evaluator for performance monitoring and evaluation. These data will capture the information required to demonstrate progress towards achieving the goals of the NSF INCLUDES National Network.

VIII. AGENCY CONTACTS

Please note that the program contact information is current at the time of publishing. See program website for any updates to the points of contact.

General inquiries regarding this program should be made to:

- General inquiries may be addressed to:, telephone: (703) 292-2315, email: nsfincludes@nsf.gov

For questions related to the use of FastLane or Research.gov, contact:

- FastLane and Research.gov Help Desk: 1-800-673-6188

FastLane Help Desk e-mail: fastlane@nsf.gov.

Research.gov Help Desk e-mail: rgov@nsf.gov

For questions relating to Grants.gov contact:

- Grants.gov Contact Center: If the Authorized Organizational Representatives (AOR) has not received a confirmation message from Grants.gov within 48 hours of submission of application, please contact via telephone: 1-800-518-4726; e-mail: support@grants.gov.

IX. OTHER INFORMATION

The NSF website provides the most comprehensive source of information on NSF Directorates (including contact information), programs and funding opportunities. Use of this website by potential proposers is strongly encouraged. In addition, "NSF Update" is an information-delivery system designed to

keep potential proposers and other interested parties apprised of new NSF funding opportunities and publications, important changes in proposal and award policies and procedures, and upcoming NSF [Grants Conferences](#). Subscribers are informed through e-mail or the user's Web browser each time new publications are issued that match their identified interests. "NSF Update" also is available on [NSF's website](#).

Grants.gov provides an additional electronic capability to search for Federal government-wide grant opportunities. NSF funding opportunities may be accessed via this mechanism. Further information on Grants.gov may be obtained at <https://www.grants.gov>.

ABOUT THE NATIONAL SCIENCE FOUNDATION

The National Science Foundation (NSF) is an independent Federal agency created by the National Science Foundation Act of 1950, as amended (42 USC 1861-75). The Act states the purpose of the NSF is "to promote the progress of science; [and] to advance the national health, prosperity, and welfare by supporting research and education in all fields of science and engineering."

NSF funds research and education in most fields of science and engineering. It does this through grants and cooperative agreements to more than 2,000 colleges, universities, K-12 school systems, businesses, informal science organizations and other research organizations throughout the US. The Foundation accounts for about one-fourth of Federal support to academic institutions for basic research.

NSF receives approximately 55,000 proposals each year for research, education and training projects, of which approximately 11,000 are funded. In addition, the Foundation receives several thousand applications for graduate and postdoctoral fellowships. The agency operates no laboratories itself but does support National Research Centers, user facilities, certain oceanographic vessels and Arctic and Antarctic research stations. The Foundation also supports cooperative research between universities and industry, US participation in international scientific and engineering efforts, and educational activities at every academic level.

Facilitation Awards for Scientists and Engineers with Disabilities (FASSED) provide funding for special assistance or equipment to enable persons with disabilities to work on NSF-supported projects. See the *NSF Proposal & Award Policies & Procedures Guide* Chapter II.E.6 for instructions regarding preparation of these types of proposals.

The National Science Foundation has Telephonic Device for the Deaf (TDD) and Federal Information Relay Service (FIRS) capabilities that enable individuals with hearing impairments to communicate with the Foundation about NSF programs, employment or general information. TDD may be accessed at (703) 292-5090 and (800) 281-8749, FIRS at (800) 877-8339.

The National Science Foundation Information Center may be reached at (703) 292-5111.

The National Science Foundation promotes and advances scientific progress in the United States by competitively awarding grants and cooperative agreements for research and education in the sciences, mathematics, and engineering.

To get the latest information about program deadlines, to download copies of NSF publications, and to access abstracts of awards, visit the NSF Website at <https://www.nsf.gov>

- **Location:** 2415 Eisenhower Avenue, Alexandria, VA 22314
- **For General Information** (NSF Information Center): (703) 292-5111
- **TDD (for the hearing-impaired):** (703) 292-5090
- **To Order Publications or Forms:**
 - Send an e-mail to: nsfpubs@nsf.gov
 - or telephone: (703) 292-7827
- **To Locate NSF Employees:** (703) 292-5111

PRIVACY ACT AND PUBLIC BURDEN STATEMENTS

The information requested on proposal forms and project reports is solicited under the authority of the National Science Foundation Act of 1950, as amended. The information on proposal forms will be used in connection with the selection of qualified proposals; and project reports submitted by awardees will be used for program evaluation and reporting within the Executive Branch and to Congress. The information requested may be disclosed to qualified reviewers and staff assistants as part of the proposal review process; to proposer institutions/grantees to provide or obtain data regarding the proposal review process, award decisions, or the administration of awards; to government contractors, experts, volunteers and researchers and educators as necessary to complete assigned work; to other government agencies or other entities needing information regarding applicants or nominees as part of a joint application review process, or in order to coordinate programs or policy; and to another Federal agency, court, or party in a court or Federal administrative proceeding if the government is a party. Information about Principal Investigators may be added to the Reviewer file and used to select potential candidates to serve as peer reviewers or advisory committee members. See [System of Record Notices](#), NSF-50, "Principal Investigator/Proposal File and Associated Records," and NSF-51, "Reviewer/Proposal File and Associated Records." Submission of the information is voluntary. Failure to provide full and complete information, however, may reduce the possibility of receiving an award.

An agency may not conduct or sponsor, and a person is not required to respond to, an information collection unless it displays a valid Office of Management and Budget (OMB) control number. The OMB control number for this collection is 3145-0058. Public reporting burden for this collection of information is estimated to average 120 hours per response, including the time for reviewing instructions. Send comments regarding the burden estimate and any other aspect of this collection of information, including suggestions for reducing this burden, to:

Suzanne H. Plimpton
Reports Clearance Officer
Office of the General Counsel
National Science Foundation
Alexandria, VA 22314

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National Science Foundation, 2415 Eisenhower Avenue, Alexandria, Virginia 22314, USA
Tel: (703) 292-5111, FIRS: (800) 877-8339 | TDD: (703) 292-5090 or (800) 281-8749

[Text Only](#)

BRIDGE

Category	Salary /	Year 1	Year 2	Year 3	Year 4	Year 5	Total
A. Senior Personnel							
stipend hourly (\$30/hr x 12		\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 2,160	\$ 10,800
Retirement (Classified)	14.70%	\$ 318	\$ 323	\$ 328	\$ 334	\$ 339	\$ 1,642
							\$ -
B. Other Personnel							
Hourly (\$25/hr x 12hrs/wk x		\$ 46,200	\$ 46,200	\$ 46,200	\$ 46,200	\$ 46,200	\$231,000
Retirement (Classified)	14.70%	\$ 6,791	\$ 6,907	\$ 7,022	\$ 7,138	\$ 7,253	\$ 35,112
Stipend Hourly (\$20/hr x		\$ 25,200	\$ 25,200	\$ 25,200	\$ 25,200	\$ 25,200	\$126,000
Social Security	6.20%	\$ 4,561	\$ 4,561	\$ 4,561	\$ 4,561	\$ 4,561	\$ 22,804
Medicare	1.45%	\$ 1,067	\$ 1,067	\$ 1,067	\$ 1,067	\$ 1,067	\$ 5,333
Retirement (Certified)	10.27%	\$ 2,588	\$ 2,651	\$ 2,714	\$ 2,777	\$ 2,840	\$ 13,570

D. Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
E. Travel/ Transportation							
school busses in town	\$400	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 20,000
school busses out of town	5 at \$700	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 17,500
charter busses out of town	35 at \$17	\$ 59,500	\$ 59,500	\$ 59,500	\$ 59,500	\$ 59,500	\$297,500
Costs							\$ -
student participation		\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$175,000
G. Other Direct Costs							
1. Materials and Supplies		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
(Note: Items under \$5000, such as computers, and other materials related to the activities of the project go here)							
Research-related office supplies		\$0	\$0	\$0	\$0	\$0	\$ -
Documentation/Dissemination		\$0	\$0	\$0	\$0	\$0	\$0
3. Consultant Services		\$0	\$0	\$0	\$0	\$0	\$0
4. Computer Services		\$0	\$0	\$0	\$0	\$0	\$0
5. Subawards		\$0	\$0	\$0	\$0	\$0	\$0
6. Other							
							\$963,761
H. Total Direct Costs		\$192,384	#####	#####	#####	#####	\$963,761
I. Indirect Costs	2.90%	\$ 5,579	\$ 5,584	\$ 5,590	\$ 5,595	\$ 5,600	\$ 27,949

Costs		\$ 197,963	\$198,153	\$198,342	\$ 198,531	\$ 198,720	\$ 991,710
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Indirect Cost (IDC) Base - MTDC

I

* Please alter this to fit your institutions IDC rate.

* Please alter this to fit your institution's IDC base calculation

D. Chief Equity Officer - Dr. Marsha Drake

1. First Semester Bullying Prevention Compliance Report - Karen Glenn

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 HICKORY VALLEY ROAD
CHATTANOOGA, TENNESSEE 37421**

MEMORANDUM

TO: Hamilton County Board of Education

Bryan Johnson, Ed.D.
Superintendent

FROM: Marsha Drake, Ed.D.
Chief Equity Officer

Karen Glenn, Director
STARS/Safe Learning

DATE: January 21, 2021

RE: First Semester Bullying Prevention Compliance Report

Attached is Hamilton County Schools' First Semester Bullying Prevention Compliance Report for the 2020-2021 school year. Upon request, Karen Glenn will respond to any questions relative to this report.

Hamilton County Schools

Bullying/Harassment Prevention Report

01/21/2021

	2017-2018 Year-End Total	2018-2019 Year-End Total	2019-2020 Year-End Total	2020-2021 1st semester
# of Reported Confirmed Cases	203	164	152	26
School Corrective Plan Provided	203	164	152	26
# Based on Race, Color or National Origin	8	10	15	2
# Based on Sex or Gender	17	14	27	4
# Based on Disability	15	13	2	0
# Using Electronic Technology	42	45	37	9
# Still Pending	0	0	0	5
# Involving Suspensions (less than 10 days)	81	56	53	14
# Involving Suspension (more than 10 days)	14	13	14	0
# Involving Discipline Other Than Suspension	117	98	93	11

Staff / Student Training

Staff training:

HR Canvas Course reflects 3,168 staff trained in Bullying Prevention; 2,691 trained in Title IX Compliance

Student training:

14 high school teams participated in Superintendent's SSAC Youth Summit;

1,333 fifth grade students signed "Kindness Matters" pledge; 55 recognized for "kind" deeds during first semester.

19 students trained as peer mediators

Life Skills Training--evidenced-based violence and drug prevention pilot

Middle Schools: (currently in Year 2 of three-year initiative)

East Hamilton, East Lake Academy, East Ridge Middle, Loftis, Orchard Knob Middle, Sale Creek

High Schools: (currently in Year 1 of two-year initiative)

Brainerd, CCA, Sequoyah, Tyner Academy

X. Board Matters

A. Chief of Innovation and Choice - Jill Levine

1. **Approval for Montessori Elementary Charter Contract

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Jill Levine, Chief of Innovation and Choice

Date: January 21, 2021

Subject: Approval for Montessori Elementary Charter Contract

Montessori Elementary @ Highland Park (ME@HP) submitted their charter application on January 15, 2020 and it was approved by the Hamilton County Board of Education on April 23, 2020.

Attached is the contract for the Montessori Elementary @ Highland Park school. The wording on the contract has been reviewed and approved by attorney Scott Bennett. It is recommended that the Board approve the contract as written.

CHARTER AGREEMENT

This Charter Agreement is entered into this, the ___ day of January, 2021, by and between the Hamilton County Board of Education (the “Chartering Authority”), and The Young Women’s Leadership Academy Foundation, (the “Sponsor”), a Tennessee non-profit corporation (collectively, the “Parties”).

RECITALS:

WHEREAS, the State of Tennessee enacted the Tennessee Public Charter Schools Act of 2002 (Tenn. Code Ann. 49-13-101 et seq.) (hereinafter referred to as “Act”), as amended, authorizing the establishment of independent, publicly supported schools known as public Charter Schools; and

WHEREAS, the Act was enacted for the following purposes:

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

and

WHEREAS, pursuant to the Act, the Chartering Authority is authorized upon receipt of a public charter school application from a sponsor seeking to establish a public charter school, as defined in the Act, to approve new public charter schools and to enter into a charter agreement, as defined in the Act; and

WHEREAS, The Young Women’s Leadership Academy Foundation has duly submitted a public charter school application (hereinafter referred to as “Application”) in accordance with the Act, which Application has been reviewed and approved by the Hamilton County Board of Education for the establishment of the Montessori Elementary @ Highland Park (hereinafter, “ME@HP” or “the Charter School”) as a public charter school within Hamilton County,

Tennessee under the Act; and

WHEREAS, ME@HP has been organized with its sole purpose being the operation of the Charter School (accordingly, unless the context dictates otherwise, the terms Charter School and ME@HP shall be read synonymously herein); and

WHEREAS, the Sponsor has set forth in the Application each of the following provisions which shall govern and be binding upon the Charter School with respect to the establishment and operation of the Charter School:

- a. The statement defining the mission and goals of the Charter School;
- b. The instructional goals and methods for the Charter School, which include, at a minimum, teaching and classroom instruction methods that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the Charter School;
- c. The plan for evaluating student academic achievement at the Charter School and the procedures for remedial action that will be used by the Charter School when the academic achievement of a student falls below acceptable standards as promulgated by the Tennessee Department of Education;
- d. The operating budget based on anticipated enrollment of the Charter School;
- e. The method for conducting annual audits of the financial, administrative and program operations of the Charter School;
- f. The timetable for commencing operation as a public charter school which provides for a minimum number of academic instruction days, which shall not be fewer than those required by statute;
- g. The rules and policies for the governance and operation of the Charter School;
- h. The names and addresses of the initial members of the Governing Body of the Charter School;
- i. The description of the anticipated student enrollment and the nondiscriminatory admission policies;
- j. The code of behavior and discipline of the Charter School;
- k. The plan for compliance with all applicable health and safety laws and regulations of the federal government and the laws of the State of Tennessee;
- l. The qualifications required of employees of the Charter School;

- m. The identification of the individuals and entities sponsoring the Charter School, including their names and addresses;
 - n. The procedures governing the deposit and investment of idle funds, purchasing procedures, and comprehensive travel regulations;
 - o. The plan for the management and administration of the Charter School;
 - p. A copy of the by-laws of the Governing Body of ME@HP;
 - q. The statement of assurance of liability by the Governing Body of ME@HP;
 - r. Types and amounts of insurance coverage to be held either by the Charter School or approved by Chartering Authority, including provisions for assuring that the insurance provider will notify the Chartering Authority within ten (10) days of the cancellation of any insurance it carries on the Charter School;
 - s. The plan for transportation for the students attending the Charter School; and
 - t. Information regarding the financing commitments available to operate the Charter School on an ongoing and sound financial basis,
- and

WHEREAS, based upon and in reliance upon the information and representations of the Sponsor in the Application, the Hamilton County Board of Education has approved the Application to operate the Charter School as a public charter school within the local school district of Hamilton County, Tennessee, in accordance with the Act and pursuant to the terms and provisions of this Agreement; and

WHEREAS, the Charter School and Chartering Authority desire to enter into this Agreement as the Charter Agreement (hereinafter referred to as “Charter”) for the Charter School, which sets forth the terms and conditions of the charter of the Charter School in writing, binding upon the Charter School, and the Governing Body of ME@HP (hereinafter referred to as “Governing Body”), in accordance with the Act; and

WHEREAS, in acknowledgement and agreement that the terms and provisions hereof are binding upon the Charter School and the Governing Body, the Charter School, with full approval and agreement of the Governing Body, has entered into this agreement by signature of its respective duly authorized officer;

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein and for other good and valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

1. Definitions and General Provisions

1.1 Definitions

Capitalized terms used herein not otherwise defined herein shall have the meaning set forth in the Act. Whenever the term “Chartering Authority” is used herein, such term shall mean the Hamilton County Board of Education and the Hamilton County Schools (“HCS”) as an agent to carry out and implement the policies of the Chartering Authority. The terms “charter,” “Charter Agreement,” “Agreement” and “Charter School Agreement” are used interchangeably herein and have the meaning set forth in the Act for “Charter Agreement.”

All defined terms used in this Charter Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms “hereunder,” “herein,” “hereby,” and similar terms refer to this Charter Agreement.

1.2 Recitals

The recitals to this Charter Agreement are incorporated herein by reference and made a part hereof.

1.3 Governing Body

The Governing Body shall ensure that the Charter School’s activities are conducted in compliance with this Charter Agreement and all applicable law, including specifically T.C.A. § 49-13-111. The Governing Body shall report and be accountable to the Sponsor for the implementation of this Charter Agreement and the achievement of the performance objectives and goals stated in this Charter Agreement.

The Governing Body has conducted, or will have conducted within ninety (90) days of the Effective Date, national, state and local criminal background checks on each current member of the Governing Body. Any person who has been convicted of the following acts shall be prohibited from serving on the Governing Body, unless such prohibition is expressly waived by the Chartering Authority in writing: any felony or any criminal offense involving dishonesty, fraud or moral turpitude.

The Governing Body will conduct, or will have conducted, at least fourteen (14) days prior to the approval of any new member, national, state and local criminal background checks on the prospective member. Any person who has been convicted of the following shall be prohibited from serving on the Governing Body, unless such prohibition is expressly waived by the Chartering Authority in writing: any felony or any criminal offense involving dishonesty, fraud or moral turpitude.

As required by T.C.A. § 49-13-111(g), the Governing Body shall be subject to the conflict of interest provisions contained in T.C.A. § 12-4-101 and T.C.A. § 12-4-102 and to the ethics policy of the Chartering Authority.

The Governing Body shall carry out its roles and responsibilities as detailed in this Charter Agreement, in a professional and responsible manner. The Governing Body will use reasonable, good faith efforts to manage the activities of the Charter School and oversee the operation of the Charter School and the implementation of this Charter Agreement

1.4 Charter School

Under supervision, governance and oversight of the Governing Body, the Charter School shall ensure that the faculty, staff and administration successfully implement the terms of this Charter Agreement.

The Charter School shall carry out its roles and responsibilities as detailed in this Charter Agreement in a professional and responsible manner. The Charter School will use reasonable, good faith efforts to educate children and demonstrate progress in achieving the goals and objectives outlined in this Charter Agreement.

1.5 Chartering Authority

Pursuant to T.C.A. § 49-2-203 in general and T.C.A. § 49-13-143(b) in particular, the Chartering Authority will establish a performance framework to evaluate the academic and operational performance of the Charter School. The Charter School will adhere to the performance framework.

From time to time, and upon reasonable notice, the Chartering Authority will also develop administrative procedures setting forth how it will oversee and assess the Charter School's compliance with the performance framework. The Charter School will cooperate fully with these administrative procedures in order to facilitate an ongoing assessment of its performance.

In addition to the ongoing performance assessments the Chartering Authority will provide to the Charter School, pursuant to T.C.A. § 49-13-121(k), the Chartering Authority will conduct a detailed interim review of the Charter School's operations in the fifth year of this Charter.

The Chartering Authority shall allocate to the Charter School the state and local funds described in T.C.A. § 49-13-112 in accordance with policies and procedures developed by the Tennessee Department of Education.

2. Grant of Charter

2.1 Grant and Issuance of Charter

Pursuant to the Act, and based on and in reliance upon the information and representations of the Sponsor in the Application, the Chartering Authority hereby grants and issues to Charter School a Charter for the creation, maintenance, and operation of a public charter school known as Montessori Elementary @ Highland Park. The operation of the Charter School by the Governing Body shall be subject to the terms and conditions of this Charter Agreement and the Act. As required by T.C.A. § 49-13-110, this Charter Agreement includes all components of the Sponsor's Application, which is incorporated herein by reference and attached hereto as Appendix 1.

This Charter is granted subject to the express understanding that the Charter School will be fully operational on July 1, 2021. The Chartering Authority may terminate this Charter Agreement if it believes, in good faith, that the Charter School will be unable to commence operations on this date at its specified location. If the Chartering Authority elects to terminate, it must do so in writing and give the Charter School the opportunity to cure any deficiency within thirty (30) days from such notice.

In no event will the Charter School be allowed to operate if it does not have a certificate of occupancy dated before August 1, 2021; provided, however, that the Charter School may commence operations at an alternative site if, and only if, the Chartering Authority shall approve this proposed alternate site before the start of the school year.

2.2 Type of Charter

The Chartering Authority authorizes the Governing Body to form the Charter School pursuant to T.C.A. § 49-13-106(f)(1).

2.3 Student Population and Enrollment

The Charter School will recruit students who reside in the urban areas of Chattanooga, co-extensive with the Hamilton County Schools' Opportunity Zone. Enrollment in the Charter School, however, shall be open to any eligible Hamilton County student who submits a timely application (see Tenn. Code Ann. § 49-13-113(d)(1)), and is of the age/grades served by the Charter School.

The Charter School will not under any circumstances refuse, burden, or discourage enrollment of any student on the basis of race, religion, color, national origin, ethnicity, socio-economic status, disability, or other criteria. The Charter School shall not establish any admission policy or limit student admissions in any manner in which a public charter school is not permitted to establish admission policies or limit student admissions, except as provided for in Tenn. Code Ann. §49-13-113 and this Agreement. The Charter School shall not admit students whose parents or guardians are not residents of Hamilton County.

The Charter School will not vary from the planned capacity set forth in its Application without the approval of the Chartering Authority.

If applications for open seats exceed the planned capacity of the Charter School, enrollment shall be determined on the basis of a lottery. The lottery process must open and transparent and subject to audit in accordance with Tenn. Code Ann. §49-13-113(d)(8).

Subject to the foregoing, preference in enrollment and admissions may be afforded to the siblings of a student who is already enrolled in the Charter School, the Chattanooga Girls Leadership Academy, or the Chattanooga Preparatory School and to the children of a teacher of the Charter School, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less. If the number of such students eligible for preference exceeds the minimum allowable, preference within such group will be for siblings of a student who is already enrolled, siblings of students at CGLA or CPS, and children of a teacher. Further selection with such groups, if necessary, will be by lottery.

The Charter School shall not charge tuition to any student.

3. General Terms and Conditions of the Charter Agreement

3.1 The Application

The Application, as attached hereto as Appendix 1, sets forth the overall goals, standards, and general operational policies relating to the Charter School. The Application is not a complete statement of each detail of the operation of the Charter School. To the extent that the Governing Body or Charter School desires to implement specific policies, procedures, or other specific terms of operation that supplement those set forth in the Application, they shall be permitted to implement such policies, procedures, and specific terms of operation; provided, that such policies, procedures, and terms of operation (i) are not otherwise prohibited or circumscribed by applicable law or this Charter Agreement, and (ii) are not materially different from those set forth in the Application.

To the extent there is a conflict between the terms of this Charter Agreement and the Application, the terms of this Charter Agreement shall govern.

Neither this Charter Agreement nor the Application may be amended without prior written approval of the Chartering Authority, except that, pursuant to T.C.A. § 49-13-112(a), the Governing Body may revise the budget submitted in this Charter Agreement, subject to the requirements of state and federal law. If the Governing Body seeks to amend this Charter Agreement or the Application, it shall petition the Chartering Authority as set forth in T.C.A. § 49-13-110(b).

3.2 Nonsectarian, Non-Religious, and Non-Cyber Based

The Governing Body shall ensure that the Charter School is nonsectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance, and all other operations. The Governing Body shall comply with the requirements of the United States and Tennessee Constitutions, including those provided by the establishment clause of the First Amendment of the United States Constitution. The Governing Body shall not use any of the

funds to operate the Charter School for the benefit of any religious or theological institution. The Charter School shall not be cyber-based.

3.3 Compliance With Applicable Laws and Regulations

By signing this Charter Agreement, the Governing Body warrants that it has made a detailed review of the Act, and that it has specific knowledge of its rights and responsibilities under the Act. Further, Governing Body warrants that the Charter School shall comply with all federal and state laws and regulations applicable to the provision of public education. The Governing Body understands and agrees that the Chartering Authority will hold the Governing Body and the Charter School accountable for adhering to these laws and regulations.

3.4 Monitoring, Inspection and Certification of Records

Consistent with Section 1.5, the Chartering Authority may designate a representative or representatives to enter the premises of the Charter School at reasonable times with reasonable notice to observe and inquire into the academic instruction, operation, and finances of the Charter School. The Charter School will cooperate fully with the representatives of the Chartering Authority, making available classrooms, faculty, staff, students, parents, records, and the like. The Chartering Authority's representatives will endeavor not to interfere unreasonably with the operation of the Charter School during these observations and inquiries.

The Governing Body shall ensure that the following information is maintained at the Charter School and make such information available to the Chartering Authority or its representative upon request no later than the fourth (4th) business day following such request: (1) the Charter School's Articles of Incorporation; (2) the Charter School's bylaws; (3) the enrollment and admissions process for the Charter School; (4) a list of all formerly and currently enrolled students and, for each student, the following information: full legal name, student identification number (for purposes of state testing), birth date, address, local school zone in which the student resides, names and address of legal guardians; required documentation relevant to the student's special needs status (if applicable); results on assessments required by applicable law and the Application, and documentation of a student's suspension or expulsion (if applicable); (5) list of all former and current staff members and teachers who work at the Charter School and, for each one, the following information: name, birth date, address, and compensation; (6) evidence of insurance; (7) leases; (8) documentation of loans and other debt related to the Charter School; (9) detailed accounting of school expenditures and sources of income received that are current through the preceding month, within twenty (20) days after the last day of such month; and (10) copies of all required certifications, and health and safety-related permits for occupancy of the physical plant for the purposes of the Charter School. Such information shall be used by the Chartering Authority to evaluate whether the Charter School is meeting its goals under this Agreement, the Application and the Act. The Sponsor shall ensure that copies of these records are maintained for the amount of time required by applicable law, but in no event less than two (2) years after the expiration, non-renewal, or revocation of the Charter Agreement, during which period, the Governing Body shall make such records available to the Chartering Authority upon request no later than the fifth (5th) business day following such request.

3.5 Regulatory and Statutory Requirements

The Governing Body acknowledges the regulatory and/or statutory requirements listed in T.C.A. § 49-13-105(b) and 49-13-111, which cannot be waived. The Governing Body shall ensure that these requirements are met.

3.6 Reporting

3.6.1 Annual Progress Report

Pursuant to T.C.A. § 49-13-120, the Governing Body is required to make at least an annual progress report to the Chartering Authority and the Commissioner of Education. The Governing Body shall ensure that this annual report is made by July 1 of each year of this Agreement and that the report meets the requirements of T.C.A. § 49-13-120 and T.C.A. § 49-13-114(d).

3.6.2 Annual Financial Report

Pursuant to T.C.A. § 49-13-111(m), the Charter School is required to prepare and publish an annual financial report each year of this Agreement that encompasses all funds. The Governing Body shall ensure that this annual financial report is made and that the report meets the requirements of T.C.A. § 49-13-111(m).

3.6.3 Charter School Reports

The Charter School shall immediately submit to the Chartering Authority a report of:

- a. Any student who withdraws from the Charter School;
- b. Any non-compliance by Governing Body or Charter School with the Charter or applicable law, in connection with the operation of the Charter School; and
- c. Discovery of any conflict of interest issues and the resolution of such issues, if any.

The Charter School shall submit a report to the Chartering Authority quarterly a report of:

- a. Changes in (i) the Governing Body's certificate of occupancy for the Charter School's physical plant or (ii) other health and safety-related certifications or permits;
- b. Applications, filings, or Internal Revenue Service determinations made

during the prior month related to seeking and maintaining the Sponsor's or the Charter School's tax-exempt status;

- c. Applications, filings or state determinations made related to seeking and maintaining the Charter School's not-for-profit corporation status;
- d. Individuals leaving or joining the Charter School's Governing Body during the prior month;
- e. Resignations from and/or hiring to leadership positions in the operation of the Charter School;

3.6.4 Projections

The Charter School shall also provide the following projections:

- a. The projected budget for each school year no later than May 31 of the proceeding school year;
- b. The projected student enrollment no later than June 1 prior to the commencement date of the upcoming school year, specifying expected number of students by grade level; and
- c. Documentation of the Charter School's recruiting and admission process for the upcoming school year, no later than two (2) months prior to any student admission lottery.

3.6.5 Enrollment

The Parties understand and appreciate that the Chartering Authority must regularly report the average daily membership for students in Hamilton County Schools to the Tennessee State Department of Education. The Parties understand and appreciate that the Chartering Authority's report must include the average daily membership for the Charter School. To assist the Chartering Authority in complying with its reporting requirements, the Chartering Authority shall establish and communicate to the Charter School ten (10) dates for reporting average daily membership. By each date established by the Chartering Authority for this purpose, the Charter School shall submit to the Chartering Authority, the following information:

- a. The number of students enrolled in the Charter School; and
- b. The name and legal residence of each student.

The Charter School shall ensure that student enrollment count records are maintained electronically on a system that is mutually acceptable to the Sponsor and the Chartering Authority.

The Charter School shall incorporate into the enrollment agreement it signs with the parents or guardians of each of its students a provision in which the parents or guardians acknowledge that they are enrolling the student in the Charter School for an entire school year and that, absent extraordinary circumstances, the student may not withdraw from the Charter School during the year. During the course of a school year, the Chartering Authority will not accept reenrollment of a student whose parents or guardians have signed a Charter School enrollment agreement unless, after consultation with the Governing Body of the Charter School, it determines that reenrollment would be appropriate.

3.7 Curriculum, Instruction, and Benchmarks

The curriculum and instructional methods used at the Charter School shall be as described in the Application, this Charter Agreement and any reports submitted under the terms of the Charter.

The benchmarks and indicators of performance for measuring academic progress of students attending the Charter School shall be as described in the Application, this Charter Agreement and any reports submitted under the terms of the Charter.

3.7.1 Students with Disabilities

The Parties understand and agree that the Charter School is responsible for providing education services to its students regardless of their need for special education or accommodation for disabilities. The Charter School shall be solely responsible for providing all special education services to any eligible student attending the school. Furthermore, the Charter School shall be solely responsible for removing any barriers that might impede otherwise qualified students from accessing any educational opportunities at the Charter School.

On a case by case basis, the Charter School and the Chartering Authority may contract for the Chartering Authority to provide services to a student, but the ultimate responsibility, financial or otherwise, to provide such services remains upon the Charter School.

3.7.2 English Language Learners

The Parties understand and agree that the Charter School is responsible for providing education services to its students regardless of their status as English language learners. The Charter School shall be solely responsible for providing all ELL support to any eligible student attending the school. Furthermore, the Charter School shall be solely responsible for removing any barriers that might impede otherwise qualified students from accessing any educational opportunities at the Charter School.

3.7.3 Legal Obligation to Serve

The Charter School understands and agrees that failure to serve students with disabilities or students who require ELL support could expose the Chartering Authority to liability under state and federal law. In the event of an administrative complaint, a complaint for due process, or legal action alleging in whole or in part that the Charter School has failed to serve such students, the Chartering Authority will assume the defense of any such claim per Section 3.15, and the Charter School will cooperate fully.

The Charter School additionally recognizes that a breach of its duty to serve these students could warrant the immediate revocation of the Charter by the Chartering Authority.

3.8 School Calendar

The Charter School will develop a school calendar each year subject to approval by the Tennessee Department of Education.

3.9 Staff Responsibilities and Personnel Plan

3.9.1 Employee Benefits and Retirement

Subject to the terms of a separately executed memorandum of understanding, the Chartering Authority will make available to the Charter School those specific benefits required by Title 8, Chapter 27, Part 3 of the *Tennessee Code*. It is expressly understood and agreed between the Chartering Authority and the Charter School, however, that the Chartering Authority is assuming no obligation to provide benefits not otherwise required by Title 8, Chapter 27, Part 3 of the *Tennessee Code* to the Charter School and will not accept any increase in its own costs, whether from experience ratings or other causes, resulting from the Charter School's participation in these additional benefits.

The Charter School does hereby agree to protect, defend, indemnify and hold the Chartering Authority harmless against any and all claims arising out of or related to the administration of benefits for the Charter School employees except for any such errors or omissions that result solely from the negligence of the Chartering Authority or its employees

3.9.2 Non-Teacher Licensing

Any individual who provides a service at the Charter School that is a non-teaching service, and for which a license is required under Tennessee law, shall have the appropriate license to provide the service in Tennessee.

3.9.3 Employment Applications

All applicants for employment with the Charter School shall be required to submit employment applications on a form that complies with all applicable law. The Governing

Body shall conduct or have conducted criminal background checks to the extent permitted under applicable law on all current and prospective employees of the Charter School.

3.9.4 Contractors and Sub-contractors

The Governing Body shall require proof that all contractors or sub-contractors of the Charter School have conducted criminal background checks to the extent permitted under applicable law on their current and prospective employees who have or will have contact with children within the scope of the individual's employment.

3.10 Physical Plant

The Charter School shall ensure the Charter School's grounds and facilities comply with applicable health and safety laws, including the Americans with Disabilities Act, state fire marshal codes and state and local zoning and land use codes.

The Charter School may not commence instruction prior to completion of applicable inspections and receipt of a completed Pre-Opening Checklist to be provided by the Chartering Authority.

At least four (4) months prior to commencement of any given school year, the Charter School shall propose for Chartering Authority's reasonable approval any different physical plant to be used by and for the Charter School.

3.11 Discipline Program

The Governing Body shall ensure that the Behavioral Expectations and Disciplinary Strategies described in the Application are implemented at the Charter School. The Governing Body shall develop, implement, and maintain a school safety plan to provide for a safe learning environment at the Charter School for students, staff; volunteers, and visitors.

No student shall be suspended, expelled, or transferred involuntarily from the Charter School except in accordance with T.C.A. § 49-6-3401 and the policies of the Hamilton County Board of Education governing the suspension and expulsion of students. Any student appealing such disciplinary action may do so to the Hamilton County Board of Education's Disciplinary Hearing Authority.

3.12 Financial Matters

3.12.1 Audits; Procedures; Timing

Audits of the Charter School shall be made in compliance with T.C.A. § 49-13-127.

3.12.2 Tuition

The Charter School shall not charge tuition for any student.

3.12.3 Extraordinary Expenditures

At least fourteen (14) days prior to making an expenditure of more than fifty thousand dollars (\$50,000) for any purpose outside the ordinary course of operation of the Charter School, the Governing Body shall provide notice to the Chartering Authority regarding the payee, the amount, and the nature and purpose of such expenditure. An expenditure for a purpose “outside the ordinary course of operation” shall not include reasonable, good faith budgeted expenses, including start-up costs related to the procurement and modification of land, facilities, and equipment for the Charter School or expenditures funded by Sponsor. If Charter School must make an immediate expenditure in excess of fifty thousand dollars (\$50,000) due to an unforeseeable emergency that could result in harm to any person or property or that poses health or safety concerns, which expenditure is outside the ordinary course of operation of the Charter School, the Governing Body shall notify the Chartering Authority as soon as practicable, regarding the payee, the amount, and the nature and purpose of such emergency expenditure.

3.13 Insurance

The Charter School shall maintain the following insurance:

- a. General Liability/Automobile Liability Policy: must be equal to or greater than \$5,000,000. This insurance shall be primary insurance. The policy must name Hamilton County Schools as an additional insured and be a certificate holder. The policy must cover contractual liability. Automobile coverage shall cover vehicles owned, hired, and non-owned.
- b. Professional Liability Policies: Directors and Officers Policy equal to or greater than \$1,000,000. Teachers Professional Liability Policy equal to or greater than \$1,000,000.
- c. Workers Compensation and Employers Liability Policy. The Charter School will carry workers compensation insurance with coverage and limits as required by law. The Charter School will carry EPL insurance with limits of not less than \$1,000,000.

Certificates of insurance, in a form satisfactory to the Chartering Authority, evidencing coverage shall be provided to the Chartering Authority prior to commencement of performance of this Charter Agreement. Throughout the term of this Charter Agreement, Charter School shall provide updated certificates of insurance upon expiration of the current certificates.

3.14 Survival of Representations and Warranties

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

3.15 Indemnification and Hold Harmless

The Governing Body and the Charter School shall indemnify and hold harmless the Chartering Authority, its officers, agents and employees from:

- a. Any claims, damages, costs and attorney fees for losses, injuries or damages arising, in part or in whole, from the negligent or intentional acts or omissions of the Sponsor, the Governing Body or the Charter School, their officers, employees and/or agents, including their sub or independent contractors, in connection with the performance of this Charter Agreement, and,
- b. Any claims, damages, penalties, costs and attorney fees arising from any failure of the Sponsor, the Governing Body or the Charter School, their officers, employees and/or agents, including their sub or independent contractors, to observe applicable laws, including, but not limited to, labor laws and minimum wage laws.
- c. The Governing Body and/or the Charter School shall pay the Chartering Authority any expenses incurred as a result of the Sponsor's failure to fulfill any obligation in a professional and timely manner under this Charter Agreement.
- d. The Chartering Authority will not indemnify, defend or hold harmless in any fashion the Sponsor, the Governing Body, or the Charter School from any claims whatsoever.
- e. In the event the Chartering Authority is named in an administrative complaint or other complaint along with the Sponsor, Governing Body, or the Charter School, the Chartering Authority shall have the right to assume the defense of the matter or to delegate the defense to the Governing Body and Charter School. The Chartering Authority's election shall in no way limit the obligation of the Governing Body and the Charter School to indemnify or to hold the Chartering Authority harmless against any and all losses or costs, including the costs of defense, per this Section 3.15.

3.16 Attorneys Fees

The Sponsor agrees that, in the event either party deems it necessary to take legal action to enforce any provision of the contract, and in the event the Chartering Authority prevails, the Sponsor shall pay all expenses of such action including the Chartering Authority's reasonable

attorney fees and costs at all stages of the litigation. The Chartering Authority agrees that, in the event either party deems it necessary to take legal action to enforce any provision of the contract, and in the event the Sponsor prevails, the Chartering Authority shall pay all expenses of such action including the Sponsor's reasonable attorney fees and costs at all stages of the litigation.

3.17 Transportation

If Charter School provides transportation for its pupils, it shall do so in a manner approved by the Chartering Authority, and Chartering Authority shall allocate state and local funds to Charter School from state and local funds Chartering Authority receives for transportation on a per pupil basis in the same manner as such funds are allocated to Chartering Authority as provided in Section 9 hereof in accordance with Tenn. Code Ann. §49-13-114.

3.18 Food Service

The Charter School shall be responsible for arranging appropriate food service for its students. Any such food service must comply with all appropriate state and federal regulations governing the provision of food to students. The Parties reserve the right to enter into an agreement whereby the Chartering Authority would provide food service to the Charter School's students.

4. Representations and Warranties

4.1 ME@HP and Sponsor

4.1.1 Organization

ME@HP is, and at all times during the Term of this Charter Agreement shall be, duly organized, properly existing, and in good standing in the State of Tennessee. Sponsor is, and at all times during the term shall be, a non-profit organization and shall not be, a for-profit corporation.

4.1.2 Tax-Exempt, Non-Profit Status

ME@HP has received exemption from federal taxation under IRC § 501(c)(3). ME@HP shall immediately inform the Chartering Authority if its tax-exempt status is questioned, modified, or revoked by the Internal Revenue Service or if its or its Sponsor's non-profit status is questioned, modified, or revoked by the State of Tennessee.

4.1.3 Authority

ME@HP warrants that it has all requisite power and authority to execute and deliver this Charter Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Charter Agreement constitutes a valid and binding obligation of ME@HP, enforceable against ME@HP and its Governing Body in accordance with its terms.

4.1.4 Litigation

There is no suit, claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body to which ME@HP is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon ME@HP. No such judgment, order, decree or award has been entered against ME@HP nor has any liability been incurred which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, government agency, arbitration or mediation panel or similar body involving ME@HP which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

4.1.5 Full Disclosure

No representation or warranty of the Sponsor, Governing Body or ME@HP herein and no statement, information or certificate furnished or to be furnished by the Sponsor, Governing Body or ME@HP pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

4.1.6 Reputation of Officers, Directors and Employees

No member of the Sponsor's Board of Directors, officer of the Sponsor, member of the Governing Body, officer of ME@HP, or employee of the Charter School has been convicted of any felony or any other criminal offense involving dishonesty, fraud or moral turpitude.

No person may continue to be a member of the Governing Body, an officer of ME@HP, or employee of the Charter School if that person is convicted of any felony or any other criminal offense involving dishonesty, fraud or moral turpitude.

4.1.7 Conduct of Sponsor and the Governing Body

ME@HP and the Governing Body have complied, and at all times during the life of this Charter will comply, with all local, state and federal laws and regulations that are applicable to the Sponsor, ME@HP and the Governing Body, which may include, but are not limited to the Internal Revenue Code, the non-profit corporation law of the State of Tennessee, and the open records and public meetings laws of the State. The Governing Body has maintained and will maintain adequate records of the activities and decisions of each party to ensure and document compliance with all such laws and regulations. The Governing Body agrees to provide Chartering Authority with copies of all such records.

4.1.8 Due Authorization

Upon execution of the Charter Agreement by the ME@HP and the Chartering Authority, the Charter School will be vested with all powers necessary to carry out the educational program outlined in the Charter Agreement.

4.2 Of Chartering Authority

4.2.1 Organization

Chartering Authority is a local board of education under the laws of the State of Tennessee, with the purpose and legal ability to grant and issue this Charter Agreement pursuant to the provisions of the Act.

4.2.2 Authority

Chartering Authority has all requisite power and authority to execute and deliver this Charter Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of Chartering Authority, enforceable against Chartering Authority in accordance with its terms.

4.2.3 Litigation

There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body involving the Chartering Authority which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Charter Agreement.

4.2.4 Full Disclosure

No representation or warranty of Chartering Authority herein and no statement, information or certificate furnished or to be furnished by Chartering Authority pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

5. Term; Post-Term Events

5.1 Term

The initial term (the “Initial Term”) of the Charter shall be deemed to have commenced on July 1, 2021 and will end on June 30, 2031. No later than April 1 of the ninth year of the Charter School’s operation, the Governing Body shall submit a renewal application to the Chartering Authority pursuant to T.C.A. § 49-13-121. If this application is approved, then the

Charter School shall continue to operate for another ten academic years following the expiration of the Initial Term (the “Renewal Term”). The Charter School may apply for additional renewals in the ninth year of any given Renewal Term.

During the fifth year of the Initial Term and any Renewal Term, the Chartering Authority shall conduct an interim review of the Charter School’s operations in accordance with guidelines developed by the Tennessee State Department of Education.

5.2 Events Following Non-Renewal, Revocation, or Expiration

Events following the dissolution of the Charter School shall be as described in the Act.

6. Termination; Revocation; Non-renewal and Intermediate Sanctions

Any action taken to terminate the Charter, revoke the Charter, or impose intermediate sanctions on the Sponsor shall be undertaken in accordance with all applicable law and this Charter Agreement. In the event of a condition or circumstance that poses an immediate threat to the health or safety of students or staff of the Charter School, either Party may require the Charter School to suspend operations until appropriate corrective action(s) can be undertaken.

6.1 Termination, Revocation, Non-renewal

The Chartering Authority may elect not to renew this Charter Agreement pursuant to T.C.A. § 49-13-121. The Chartering Authority may revoke or terminate this Charter Agreement for any reason set forth in T.C.A. § 49-13-122, and/or for breach of any of the terms and conditions of this Charter Agreement.

If the Chartering Authority determines that any grounds for revocation, termination or non-renewal exist, it may revoke, terminate or non-renew this Charter Agreement according to the procedures set forth in T.C.A. § 49-13-121 and T.C.A. § 49-13-122.

6.2 Intermediate Sanctions

In the event the Chartering Authority determines that the Governing Body or Charter School is not complying with the terms of this Charter Agreement and/or the Act, and such non-compliance does not pose any immediate risk to the health or safety of any students at the Charter School, then the Chartering Authority shall provide notice to the Governing Body or Charter School of the non-compliance and direct that the non-compliance be cured within what the Charter Authority determines to be a reasonable time. In the event the Governing Body or the Charter School fail to cure the non-compliance within the time directed by the Chartering Authority, then the Chartering Authority may institute termination proceedings pursuant to T.C.A. § 49-13-121 and T.C.A. § 49-13-122.

7. General Provisions

7.1 Governing Law and Venue

The validity, construction and effect of this Charter Agreement and any and all extensions and/or modifications thereof shall be governed by the laws of the State of Tennessee. Tennessee law shall govern regardless of any language in the Agreement, any attachment or any other document that the Sponsor may provide. Any action between the parties arising from this Agreement shall be maintained in the courts of Hamilton County, Tennessee.

7.2 Waiver

No waiver of any provision of this Charter Agreement shall affect the right of any Party thereafter to enforce such provision or to exercise any right or remedy available, to it in the event of any other default.

7.3 No Third Party Beneficiary Rights

No third party, whether a constituent of the Charter School, a member of the community, a student or parent/guardian of a student of the Charter School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of the Charter School or the Chartering Authority in this Charter Agreement. This Charter Agreement is not intended to create any rights of a third party beneficiary.

7.4 Delegation of Authority

ME@HP acknowledges that: (a) Chartering Authority's obligations and responsibilities with respect to the Charter School are limited to those obligations and responsibilities set forth in the Act and as set forth herein; (b) Governing Body and the Charter School, including their respective directors, officers and employees, do not have authority to act as an agent for Chartering Authority or to enter into any contracts with third parties that purport to impose any obligations or responsibilities on Chartering Authority or which otherwise bind Chartering Authority in any manner whatsoever; and (c) by agreeing to authorize the Charter School, Chartering Authority does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of the Charter School, or the Governing Body.

The Chartering Authority acknowledges that Chartering Authority including its directors, officers and employees, do not have authority to act as an agent for Charter School or to enter into any contracts with third parties that purport to impose any obligations or responsibilities on Governing Body or the Charter School or which otherwise bind Governing Body or the Charter School in any manner whatsoever.

7.5 Notices

All notices, consents and other communications ("Notices") which either Party may be required or desire to give the other Party shall be in writing and shall be hand-delivered or given by telecopy, by electronic transmission, or nationally recognized overnight courier service (in each case where an acknowledgment of delivery is obtained) to the other Party at its respective

address or telecopy telephone number set forth below:

The Chartering Authority:
The Hamilton County Schools
3074 Hickory Valley Road
Chattanooga, TN 37421

The Governing Body and/or Charter School:
Montessori Elementary @ Highland Park
PO Box 3804
Chattanooga TN 37404

Notices shall be deemed delivered upon receipt of the Party receiving such notice. The Parties agree to ensure that any notice provided under the Agreement is done in a manner that will allow the delivering Party to establish the date of delivery to the receiving Party. Physical and electronic addresses and telecopy numbers may be changed upon notice to the other parties.

7.6 Section Headings

The headings in this Charter Agreement are for the convenience of the Parties only and shall have no effect on the construction or interpretation of this Charter Agreement and are not part of this Charter Agreement.

7.7 Appendices and Schedules, Attachments and Addenda

Each appendix, schedule, attachment, and addenda to this Charter Agreement to which reference is made in this Agreement is hereby incorporated in this Charter Agreement as an integral part thereof. In the event of a conflict between the terms and provisions of this Charter Agreement and the terms and provisions of any appendices, attachments, addenda or schedules, the terms and provisions of this Charter Agreement, absent the appendices, schedules, attachments and addenda, shall control.

7.8 Entire Agreement

This Charter Agreement and the Application and Appendices incorporated herein by reference set forth the entire agreement between the Parties with respect to the subject matter hereof and shall govern the respective duties and obligations of the Parties. Any and all prior understandings and agreements, expressed or implied, written or oral, between the Parties are superseded hereby.

7.9 Modifications and Amendments

This Agreement may be modified only by-written amendment executed by all parties and their signatories hereto.

7.10 Assignment

The provisions of this Agreement shall inure to the benefit of and shall be binding upon the respective successors and assignees of the parties hereto. Neither this Charter Agreement nor any of the rights and obligations of ME@HP hereunder shall be assigned or transferred in whole or in part without the prior written consent of the Chartering Authority. Any such assignment or transfer shall not release the Sponsor from its obligations hereunder.

7.11 Counterparts

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

7.12 No Partnership/Joint Venture

Nothing herein shall in any way be construed or intended to create a partnership or joint venture between the Parties or to create the relationship of principal and agent between the Parties. None of the Parties hereto shall hold itself out in a manner contrary to the terms of this paragraph. No Party shall become liable for any representation, act or omission of any other party contrary to the terms of this paragraph.

7.13 Severability

Should any provision of this Charter Agreement be declared to be invalid by any court of competent jurisdiction, such provision shall be severed and shall not affect the validity of the remaining provisions of this Charter Agreement.

7.14 Negotiated Agreement

The provisions of this Charter Agreement were negotiated by the Parties, and this Charter Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

7.15 Chartering Authority Property

Any Chartering Authority property, including but not limited to books, records and equipment, that is in the Charter School's possession shall be maintained by the Charter School in good condition and repair, normal wear and tear excepted, and shall be returned to the Chartering Authority by the Charter School upon termination of this Charter Agreement.

7.16 Employment

The Sponsor and the Governing Body shall not subscribe to any personnel policy which permits or allows for the promotion, demotion, employment, dismissal or laying off of any individual due to race, creed, color, national origin, age, sex, or which is in violation of applicable laws concerning the employment of individuals with disabilities.

7.17 Non-Discrimination

It is the policy of the Chartering Authority not to discriminate on the basis of age, race, sex, color, national origin, or disability in its hiring and employment practices, and not to discriminate on the basis of age, race, sex, color, national origin, or disability in admission to, access to, or operation of its programs, services, and activities. With regard to all aspects of this Charter Agreement, the Sponsor certifies and warrants it will comply with this policy.

No person shall be excluded from participation in, be denied benefits of, be discriminated against in the admission or access to, or be discriminated against in treatment in the programs or activities that are the subject of this Charter Agreement, on the grounds of handicap and/or disability, age, race, sex, color, religion, national origin, or any other classification protected by federal or Tennessee State Constitutional or statutory law, nor shall they be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of contracts with the Sponsor or in the employment practices of the Sponsor's contractors. Accordingly, the Sponsor shall, upon request, be required to show proof of such nondiscrimination and to post in conspicuous places that are available to all employees and applicants, notices of nondiscrimination.

7.18 Contingency Fees

The Sponsor and Governing Body hereby represent that they have not been retained or retained any persons to solicit or secure this Agreement with the Chartering Authority upon an agreement or understanding for a contingent commission, percentage, or brokerage fee. Breach of the provisions of this paragraph is, in addition to a breach of this Charter Agreement, a breach of ethical standards which may result in civil or criminal sanction and/or termination of this Charter Agreement.

7.19 Effective Date

This Agreement shall not be binding upon the parties until it has been signed first by the Sponsor and Charter School and then by the authorized representatives of the Chartering Authority and has been filed in the office of the Hamilton County Schools. When it has been so signed and filed, this Agreement shall be effective as of execution hereof.

IN WITNESS WHEREOF, we have set our hands on behalf of the Chartering Authority, the Hamilton County Board of Education, in accordance with a public vote on the _____.

Dated: _____

Dr. Bryan Johnson
Superintendent of Hamilton County Schools

Dated: _____

Joseph Wingate,
Chairman, Hamilton County Board of
Education

IN WITNESS WHEREOF, we have set our hands on behalf of The Young Women's Leadership Academy Foundation in accordance with duly authorized action by its Governing Body on the _____.

Dated: _____

Elaine Swafford

2. **Approval for Renewal of Charter Agreement for the Chattanooga Charter School of Excellence - Lower School

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

To: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

From: Jill Levine, Chief of Innovation and Choice

Date: January 21, 2021

Subject: Approval for Renewal of Charter Agreement

Please consider approving a renewal of the charter agreement with the Chattanooga Charter School of Excellence - Lower School.

Thank you for your consideration of this request.



Charter School Renewal Recommendation Report

Chattanooga Charter School of Excellence

Evaluation Team Members

Jill Levine, Chief of Innovation and Choice, Hamilton County Schools

Justin Robertson, Chief Operating Officer, Hamilton County Schools

Lindy Matthews, School Choice Facilitator

Marsha Drake, Chief of Equity, Hamilton County Schools

Chris Closson, Exceptional Education Supervisor

Brent Goldberg, Chief Financial Officer, Hamilton County Schools

Carol Swann, CEO and President of Swann Educational Solutions

Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, financing, and pedagogy in return for greater accountability in achieving high quality academic results for their students. The authority to operate a charter school is granted by the Tennessee legislature through a 10-year renewable contract. Contract renewal is not automatic – it must be earned through strong academic results, financial viability, and operational effectiveness.

The renewal process provides an opportunity for authorizers to review the charter school's prior performance. A strong renewal process is critical to protect charter school autonomy, student rights, and the public interest, and ensures that schools are held to high standards.

TCA §49-13-121 outlines the renewal process: "On or before April 1 of the year prior to the year in which the charter expires, the governing body of a public charter school seeking renewal shall submit a renewal application to the local board of education. A public charter school renewal application must contain a report of the public charter school's operations, including students' standardized test scores, financial statements, and audits for at least eight (8) years immediately preceding the date of the renewal application." The Chattanooga Charter School of Excellence submitted their renewal application at the appropriate time in April, 2020.

On or before February 1 of the year in which the charter expires, the authorizer to which the renewal application was submitted shall rule by resolution to approve or deny the public charter school's renewal application. The authorizer shall consider the renewal application, the annual progress reports, and the renewal performance report when deciding whether to approve or deny the renewal application.

In accordance with Tennessee State Board of Education guidance, authorizers must create a fair and thorough monitoring and oversight process that recognizes and respects the autonomy of the charter school but holds it accountable for student outcomes. Additionally, authorizers must utilize that process to renew only those schools who have fulfilled their responsibilities to students by continuously offering high quality educational options as outlined in the original application and current charter agreement.

Evaluation Process

Swann Educational Solutions worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

School renewal evaluations are done by a review team of internal and external reviewers who are competent to assess the quality and sustainability of the charter school throughout the previous nine years of operation. Evaluators look at specific areas including special education, English Language learners, business and finance, curriculum, teaching, facilities, transportation, governing board and strategic planning, as well as assessing the success of the school as a whole.

Evaluation Process

This recommendation report is the culmination the three stages of review:

- **Document review** – The evaluation team analyzes school performance, taking into consideration sound academics, operational stability, and financial audits. This includes all annual reports, audits, budgets, and school report cards from the previous eight (8) years. If a current audit has been performed and approved by the governing board of the charter school, the review team may include it as well. The team also considers the renewal application itself in its evaluation.
- **School Performance Review** – The evaluation team visits the school and interviews governing board members, school administrators, teachers, parents, and students (where appropriate). These interviews give a clear, compelling picture of the school and how it operates from several different perspectives and allows the team to form a comprehensive appraisal of whether the school is meeting its objectives as outlined in the charter agreement and serving their students in accordance with their mission, vision and goals.
- **Consensus Conclusion** – The evaluation team will meet and arrive at a consensus regarding a recommendation to approve or deny the renewal to the local school board. Consensus is defined as the majority of the review team being in agreement with the final decision.

Recommendation Contents

This recommendation report includes the following:

- **Renewal Team Recommendation** – an overall judgment, based on extensive analysis of all evidence presented by the applicants, regarding whether the school should be renewed.
- **Evaluation:** Analysis of the renewal is based on five primary areas of plan development:
 - › **Executive Summary** – Provides a comprehensive review of all major areas of the renewal application with emphasis on the reasons for the recommendation from the review team.
 - › **Academic Plan** – Describes the applicant’s model in regards to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
 - › **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
 - › **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.
 - › **Future Plans for the School** – The review team looks at the school’s plans for the next contract period, taking into consideration lessons learned from challenges, changes (if any) to curricular and/or instructional focus, and whether the operations and projected finances will support the academic plan going forward.

School Overview

Operator/Applicant – Marcia Griffin, Founder and CEO

School Name – Chattanooga Charter School of Excellence (CCSE)

Mission and Vision –

- **Mission:** Chattanooga Charter School of Excellence is dedicated to the ideas of individual creativity, excitement for learning, and motivation through rigorous instruction. We seek to uphold high standards of student achievement, accountability, personal responsibility, character development, and community involvement in order to cultivate long-term academic success.
- **Vision:** To provide a place where we partner with parents to build a better tomorrow for our children, through opportunity, academic discipline, rigorous instruction, and personal excellence.

Location – 2029 E. 23rd Street, Chattanooga, TN

Projected Enrollment upon Renewal

Academic Year	Grades Served	Number of Students
Year 1 (2021-22)	K-5	380
Year 2 (2022-23)	K-5	440
Year 3 (2023-24)	K-5	480
Year 4 (2024-25)	K-5	500
Year 5 (2025-26)	K-5	500
Year 6 (2026-27)	K-5	500
Year 7 (2027-28)	K-5	500
Year 8 (2028-29)	K-5	500
Year 9 (2029-30)	K-5	500
Year 10 (2030-31)	K-5	500
At Capacity		500

Executive Summary

The Chattanooga Charter School of Excellence (CCSE) was approved as a charter school by the Hamilton County Board of Education in 2010, and opened with grades K-2 in 2011, building out to include grades K-5 within the next three years.

The mission as stated in the original charter is to prepare students to excel academically and become successful citizens within a single-sex educational environment that has classes for both boys and girls in the same building. The current, updated mission as stated on the school's website is: "Chattanooga Charter School of Excellence is dedicated to the ideas of individual creativity, excitement for learning, and motivation through rigorous instruction. We seek to uphold high standards of student achievement, accountability, personal responsibility, character development, and community involvement in order to cultivate long-term academic success."

The curriculum used is primarily Core Knowledge for ELA, Science, and Social Studies, with I-Ready formative and screening assessments and Eureka! Math for all grades. Additionally, the school utilizes IXL and Achieve 3000 for students struggling with academic achievement.

CCSE, while acknowledging having some academic struggles in its early years, restructured their leadership and became a Reward school as designated by the State of Tennessee Department of Education. It has consistently out-performed neighboring schools and is committed to continuing an upward academic trajectory in the next charter term. To assist with this, the school requested waivers from some state board policies (allowable by Tennessee Charter Law) that will further enhance their ability to offer high-quality educational opportunities to its students. Both operations and finances are sufficient to support the academic plan for the students.

While 2020 has been a challenging year for all schools, the review team found that CCSE has adjusted its policies to ensure its students are safe and learning is taking place whether in person or remotely. Additionally, the school has been a Reward school with the State of Tennessee and the operations and finances support continued operation of CCSE at a high level.

Renewal of a charter school is one of the most crucial responsibilities an authorizer undertakes. The review team studied the renewal application, past and current academic, operational, and financial performance, future plans, and executed a high-stakes school performance evaluation, conducted on December 10, 2019, to inform our recommendation to the Hamilton County Board of Education.

After much consideration of the evidence before us, the renewal evaluation team recommends that the Hamilton County Board of Public Education renew Chattanooga Charter School of Excellence for another ten (10) year term.

Section Summaries

Only applicants who score “Meets Standard” in all major areas of the renewal evaluation will be recommended for renewal.

Academic Success

X Meets Standard

☐ **Partially Meets Standard**

☐ **Does Not Meet Standard**

Operations Stability

X Meets Standard

☐ **Partially Meets Standard**

☐ **Does Not Meet Standard**

Financial Responsibility

X Meets Standard

☐ **Partially Meets Standard**

☐ **Does Not Meet Standard**

Future Planning

X Meets Standard

☐ **Partially Meets Standard**

☐ **Does Not Meet Standard**

Academic Summary

Rating: Meets Standard

Review Team Analysis: Chattanooga Charter School of Excellence has steadily improved its delivery of high quality academic education to its students, achieving Reward status with the state of Tennessee and steadily increasing enrollment. With the move from its first location to its present one, the population served shifted significantly from predominately African American to predominately Hispanic. The percentage of English Language learners rose from 10% to 30% of the total school population, requiring a shift in academic focus to meet the needs of the students and creation of new strategic priorities regarding hiring of competent staff who have ESL certification and are also bilingual in some instances.

In the latest assessment scores that exist within the Tennessee Department of Education from 2018-19, CCSE reached 10% proficiency in ELA and 20% in math; for both subjects the school was outperformed by only one other comparable school. The school received TVAAS level 5, which indicates that students are growing at a fast pace.

Overall School Performance

	Reading Proficiency	Math Proficiency	TVAAS School Wide: Composite	TVAAS School Wide Literacy	TVAAS School Wide Numeracy	TVAAS Literacy and Numeracy
2011-2012	No Score	No Score	No Score	No Score	No Score	No Score
2012-2013	53%	46%	No Score	No Score	No Score	No Score
2013-2014	21%	42%	No Score	No Score	No Score	No Score
2014-2015	32%	55%	5	3	5	5
2015-2016	No Score	No Score	No Score	No Score	No Score	No Score
2016-2017	14%*	15%*	3	3	3	3

2017-2018	9%	5%	1	1	1	1
2018-2019	10%	20%	5	4	5	5

In the original application and charter agreement, CCSE set three main learning goals:

- Improvement of at least one year's growth academically each year
- Maintain high levels of academic proficiency
- Demonstrate more than one year's growth within achievement levels 1 or 2.

To date, the governing board has not changed these goals, and the school has demonstrated adaptability when state statutory or accountability changes necessitated by adjusting delivery tools and progress measuring methods to meet expectations.

The school's response to COVID 19 is indicative of a coordinated approach and a hybrid solution – some students are fully remote while others are attending physical classes each day. Communication with families has been prioritized and school personnel routinely check in with families to determine needs. An attendance clerk calls any student who is absent daily. Meals are provided weekly for all students, including those who are fully remote.

Assessments utilized by the school are on the state's approved list, and are sufficient to identify struggling and at-risk learners. Data gleaned from the assessments are analyzed frequently and teachers use it to inform instruction. Plans for special populations are adequate and CCSE has added a Learning Lab to give additional assistance to students who may need more intense interventions. Special education teachers push in to classrooms to ensure full inclusion, and students are pulled out for additional help as their IEP's dictate.

In 2018, the governing board, along with the CEO, implemented an intensive school transformation with a new leadership team structure in order to improve instructional delivery, realign objectives, and target resources to better serve students and ensure compliance with the new TDOE Report Card Accountability process. Due to this change, TVAAS scores increased from a 1 to a 5 (highest level), and the school is confident it is making progress toward closing achievement gaps and raising the level of performance for all students.

Operations Plan Summary

Rating: Meets Expectations

Review Team Analysis: At least three (3) members of the original governing board are still serving Chattanooga Charter School of Excellence, ensuring operational stability and structure. The board meets monthly and all minutes should be uploaded to the school's website.

Enrollment has remained relatively stable, with some drop in 2019-20, but not a significant one. The school has a recruitment team and a plan to analyze all student attrition, as well as staff attrition. The recruitment plan is multi-faceted and includes social media presence, employing the services of a marketing agency, parent involvement strategies, building community partnerships, and a new salary scale for teachers. There is an active Parent Teacher Association and regular outreach to parents led by a Family Engagement Specialist.

CCSE has adequate security measures for students, including a Raptor ID Scanning system, entry doors that require a key card or someone in the office to allow access, and a rigorous process for student checkout which includes ID verification for any individual who picks up or transports a student away from school grounds.

The discipline policy is consistent with stated practices, and the school believes strongly in the social and emotional health of its students. Teachers are empowered to reward students with incentives and are trained in how to provide emotional supports to those students who are in need of them. Transportation and food service are adequate.

The organizational structure is well thought out and clear to all staff and teachers. Detailed roles and responsibilities have been developed by the leadership team, and is communicated in specific, targeted professional development sessions.

The school has dedicated resources to facility and technology, including the purchase of property in 2017 that accommodated the growing school and its needs. The property is

2.5 acres and offers increased classroom size, enhanced building quality, an upgraded cafeteria, larger playing fields, and new paint. The school has been consistent in adding technology, including desktops, laptops, and iPads to its program. With COVID 19, computing is nearly on a one-to-one basis, and students are learning and adapting to a remote/hybrid environment.

Financial/Business Plan Summary

Rating: Meets Standard

Review Team Analysis: CCSE has submitted annual audits as required by the state, as well as an annual budget, and a 5 year budget for the next contract term for the team to review.

The school operates in a positive financial position, with reasonable budget assumptions and without over-reliance on outside fundraising. The new budget as submitted by the school contains modest 2% staff raises for each of the next 5 years, reasonable assumptions, and takes into account both revenues and expenditures that are realistic and attainable. The school does intend to build out additional space on their current property and has approached a lender who will work with them to allow enhancement of facilities for students.

Salaries are commensurate with surrounding schools, and staffing assumptions are appropriate for projected enrollment. The school did not request additional students, but will remain within the original enrollment numbers in order to serve their population with high quality educational options.

The school mobilized quickly to respond to the Covid19 pandemic, ensuring their students had everything needed to continue their learning path.

Future Planning Summary

Rating: Meets Standard

Review Team Analysis: CCSE has restructured its academic benchmarks to align with the TDOE Accountability Report Card, and has a goal to meet the assigned Annual Measurement Objectives as set by the state each year. Other goals include more communication with families, particularly those whose students are considered chronically absent.

Additionally, since the ELL population has increased significantly with the move to a new location, the school intends to ensure this population makes one year's growth at a minimum. Teachers will receive specialized professional development in order to ensure they know how to instruct and support English learners.

The school intends to complete the process for obtaining their AdvancED/Cognia Accreditation, begun in the last school year and interrupted due to the on-going national pandemic.

Other plans include continuing to study both the gender-specific classrooms and the mixed classrooms to ensure the best learning environment for each student. CCSE added one full professional development day to its calendar and will utilize it to improve pedagogy and support teachers in their work with diverse learners.

Lastly, the school has indicated the desire to develop a deeper partnership with the district, committed to transparent governance, ensuring fully licensed and appropriately certified teachers as required by Tennessee charter law, and improved retention and training for current staff.



Tennessee Charter School Renewal Application

Applicant Information Cover Page

Charter School Name	Chattanooga Charter School of Excellence
Charter School Address	2029 East 23 rd Street, Chattanooga, TN 37404
Charter School Phone	423.710.1121
Sponsor Name	Hamilton County Charter School Association
Chartering Authority	Hamilton County Board of Education
Primary Contact	Marcia Griffin
Primary Contact Email	mgriffin@chattanooga charter.com Phone: 423.400.1692
Year Charter Awarded	2010
1 st year of operation	2011-2012
Year Charter Expires	2020-2021

Proposed Grade Levels and Student Enrollment for Next 10-yr Term		
Year following renewal:	Grade Levels	Total Student Enrollment
Year 1 (2021-2022)	K-5	380
Year 2 (2022-2023)	K-5	440
Year 3 (2023-2024)	K-5	480
Year 4 (2024-2025)	K-5	500
Year 5 (2025-2026)	K-5	500
Year 6 (2026-2027)	K-5	500
Year 7 (2027-2028)	K-5	500
Year 8 (2028-2029)	K-5	500
Year 9 (2029-2030)	K-5	500
Year 10 (2030-2031)	K-5	500



As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Chattanooga Charter School of Excellence is true to the best of my knowledge and belief;

And if awarded a charter, the school will:

1. 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 Charter School Act;
2. 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. 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. 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. 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. comply with all provisions of the Tennessee High Quality Charter Schools Act
7. employ individuals to teach who hold a license to teach in a public school in Tennessee;
8. comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504);
9. not charge 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;
10. follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
11. require 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;
12. maintain all necessary and appropriate insurance coverage;
13. obtain all necessary permits, licenses, and certifications related to fire, health and safety within the school building and on school property;
14. notify the charter authorizer immediately of any change in circumstances that may have a significant impact on the school's ability fulfill its goals as stated in the charter; and
15. submit a request to amend its charter if the school plans to make a change to its operations.

Signature: Dr. Larry Brown, CPA

Title: Governing Board Chairperson

Date: March 22, 2020

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Section 1: Academic Success

a. Chattanooga Charter School of Excellence's academic achievement and growth results over the course of our current charter term.

The Governing Board and leadership of Chattanooga Charter School of Excellence measures the effectiveness of its educational program on student academic achievement and growth using a variety of methods, including the State of Tennessee School Accountability Program. Over the course of our current charter term, we have grown to serve 349 students in kindergarten through fifth grade in the 2019-2020 school year. The school has had two locations during the term. The change in location impacted the student demographics, shifting from majority Black/African American in August 2011 when it opened, to 50% Black/African American and 50% Hispanic (non-English speaking) students in August 2018, when the move occurred. This necessitated a major adjustment in the instructional program to address the needs of English Language Learner (ELL) students who enrolled in 2018. The locations and comparison schools are outlined below:

- August 2011 to July 2018 Location: 5600 Brainerd Road, Chattanooga, TN 37411
 - *Comparison Schools:* Barger Elementary, Bess T. Shepard Elementary, East Ridge Elementary, Hardy Elementary and Woodmore Elementary
- July 2018 to Present Location: 2029 E. 23rd Street, Chattanooga, TN 37404
 - *Comparison Schools:* East Side Elementary, East Lake Elementary, Orchard Knob Elementary, Clifton Hills Elementary

Academic Performance Summary: CCSE's academic performance in 2011-2012 was not designated by Tennessee because it had a grade configuration of only K-2. In 2012-2013, with a grade configuration of K-3, the school achieved 53% proficiency in ELA and 46% in math, higher than any of the comparison schools (above). In 2013-2014, with a grade configuration of K-4, the school achieved 21% proficiency in ELA and 42% in math, which was comparable to the surrounding schools. In 2014-2015, with a full grade configuration, the school achieved 32% proficiency in ELA and 55% in math, higher than any comparison schools. We achieved a TVAAS Level 5 in the same year, equaled only by one other comparable school. In 2015-2016 there were no proficiency scores nor TVAAS scores state-wide due to a testing material vendor error. In 2016-2017, the school reached 14% proficiency in ELA and 15% in math which, lower than all but one comparable school for both subjects. We also achieved a TVAAS level 3, which was similar to comparable schools. In 2017-2018, with our new school site location, student demographics shifted (ELL student population changed from less than 10% of the school to more than 30%), and our comparison schools changed, as noted above. In 2017-2018, the school reached 9% proficiency in ELA (only outperformed by one comparable school), 5% in math (the lowest of all comparable schools), and a TVAAS Level 1 (similar to the majority of the schools in the area). In 2018-2019, the school reached 10% proficiency in ELA and 20% in math; for both subjects the school was outperformed by only one comparable school. The school was a TVAAS level 5, similar to comparable schools at that time. Detailed achievement data charts are provided in **Appendix B**.

b. Chattanooga Charter School of Excellence's progress toward meeting academic goals outlined in the current charter agreement. Were any amendments made to academic goals? If so, explain.

In addition to our overarching goals of continually increasing student academic progress, closing the achievement gap, and ensuring strong student engagement, CCSE maintains the goals outlined in its current charter agreement:

Goal 1: Improve achievement levels from 1-2, 2-3, 3-4 (i.e. one year's worth of learning growth):

The percentage of students achieving "proficient/advanced" in ELA and mathematics have been inconsistent during the current term ranging from 53% (ELA) and 46% (math) in 2012-2013, to 10% (ELA) and 20% (math) in 2018-2019. A number of circumstances contributed to this drop, including changes in state accountability measures, and a significant shift in our student demographics due to our facility move.

Our current student population consists of 30% designated English Language Learners, an increase of 25.4% from our student population at our previous school site. However, as can be seen in the latest data from the Universal Screener, we have achieved a double-digit reduction of students in Tier II and III for both ELA and mathematics, indicating a positive slope toward on-grade level performance.

Goal 2: Maintain achievement at the relatively high levels of 3, 4.

As shown above and in Appendix B, maintaining high levels of proficiency has been a challenge since our move in July 2018. A majority of students enrolling are a Tier III status, as such, rigorous intervention measures must be taken to bring them closer to grade level performance. In response to the characteristics of our student populations, CCSE has increased professional development for teachers, especially as it relates to English Language Learner instruction, and adjusted instructional delivery methods and instructional resources to provide individualized support for students who are performing below grade level. Our most recent set of state achievement data and our own internal data show that these interventions are having a positive impact on student achievement; we are confident that our scores will continue an upward trajectory in future years.

Goal 3: Demonstrate more than one-year's growth (below, approaching, on-target) within achievement levels 1 or 2, as indicated by the development scale score of the TCAP.

Learning growth data indicates that instruction during the charter term is closing student achievement gaps. The majority of the TVAAS scores received during the term were at Level 3 or above, with the most recent being a Level 5 and with a designation of REWARD. Percentages are indicative of learning growth. English Language Learners did not meet the English language acquisition AMO target of 60% in the 2017-2018 or 2018-2019 school year, with only 49.3% that met the mark in 2018-2019, however as noted above, we are making steady progress toward this AMO target. i-Ready comparison data from BOY to MOY indicated a reduction in Tier III students by 23%.

The Governing Board of CCSE has not submitted any official amendments to the goals listed above in the original charter agreement during the current term. However, CCSE has responded to statutory or accountability changes made at the district or statewide level by adjusting instructional delivery tools and progress measuring methods to meet updated achievement and growth expectations.

c. Chattanooga Charter School of Excellence's assessment system and how assessments are used to inform instructional practice, evaluate teacher effectiveness, and implement professional development.

The school's assessment process consists of state-based, schoolwide and classroom-based assessments.

Assessment Name & Type	Subject & Measurement (Grade Levels)	Frequency / Timeline
TNReady Schoolwide State Assessment <i>Quantitative, Cumulative</i>	English Language Arts, Mathematics, Science, Social Studies (Grades 3-5)	Annual (April)
Universal Screener Schoolwide State Assessment <i>Quantitative, Benchmark</i>	Reading, Mathematics (Grades 3-5) <i>Used to identify students who are at risk for learning difficulties as part of the RTI process</i>	Three times per academic year (August, January, May)

CASE TE21 Schoolwide Internal Assessment <i>Quantitative, Benchmark</i>	Reading, Mathematics (Grades 2-5) <i>Used as a type of practice test in preparation for annual state testing and to gauge where to target instruction</i>	Three times per academic year (October, January, March)
IXL Diagnostic Classroom-based Internal Assessment <i>Quantitative, "Real Time"</i>	All Subjects (Grades K-5) <i>Administered at the classroom level on a weekly basis via an online platform to measure "real time" progress toward achievement standards.</i>	Weekly (by Sunday midnight)
Achieve3000 Classroom-based Internal Assessment <i>Quantitative, "Just-in-Time"</i>	Reading and Literacy for English Language Learners (Grades 3-5) <i>Embedded ongoing assessment ("just-in-time") of student literacy allows teachers to adjust instruction to deliver "just-right" content to maintain student engagement while moving consistently toward academic achievement.</i>	Embedded, ongoing throughout academic year (ongoing)
WIDA Classroom-based Internal Assessment <i>Quantitative</i>	English Language Proficiency for English Language Learners (Grades K-5 for Listening, Reading, Speaking, Writing)	Annual (March)
Informal Assessments Classroom-based Internal Assessment <i>Qualitative</i>	All Subjects (Grades K-5) <i>Teachers implement strategies/techniques learned during professional development sessions, such as: Confidence Rating Techniques, Voting Techniques, Response Boards, and Unrecorded Assessments.</i>	Informally throughout academic year
Formal Assessments Classroom-based Internal Assessment <i>Quantitative, Qualitative, Cumulative</i>	All Subjects (Grades K-5) <i>Teachers implement strategies/techniques learned during professional development sessions, such as: Common Assessments, Student Demonstrations, Student Interviews, and Observations of Students.</i>	Scheduled throughout academic year

Results from these assessments are used to identify gaps in instructional delivery and inform how to best leverage professional development time. Additionally, student achievement progress and results are a key indicator of teacher effectiveness and are therefore integral to teacher evaluation. Below are details on how assessments are used to inform various aspects of our operations and academic program.

- **Instructional Practice:** CCSE teachers establish and communicate clear learning goals for each lesson to their students. During weekly collaborative planning, teachers delineate clear proficiency targets for each unit and lesson set. Once data is collected from both school-wide and classroom-based assessments, subject area departments per grade level meet to determine if standards were mastered using school authored analysis proficiency scales. Based on the discussions, pacing and instructional adjustments are made to instructional pedagogy for direct instruction, specifically, the strategies to practice or deepen lessons, and application beyond the content taught.
- **Teacher-Administrator Action Planning Sessions:** After each benchmark and diagnostic assessment administration (three times per year), teachers are guided to analyze their students' performance

data and create “just-in-time” action plans which they present to administration and coaches for feedback and suggestions to optimally adjust instruction and their approach prior to the next assessment. These actions could include additional instructional time on the standard not mastered via small group instruction or beyond-the-bell direct instruction time or digital programming.

- *Foundational Professional Development* is delivered to all teachers at CCSE based on the prototype for required teacher skill sets for CCSE’s specific student population, which is informed by assessment data. These foundational topics are based on the 43 elements of Marzano’s *Art and Science of Teaching Framework*. These include but are not limited to: Clear Learning Goals, Assessment, Direct Instruction Lessons, Practicing and Deepening Lessons, and Engagement.
- *Just-in-Time Professional Development*: Based on student assessment results and classroom observations, our two instructional coaches, utilizing Marzano’s “Coaching Classroom Instruction” model, provide just-in-time coaching and small group professional development for teachers to enrich the instructional pedagogical strategies to re-teach standards and/or enhance the instruction of subsequent lessons. These coaching sessions include in-class modeling and instructional rounds to observe master teachers whose data indicates on-target acquisition. A detailed description of CCSE’s professional development approach is provided under “f” below and in **Appendix E**.
- *Teacher Evaluation*: CCSE utilizes Hamilton County Department of Education’s (HCDE) Project Coach Evaluation Framework which includes teachers conducting a beginning-of-year self-assessment and establishing student data-based professional development goals. Teachers are observed throughout the year via a sequence of mini-observations with written and oral feedback provided by the observer. The number of mini observations is based on teacher licensure status, with all teachers receiving an end-of-year summative evaluation. Just-in-time data from the assessments noted above is incorporated into the ongoing feedback provided to teachers throughout the year.

d. How CCSE uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Chattanooga Charter School of Excellence uses a variety of qualitative and quantitative data to assess the effectiveness of its academic program at meeting stated goals. Teacher, student, and parent feedback, as well student performance data are all analyzed quarterly by program segment (e.g. grade levels, departments, student subgroups, etc.) to assess functional effectiveness and the need for potential revision, enhancement, or cancellation.

- *Quantitative*: The school analyzes Tennessee School Climate Measurement System, school-authored surveys, suspension rates and discipline data, student behavior data (via metrics from Class Dojo), staff attendance rates, student attendance rates, teacher retention, and enrollment numbers. These data sets are reviewed by the Governing Board at each board meeting (quarterly) and Leadership Team (weekly) where real-time adjustments can be made. This data also informs the annual ePlan as it relates to school finances so that school leadership can efficiently adjust curricular resources, how assessment administration and data analysis, and professional development to meet student needs.
- *Qualitative*: Teachers spend the most time with our students so their observations, impressions, and perspectives are an invaluable tool in assessing the achievements and needs of our students. As such, qualitative data, like teacher observations, provide nuance and context to quantitative data collected on student performance and school climate surveys. Teaching staff and administrators meet weekly to discuss school wide issues that have impacts across grade levels, and to better understand achievements or gaps that are revealed in quantitative data. For example, during a 2019-2020 first quarter analysis on student behavior and academic performance, teachers noticed an uptick in behavioral challenges in students that were interrupting classroom instruction. These interruptions led to the assessment data showing lower-than-anticipated student standard acquisition during first time teaching. This *qualitative* observation combined with the *quantitative* assessment data, led to a

restructuring in student placement and subject/teacher assignment to better meet the needs of students exhibiting behavioral challenges. Additionally, administrators' and the counselor's conversations with students and parents help assess things like accessibility to instruction for students and student relationships with teachers and/or their peers.

Taken together, quantitative and qualitative data are critical to identifying where to deploy limited resources. For example, we rely on this combined data to better target our tutoring efforts for students needing additional academic support. In 2019-2020, quantitative data revealed performance gaps on the first universal screener and benchmark assessment, as well as student grades throughout the second quarter. In response, tutoring was adjusted and made into a prescriptive extended day learning program that paired specific student needs with precise curricular and instructional programming. The adjustment proved effective, for example, in reading, Tier III students decreased from 59% to 40% between the BOY and MOY assessments.

e. Progress made toward closing achievement gaps.

Given the low mathematics and reading proficiency scores, and Level 1 TVAAS scores in 2017-2018, the Governing Board and CEO/Founder elected to undergo a deep program analysis and thus implemented an intensive school transformation process, which commenced with a significant change in the leadership team in the beginning of the 2018-2019 school year. The new members of the leadership team came with the skill sets, experiences, and instructional knowledge needed specifically for the school (e.g. Core Knowledge). The new leadership team (comprised of a new principal, reorganization of personnel in other leadership positions i.e. assistant principal) analyzed each element of the school with particular focus on revisiting the Charter Agreement goals, realigning objectives and resources to better target the new TDOE Report Card Accountability process, and revamping curricular resources and school-wide pedagogy to better address the acquisition of state standards. The school's proficiency and learning gains in the past academic year were a result of continuous and intensive improvement efforts on all fronts including curriculum design, teacher support and professional development, community outreach, and more. The school progressed from a 0.1 state rating to a 3.2 state rating (D to A) and went from a TVAAS 1 to a 5 as it related to learning gains. In addition, per the universal screener administered, i-Ready, the Tier III percentage decreased from 52% at the beginning of the year, to 32% at end of year for 2018-2019. Given this turnaround in such a short period, we are confident that our growth will continue at pace, making consistent progress toward closing achievement gaps.

f. Outline of leader and teacher professional development and its impact on student achievement.

CCSE *leadership development* is based on the skills required to transform the school into an organization that takes proactive steps to prevent failure and ensure student success. Through an embedded ongoing support strategy, leaders learn to assess, monitor, and confirm instructional and operational effectiveness. This support builds leaders' skills to recognize and address issues in the school before they become a problem. Development is provided on a consistent basis to the leadership team, inclusive of principal, assistant principal, instructional coaches, teacher leaders and other essential leadership roles. All leadership development is provided by experts in content and the school principal via face-to-face weekly sessions and virtual bi-weekly webinars. All training is followed by individualized coaching and feedback based on the quality of implementation of learned skills. Discussions focus on areas of school leadership that impact student achievement and dive deep into the leader actions and value-added leadership behaviors such as: (1) a data driven focus on student achievement; (2) continuous improvement of instructional methods; (3) a guaranteed and viable curriculum; (4) cooperation and collaboration; and (5) school climate. These modules directly support the leaders in meeting expectations of a highly effective rating in the Project Coach Principal Evaluation rubric, the tool used for the evaluation process. The following frameworks are also used to supplement leadership development: the

Accomplished Principal Standards from the National Board for Professional Teaching Standards, the indicators of a School Improvement Specialist as defined by The Center of Performance Improvement and the Ten Teacher Leader ASCD Roles. Lastly, at CCSE, leaders are asked to continuously read books and research skills that keep them in the cutting edge of top quality leadership practices. This focused and strategic training resulted in the effective leadership provided during the transformation of CCSE which yielded the increase of performance from a D to an A and a TVAAS level 1 to 5 in 2019.

Teacher Development at CCSE is based on the 43 elements and 332 strategies of Marzano Compendium of Instructional Strategies (see **Appendix E** for samples). These include but are not limited to: (1) Providing and Communicating Clear Learning Goals; (2) Assessment; (3) Direct Instruction Lessons; (4) Practicing and Deepening Lessons; (5) Knowledge Application Lesson; (6) Strategies that Appear in All Types of Lessons; (7) Engagement; (8) Rules and Procedures; (9) Relationships; (10) Communicating High Expectations. Training is delivered via three formats: face-to-face and virtual, mentoring/coaching in whole group settings, small group and/or individual formats. To date, per their employment contract, teachers have engaged in 24 hours of professional development and collaborative learning communities during the four professional development days and daily planning times. Professional development efforts are led by the principal (a Certified School Improvement Specialist), instructional coaches (experts in content), and/or hired consultants. Both settings focus on the data-driven decisions regarding the Marzano elements and strategies, including the expectations for the physical classroom to align to the school's "Model Classroom" concept. In addition, given the content demands of instructing the competency based curriculum found in the Core Knowledge sequence, teachers are provided actual content training in the areas outlined for the specific grade they teach in the sequence. Additional content training is provided to mathematics teachers to assist their understanding and implementation of the Great Minds/Eureka Math Program. These content trainings are facilitated by the instructional coaches during teachers' daily planning periods and by implementing instructional rounds and in-class support. Teachers new to the school participate in a three-day induction academy during the summer to ensure they understand school instructional and operational expectations. The focused and consistent professional development offered to teachers resulted in improvements in student instruction as evidenced by a TVAAS Level 5 and Reward designation in the 2018-2019 school year. In addition, Universal Screener diagnostics evidenced a significant drop in the number of Tier III students.

g. How Chattanooga Charter School of Excellence supports diverse learners.

Through a comprehensive and detailed Response to Intervention process, the school ensures all learners have equitable access to instruction including a clearly outlined set of supports based on their academic data. The school adheres strictly to Tier II and Tier III interventions depending on student performance. The RTI process guides the use of instructional minutes, instructional resources, and outlines supports per student need as determined by the RTI tiers. An enhanced element of the school's RTI program is its Learning Lab, designed for high-risk Tier II students who receive supplemental math or reading instruction during their electives and/or other classes. The school's leadership team collaborates with district personnel to ensure programming compliance for all Exceptional Education programs including English Language Learner (ELL) and Special Education (SPED) students.

Special Education (SPED) Students: SPED students receive regular push-in and pull-out services as per their IEP and facilitated by SPED certified teachers (i.e. highly-qualified), including the use of Achieve3000 for its differentiated instruction based on student proficiency levels. SPED students are identified using the appropriate, federally-mandated protocols for disability identification and/or the identification of successive, augmenting supports that do not yield the anticipated impact (i.e. a student receiving successive tiers of RTI services and still not improving), and the tracking of those efforts yielding recommendations for ESE services. This process is facilitated through the Student Support Team, which meets weekly to analyze the performance data of students receiving Tier III services to determine whether

the supports need to be adjusted or whether a student's potential lack of academic progress may be due to a disability, which would then require a referral for an evaluation. General education teachers are trained on the "IEP At A Glance" system to ensure they understand the precise accommodations required for their specific students.

English Language Learners: ELL students receive daily ELL push-in services as per their Language Learning Individual Plan (LLIP); however, given the intense needs of students, the LLIP requirements are quite often exceeded as the school provides at least one hour of daily services for ELL students. ELLs benefit from an industry-leading digital language acquisition and reading instruction program, Achieve3000, to maximize their language acquisition progress. Both SPED and ELL programs maintain the appropriate teacher-to-student service ratio and follow a consistent daily schedule that students are accustomed to and comfortable with. CCSE's recently developed ELL Newcomer Program ensures that students new to the country have an opportunity to capture basic language skills and are gradually integrated into the general classroom environment. General education teachers are provided with training and content for supporting their ELL students regularly.

Students Achieving Below Grade Level: To appropriately and efficiently deliver targeted instruction to students who are not yet meeting grade level standards, CCSE instituted its Learning Lab. The Learning Lab is a pullout intervention strategy utilized for high-risk Tier II and Tier III students that provides intensive, small-group support beyond Tier II instruction to the most needy students. Additionally, through our robust assessment tools, teachers are able to adjust instruction to better meet the needs of students who may be struggling. The Learning Lab is staffed with Teacher-Assistants trained by instructional coaches on how to implement the RISE and RISE UP model designed by Jan Richardson or math intervention via the i-Ready Toolbox. Students get intervention instruction daily for 45 minutes.

Students Achieving Above Grade Level: For our high-achieving students, CCSE leverages adaptive personalized instruction (which is available to all learners) via i-Ready, additional grade-level instructional standard practice through IXL, and a blended learning model facilitated via Study.com which uses the flipped classroom approach to let students watch videos from home. Individual teachers also provide additional learning opportunities through which students can demonstrate their mastery of subjects at the classroom-level. Additionally, high achieving students are recognized school wide on a quarterly basis through the Principal's Honor Roll. Students are also rewarded with prizes and certificates based on their iReady and IXL outcomes.

h. Areas of academic concern, and changes made to address any deficiencies at Chattanooga Charter School of Excellence.

As stated above, with the location change in 2018-2019, we experienced some fundamental shifts in our student demographics, specifically the doubling of our ELL population (which resulted in an increase from 1 teacher the year prior to five). This, coupled with the fact that a majority of our students arrive at CCSE more than one year behind grade level, a robust system of supports is needed to close the academic gaps within the school. The instructional approaches, engagement initiatives, and other transformational efforts described here were all designed and implemented to address these gaps.

Individualized Instruction: Over the past several years, there has been a particular focus in K-12 education on individualized learning. We know as educators that rote learning is not an effective method for delivering a meaningful and relevant educational program, however teachers still need support with the praxis of individualized instruction, such as designing lessons on an individual basis to better connect their students' learning gaps (based on data) to specific activities and differentiated instruction. This is being addressed via weekly or bi-weekly instructional coach push-in support (detailed above) into collaborative planning sessions and individual one-on-one planning sessions with teachers that are emergent in their lesson design capacity. The school uses GoPlans, a collaborative digital lesson design platform to further assist teachers. We have also ramped up our professional development as it relates

to teaching ELL students including ELL teaching methods for general education teachers and strategies and techniques for cross-cultural communication, especially when language barriers are present.

Learning Lab: Students with extensive learning gaps have also been targeted by the creation of the Learning Lab, a pullout intervention strategy for high-risk Tier II and Tier III students that provides intensive, small-group support beyond Tier II instruction to the most needy students. This process has proved tremendously effective as evidenced by the percentage of Tier III students decreasing from 52% at the beginning of the year to 32% at end of year in 2018-2019.

Parent/Guardian Engagement: We know that strong parent/guardian engagement in student learning is critical to student success. As such, CCSE has been testing different methods for communicating with parents/guardians in such a way that incentivizes their participation in the instructional process and engages them in the school community more generally. Additional detail is provided in Section 2e below. With regard to the importance of student academic progress, the school will continue to implement new ways to communicate to new generations of students and families. Regular updates on social media have proven effective at reaching the new generation of parents. Academic competitions advertised via Class Dojo and social media, such as challenges for students that complete the most i-Ready and IXL lessons, have also increased parent/guardian engagement.

Positive Relationships: To facilitate positive relationship-building among teachers and students, school leadership implemented Class Dojo to structure positive interactions, launched a variety of teacher training efforts for cultural competency, and provides regular feedback to teachers on lesson design and student relationship techniques that better match the needs of today's learner and ensure that lessons are relevant to students' experiences.

English Language Learner Supports: ELL programmatic services, while structured and consistent, lacked the pace, rigor, and precision necessary to maximize language acquisition in the past. This improved dramatically from the 2018-2019 school year through more structured schedules, professional development, and a better suited curriculum for ELL students (Achieve3000).

SPED: Focused effort was made to ensure a fully staffed SPED department, and facilitate SPED teachers attending all required SPED district training sessions and local school trainings, including training on the IEP facilitation process. Achieve3000 was also added to the repertoire of SPED student instruction and devices were assigned to the SPED program accordingly.

i. Why Chattanooga Charter School of Excellence's academic outcomes merit renewal of the charter.

In accordance with the purposes outlined in Tennessee's Public Charter Schools Act of 2002, Chattanooga Charter School of Excellence has "improved learning for all students and [is closing] the achievement gap between high and low students" by relying on data-informed decision-making to guide the delivery of its educational program. Also in accordance with the Charter Schools Act, CCSE offers a unique and innovative *choice* for families through its fidelity-driven implementation of the Core Knowledge Curriculum, which is predicated on the premise that the content and information reviewed within the curriculum must give equal access to knowledge to ALL students, regardless of their socio-economic status and background knowledge. The Core Knowledge sequence, which is facilitated via a custom-designed and structured pacing guide (see Appendix G), verifies that students receive both the TN Academic Standards *and* a rich, diverse exposure to literature and historical time periods. Additionally, CCSE demonstrated one year's worth of learning gains or more for 75% of the time that the school has been in existence and TVAAS scores were available (i.e. three of four years starting in 2014-2015). During two of those years, CCSE received a Level 5 composite score. Although we have had challenging years wherein some student groups did not make a year's worth of learning growth, the school has demonstrated that it is reflective in its practice, processes, and organizational structure as evidenced by: adaptations to curricular programming; the extension of the school day to include extended learning for 2019-2020; onboarding of an Academic Partner to guide the leadership team and train teachers, and the

other processes and academic programs mentioned in this section. Additionally, CCSE maintains strong and stable student enrollment, demonstrating both the interest in and need for our educational program as an option for families (also in accordance with the Charter Schools Act). Critically, CCSE has maintained stable leadership in its Governing Board since its inception; three of its founding Board Members still sit on the Board.

Section 2: Operational Stability

a. Progress toward meeting operational goals outlined in the charter agreement, if applicable.

Significant progress has been made towards the school's operational goals in the charter agreement. (1) ***Student character development and behavior support*** is addressed by the school's PBIS plan which has established a clear RTI2-aligned structure of behavioral supports for each Tier of student. Interventions include Class Dojo for Tier I, individual and small group counseling sessions for Tier III, and behavioral contracts and parent conferences for Tier III. (2) ***Parent and community involvement*** has been targeted and continues to grow through the implementation of the Parent Teacher Association (PTA) and regular outreach led by the Family Engagement Specialist. In addition, student enrollment has grown nearly every year (see below). (3) CCSE has been in compliance with all federal, state, and authorizer reporting requirements. (4) The school has met its annual enrollment targets, and maintains a positive fund balance from year-to-year. (5) CCSE maintains appropriate financial controls and budgetary reporting structures in compliance with district, state, and federal accounting and reporting guidelines.

b. Student enrollment over the course of the current charter term. Is the school operating at maximum capacity? How many students are currently on the waitlist?

Student enrollment is outlined in the table below. The school's maximum capacity is 500 students. Enrollment grew each year and stabilized in 2014/2015 when the grade configuration reached K-5. There are no students currently on the waiting list.

Year	Students	Year	Students	Year	Students
2011/2012	168	2014/2015	395	2017/2018	380
2012/2013	268	2015/2016	401	2018/2019	407
2013/2014	327	2016/2017	453	2019/2020	349

c. Trends in student attrition rates and how leaders have addressed any concerns in attrition.

Based on enrollment trends and understanding that the school's budget and operational stability is based on the number of students enrolled, leadership established a student recruitment committee. The committee conducted a comprehensive analysis and discussion on the following items: (1) academic performance; (2) educational plan; (3) operational plan; (4) talent pipelines and teacher retention; (5) school leadership; (6) facilities; (7) social media presence; and (8) parent satisfaction. The information collected was used to develop a recruitment plan for the 2020-2021 school year, which includes, but is not limited to: (1) contracting a marketing agency to help with social media presence and advertising; (2) "Be Our Guest" training for all staff; (3) strengthening the implementation of the curriculum; (4) parent involvement strategies; (5) building community partnerships; (6) new salary scale to promote staff retention. After implementing several of these strategies, we have received 130 new applications for enrollment, to date, and have a student attrition rate projected at lower than 10%. The Governing Board's goal is to reach our 500-student capacity and establish a waiting list of interested families during the next charter term.

d. How CCSE provides a safe environment and addresses the physical, social, emotional, and health needs of students.

Social-Emotional Well-being: CCSE employs a full-time school counselor who provides Tier I based, large and small group student sessions on various topics (e.g. bullying, managing academic stress, and positive relationship building skills) with need-based Tier II student counseling sessions for students that have specific challenges (e.g. conflicts with other students or frequent issues with disrespecting the teacher and/or classroom environment). These support streams ensure a consistent focus on mental and emotional health for all students, proactively, and students who need support for specific issues, reactively. Teachers are empowered with incentives and strategies not only to motivate students but to get to understand them, their preferences, and their challenges so that they can build a more functional and positive instructional relationship. The counselor also hosts regular counseling sessions on a variety of topics designed to develop students' beliefs not only in themselves but also in the value of academic opportunities within the school. The PBIS process is a key venue in which students are rewarded for utilizing positive skills and are encouraged to develop the skills needed for success through social and emotional engagement with their peers and teachers. Behavioral and other social/emotional expectations are clearly communicated through the school's PBIS Plan AND the Code for Acceptable Behaviors that the school district requires to be implemented. The plan contains the expectations, "SOAR" (Show Respect, Be Organized, Act Appropriately, Be Responsible), and its corresponding rewards for students showing the expectations in their daily practice. The PBIS SOAR indicators are monitored through the Class Dojo system that each teacher uses to award points for student behaviors. Lastly, the expectations are outlined in the Parent/Student handbook issued to all students each year.

Safe Learning Environment: Our facility is equipped with the latest safety and security measures, including a Raptor ID Scanning system that scans the IDs for all visitors (including criminal checks), a door with RFID-enabled key card scanning for entry (alternative access is via an office-controlled buzzer), a rigorous process for student checkout which includes ID verification for individuals authorized for student pick up, and more. In 2019-2020, all teachers attended a de-escalation training in response to an increase in student challenges with behavior and self-control; and, in addition, key members including counselors, administrators, and select teachers received restraint training from a certified vendor to ensure the building always has ample staff to address students who may become violent or endanger themselves and/or others. The school also has a full-time, armed security guard that is present at all times when students are within the building within school hours to ensure the physical safety of all staff and students.

Physical Well-being & Health: Active play and good physical health is crucial to a student's ability to stay engaged in their academics. In addition to physical education courses, CCSE teachers use active learning techniques that get their students moving while learning in their classrooms. Also, with our new building location, students have access to a large outdoor field for a variety of physical education exercises. CCSE also participates in the Federal School Lunch Program and 100% of its students participate in the Free and Reduced Lunch Program, therefore we ensure students are receiving nutritious meals on a regular basis so they can stay healthy and focused on their academics.

e. How CCSE has made community connections and developed working relationships with parents and families.

The school has had consistently high turnout at its events such as Doughnuts with Dad, Muffins with Mom, and its quarterly "Showcase" events, which serve as a fun venue for students to show their work products and school experiences to their parents. To further increase parent and family engagement, the Parent-Teacher Association (PTA), formerly referred to as the School Community Council, meets the second Monday of every month, from 5:00 PM to 6:30 PM. The PTA was formed in 2019-2020 to further structure progress from the School Community Council and garner the level of parent perspective and feedback from every grade level on a monthly basis. Agenda items vary but the

key purpose is to facilitate parent input on school operations. Also, the recently launched Parent Academy, in addition to educating parents on important adult-based skill sets, empowers them to leverage school processes such as helping their students with digital instruction programs from home.

Lastly, the school's Family Engagement Specialist role was restructured in the 2019-2020 school year so that this position may primarily focus on increasing parent involvement through phone calls home and home visits to families of academically struggling students or those with low attendance.

f. How CCSE sustains a well-functioning organizational structure and provides for personnel stability and effective teacher retention.

CCSE has maintained stable leadership in its Governing Board since its inception; three founding Members still sit on the Board. One of the foundational elements of the school's well-functioning organizational structure is a clear delineation of roles and responsibilities, especially at the leadership level. The organizational chart (**Appendix C**) includes The Governing Board, Chief Executive Officer/Founder, Principal, Assistant Principals, Instructional Coaches, and Human Resource Executive—each within essential functions. The Governing Board is responsible for policy and adherence to the policies approved. In addition, they serve as the advocates for the vision/mission of the charter. The Chief Executive Officer/Founder is responsible for the overall operation of the school, facility management, financial matters, and liaise with the Chartering authority. The principal and assistant principals are responsible for the day-to-day operations of the school. The instructional coaches are responsible for guiding and supporting teaching and learning. The Human Resource Executive leads all human resource functions (hiring, benefits etc.). Detailed roles and responsibility charts ensure that both the administrative leadership team and the Teacher Leaders have a clear set of responsibilities that are communicated to all staff ensuring that individuals can always access guidance and information from the most appropriate source. Given the needs of our students, the community overall, and the supportive work that this requires, teachers are paid at a rate that is higher than average for schools in the geographic area, which enhances teacher recruiting and retention efforts. Retention bonuses were utilized in the 2019-2020 to incentivize teachers' longevity with the school who were highly effective. In addition, professional learning and individual teacher coaching empowers teachers with the skills and confidence to feel comfortable in their assignments and instructional initiatives. Furthermore, the school leadership team consistently integrates teachers' perspectives and empowers them to lead various school functions and initiatives, thereby galvanizing them to maximize their efforts and owning the school's progress, feeling more and more a part of the culture, organization, and progress of the school. Teacher Leaders represent their grade level during weekly leadership meetings ensuring that the voice and perspectives of their colleague teachers are a part of the vision that drives initiative enhancement and design. The developmental opportunities provided by the school's Aspiring Leadership Academy, as well as the leadership opportunities for teachers to lead certain initiatives such as clubs, events, and instructional initiatives allow for teachers to become enthusiastic about growth opportunities within the organization. Based on the initial data collected for retention for the 2020-2021 school year, it is in an upward direction based on the initiatives put in place. Teacher retention continues to be an area of focus in the second year of school transformation.

g. Development of the board members and school leadership during the current charter term.

The Governing Board uses nationally-recognized Board on Track for professional development and engages in at least two on-line modules per year. They also receive focused training student performance data analysis and the TDOE Accountability process to ensure that they can guide the school's processes and policies in an informed manner. Improving leadership effectiveness is targeted through stratified leadership coaching and development. The Principal has over 26 years of educational experience, serving as an Assistant Principal in several schools, Principal of a Blue Ribbon and Turnaround Challenge Change Award school, Regional Superintendent, State Transformation Director, and Chief

Academic Officer. He has led more than 50 school transformations as a school or district employee, and more than 30 as the Chief Executive Officer of an educational consulting company. The Principal receives regular training from the Institute for Performance Improvement as a Certified School Improvement Specialist. The Principal, beginning in 2018-2019, instituted a training program for all assistant principals and teacher leaders through structured training sessions and just-in-time, one-on-one coaching. The Principal utilizes daily coaching sessions to guide the Assistant Principals through work streams while the Assistant Principals meet weekly with Teacher Leaders to do the same. In addition, the school employs an Aspiring Leadership Academy aimed at imparting school and professional leadership skills on academy participants to ensure a steady pipeline of academic leaders for the future and maximize leadership effectiveness in various levels of the current school organization. This academy focuses on the 10 Standards of the Certification for School Improvement Specialists, leveraging years of research on the most value-added practices for school improvement. During the 2018-2019 school year, CCSE commenced a Teacher Leader Academy focused on training sitting Teacher Leaders in ASCD's "TAKING THE LEAD: New roles for teachers and school-based coaches." Teacher Leaders participate in this academy once a week for two hours to engage in professional development on each Teacher Leader Role, to ensure that Teacher Leaders are developing in their leadership abilities but also to permeate key tenets of support and mentoring throughout the entire organization.

h. Describe any facility changes/improvements and their impact on achieving school goals.

The school has dedicated tremendous resources to facility and technology improvements to further its goals. In September 2017 the school purchased and renovated a 2.5 acre property in order to increase the classroom size and building quality that included an upgraded cafeteria, larger play fields and playground for physical education and recess. The new building was completely renovated including new floors, new paint in every room and common area, and an intensive touch up of every classroom to make it inviting for students. With regards to technology, the school has consistently added desktops, laptops, iPads to its program. There are now over 20 SmartBoards, more than 150 iPads and over 50 desktop/laptops. Additionally, over the past 3 years, CCSE was awarded over \$300,000, which has contributed to additional upgrades that will benefit student achievement.

i. Explain why the school's operational condition merits renewal of the charter.

CCSE has invested greatly in strategic improvements of both the facility and the technology infrastructure since opening. The elementary campus was renovated, as described above, and the school has placed itself on the cutting edge of technology utilization with SmartBoards in nearly every classroom, iPads and laptops for students on a near 1-to-1 basis, and the use of digital instructional programs. This upfront and forward-looking investment has enabled CCSE to be nimble in the face of unforeseen challenges. Regarding organizational leadership, the stability of the Governing Board coupled with its increase in members from three to seven in the 2019-2020 school year per HCDE's recommendation, ensure a strong governance structure. Lastly, the school's investment of time and capital into the training of its administrators and teacher leaders, and the clear delineation of and design of responsibilities, ensure that the school's current trend in academic improvement continues.

Section 3: Financial Health

a. Progress toward meeting financial goals outlined in the charter agreement, if applicable.

CCSE has complied with T.C.A. 49-13-111(m) and submitted all required annual financial reports, that encompassed all funds, on a yearly basis during the current term. The school has maintained a balanced budget every year and have added significantly to the fund balance most years, except when the school made planned expenditures to capital outlay projects, whereas funds were previously set aside as "Restricted" in the financial statements.

b. CCSE's fiscal management of the school during the current charter term, based on previously submitted audits and financial reports.

CCSE has complied with T.C.A. 49-13-12 and completed each annual audit of the financial state of the school. To date, all audit financial reports have been strong and the school has maintained a balanced budget every year. Additionally, it has added significantly to the fund balance in most years, except when the school made planned expenditures to capital outlay projects, whereas funds were previously set aside as "Restricted" in the financial statements.

c. CCSE's alignment between expenditures and the school's mission and plans for student academic growth and staff professional development.

As stated previously, CCSE has invested heavily in technology upgrades for our students and the infrastructure to support them. We know that reliance on online learning resources will only grow, as such, we must ensure our students have equitable access to *all* necessary learning tools. As described throughout this application, CCSE places great value on developing our teaching staff and ensuring they, too, have the necessary tools and resources to support their own growth as educators. These investments, taken together, will help us stay true to our mission and move us continually toward our student achievement and academic growth goals.

d. Review how any significant fiscal challenges were addressed during the current charter term.

Fortunately, CCSE has not encountered significant fiscal challenges. When the school moved, knowing that enrollment drives a balanced budget and that there would be student attrition, the school employed marketing strategies that were effective in attracting students in the new community. Additionally, the school has invested funds to improve its social media presence, marketing outreach and materials (inclusive of a massive revamp of the school website, see **Appendix F**), local recruitment, school awareness and brand-building strategies, and retention strategies. These efforts inform parents that even though CCSE may not be the closest school to their home, it is a great choice for their children.

e. Efforts to operate the school in a financially sound and transparent manner.

The Board Treasurer is provided with monthly financial reports and the Governing Board is provided with the financial reports at its quarterly Board Meetings (provided by the CEO). All board meetings are open to the public. Any issues that arise are shared with the Board with proposed solutions presented. In addition, CCSE adheres to its procurement procedures, including board approval for contracts that go beyond the threshold. Lastly, our budgets are shared with the community at the opening of school parent meetings and input is solicited from our parent groups for Title I expenditures as required by statute.

f. Why the school's financial condition merits renewal of the charter.

CCSE has operated using sound financial principles and guidelines. Since 2011, CCSE has had no financial audit findings. For the 2015-2018 audit periods, the school received one finding each year citing that the audit report was delayed due to Actuarial Data not being provided to the school in a timely manner. This occurred because the state combined the elementary and middle school pension reporting into one consolidated report instead of treating the schools as two separate schools. The state has since resolved the issue, and the 2019 audit report had no findings. Additionally, CCSE has strong, consistent leadership at the Governing Board level with the three founding members still active to date, and at the school leadership level with the CEO/Founder leading the program since its inception. The CEO/Founder will continue to ensure that all financial practices are followed to ensure a healthy financial condition. Our strong financial position, future financial planning, and adherence to best practices, merits renewal of our charter.

Section 4: Future Plans/Projections

a. **Chattanooga Charter School of Excellence's future goals and plans for goal achievement.**

Integral to a well-functioning educational institution is a strong process for iterative feedback. Throughout this application we have detailed the quantitative and qualitative methods by which we gauge the effectiveness of our educational program as well as the effectiveness of our leadership at discrete moments throughout the academic year, both through internal and external accountability measures. Below are future plans for improvement in both academic and operational areas, based on internal and external feedback. For the next charter term, CCSE is applying for the waivers listed in **Appendix A** to ensure it can continue to effectively implement its program.

b. **Plan for academics and updated academic benchmarks.**

Beginning in 2018-2019, CCSE restructured its academic benchmarks and corresponding initiatives to align to the TDOE Accountability Report Card. For the **Achievement** category, the school will meet, at minimum, its assigned Annual Measurement Objective (AMO) benchmarks, while striving towards the major goal of meeting the Double AMO in proficiency. The current and ongoing efforts described in Section 1 of this application, ranging from teacher training to increased digital technology and hardware, to the improved use of student performance data, will allow the growth from the 2018-2019 school year to continue with stability. For the **Growth** category, the school will meet a minimum of a "3", targeted every year with a major goal of reaching a "5" in this category. Growth will be targeted via the same mechanisms as Proficiency (described in Section 1) PLUS the school's use of the Learning Labs and adaptive instructional technology. **Chronic Absenteeism**, which is targeted, minimally, to meet the single AMO projection each school year, is being addressed through strict adherence to HCDE's truancy policy using the three tiers and corresponding phone calls home and mailing appropriate letters and contracts, as well as an intensive focus on better support teachers to build more functional and positive student relationships. In addition, the school's counselor and Family Partnership Specialist collaborate closely to call parents that have financial or resource-based barriers to student attendance to connect them with resources and provide options and ways to improve attendance. CCSE will also target the required annual **ELPA goal** of 60% of students making one year's worth of language acquisition growth via the continued use of its Achieve3000 curriculum which has already proven, at the school level, to improve student language acquisition rates as well as the continued training and support of its ELL teachers.

c. **Plan for organizational changes (if applicable)**

*The Governing Board has approved the following organizational changes: (1) Accreditation: The school has commenced the process of applying for its AdvancED/Cognia Accreditation with 2019-2020 being its planning year and 2020-2021 being the evaluation year; (2) Gender Classrooms: Based on a deep analysis of student behavioral and social-emotional patterns over the past several years, CCSE is amending its goal of being a "Gender-Specific classroom" school and will be integrating boys and girls in the same classroom. This change was piloted in the 2019-2020 school year and has already shown improvements in student behavior and academic performance with few concerns coming up from parents or the community; (3) Calendar: Based on the need to continue to support our teachers to improve their pedagogy to deepen instruction, we have added full-day professional development days to our calendar and will begin school earlier in August (2020-2021 master calendar is **Appendix D**).*

d. **Plans for expansion (if applicable)**

CCSE is not planning to expand its enrollment capacity or grade levels. We are operating efficiently in our current model and will focus on enrollment, academic growth and sustainability.

e. **Plans for facility improvements**

CCSE will continue to invest in its facility and technology infrastructure: (1) SmartBoards will be added to K-2 classrooms in the 2020-2021 school year; (2) explore the feasibility of adding an additional

structure to the property for additional space for students and staff, particularly the fifth grade classrooms; (3) continue floor renovations that began in 2019-2020; (4) purchase devices such as iPads and laptops to move closer to a one-to-one student-technology allocation; (5) continue upgrading wireless infrastructure to enhance internet and connectivity bandwidth.

f. Projected financial security

The school will continue to implement its current financial practices which have led to the financial stability throughout its charter term. Given current projected enrollment and projected revenue streams, these financial and budgeting practices are viable and feasible.

g. Operational management

At this time, CCSE is not planning any significant changes in its operational management.

h. Plan for addressing any past academic, organizational, or financial deficits

The only official academic deficit was noted in an OCR Complaint for ELLs received in June 2017 which stated that ELL students were not being appropriately identified and thus were not receiving services. The complaint was addressed and corrected. Additionally, our authorizer site visit occurred in December 2019; the plan for addressing the recommendations in the Charter School Evaluation Report received on January 1, 2020, includes but is not be limited to:

Academic: (1) Follow detailed PBIS plan for Tier I and Tier II interventions including the use of a reward and consequence system and whole group sessions for all students (Tier I), targeted individual and small group sessions with a counselor for Tier II. Tier III behavioral students will receive regular 1-on-1 support sessions and will have behavioral contracts or improvement plans to ensure appropriate support prior to more intensive disciplinary action such as suspension. (2) Continued use of assessment schedule (see section 1C) and current Universal Screener process for Tier I and Tier II students including the diagnostics and interventions within its RTI2 plan. Addition of EasyCBM for monitoring Tier III and SPED students as per the Sponsor's recommendations.

Organizational: (1) Implement revised staffing plans to ensure a fully staffed, fully certified teaching staff, improve retention, enhance training and leadership growth opportunities detailed above, increase annual teacher salaries. (2) Finalize and implement Governing Board's domains and indicators CEO/Founder's evaluation. Principal's evaluations will continue to be presented to the board as per the Project Coach cycle. (3) The Governing Board expanded to seven members. (4) Increase in stakeholder participation in the TN School Climate Measurement System. (5) Stabilize instructional and staffing processes to ensure sustainability, including leadership, through continued implementation of transformation plans. (6) Maintain record-keeping compliance through regular PowerSchool reconciliations, inclusive of attendance and suspensions. (7) Transparent governance: Enrollment and Admission policy and Board meeting dates and minutes from are posted publicly. (8) Continued professional development for teachers in pedagogical and content area strategies. (9) Comprehensive communication, including weekly newsletters, regular memorandums and emails on new processes and reminders, and regular grade level and departmental meetings between teachers and administrators. (10) Continue meeting the requirements of the Project Coach teacher evaluation process by the assigned state deadline of April 1st.

Financial: There were no financial recommendations.

Appendix A - Statute Waivers

State Statue	State Description	Rationale for Proposed Replacement Rule, Policy or Practice
T.C.A. 49-5-401	Teacher Assignment – Extended Hours	The school uses student performance data to determine if the school day must be extended for additional intervention services.
TCA 49-5-101(a) SBR: 0520-1-2-.03(6)	Staffing Requirement: Statute requires all educational staff to hold a valid license.	Though the Governing Board prefers licensed principals and assistant principals, it recruits and hires highly qualified candidates that may not be licensed by the state of TN but nonetheless have comparable education and experience.
SBR: 0520-1-3-.07(2)	Staffing Requirement – Library Information Center Personnel	The school does not have a designated library as all resources are digital or classroom-based. The school's instructional coaches, with guidance from the Principal, oversee content-based curriculum and instructional resources.
SBR: 0520-1-3-.07(3)	Materials Requirement: Library Information Center Collections	The school does not have a designated library center thus materials, both digital and physical, are within classrooms. These resources are maintained in a way that aligns with the spirit and purpose of the statute.
TN EDUCATION STATUTE: 49-6-2206	Curriculum – Use of Unapproved Textbooks	Due to the school's specific charter program requirements, especially the Core Knowledge Sequence for ELA, History and Geography, and Science and, separately, Eureka Math, it may need to utilize instructional materials that help our students achieve under our program regardless of whether books are on the approved list.
TN EDUCATION STATUTE: 49-5-501 through 49-5-513	Tenure – Evaluation Contracts and Employment Termination	CCSE, an employer in Tennessee, is an "at-will" employer and does not follow tenure requirements.
T.C.A. 49-3-316	School Mgmt/Ops Waivers – Local Fiscal Accounting	CCSE implements accounting practices and procedures per state law but does not necessarily use the same accounting platforms or processes as the authorizer.

T.C.A. 49-6-4012(b)	School Mgmt/Ops Waivers – Formulation and Administration of Behavior and Discipline Codes	CCSE will have a comprehensive behavior and discipline code; however, it does not mirror the authorizer.
T.C.A. 49-6-3004	School Mgmt/Ops – School Year Commencement	CCSE uses its own school calendar that is similar but not identical to the authorizer and will adhere to the minimum number of school day requirement. For example, in 2020-2021 CCSE is starting two days earlier and has some differences in teacher planning days.
T.C.A. 0520-1-3-05	Curriculum – Fine Arts	CCSE will offer fine arts in a method that may not be aligned to the authorizer because the school uses the Core Knowledge curriculum. The standards are aligned to state requirements.
T.C.A. 49-3-306 (a)	Compensation – Licensed personnel salaries	CCSE will determine its own pay structure that will match or surpass local district structures.
8-23-206(a)	Compensation – Longevity Pay	CCSE will determine its own compensation pay for step raises or years of service.
T.C.A. 49-5-5205 SBR: 0520-1-1-.01	Promotion and Evaluation – Third Year Apprentice Educators	CCSE designates its own performance expectations and guidelines in the offer letters and employment agreements.
T.C.A. 49-3-311	Capital Outlay	Buildings may not have the minimum standards for school sites, including locations, school attendance centers, the construction of buildings for school purposes, the remodeling or renovation of buildings for school proposals of a capital outlay nature, and for equipment for buildings for school purposes.
SBR: 0520-1-3-05	Curriculum – Health, Physical, and Wellness Education	CCSE uses its own health and wellness curriculum.
T.C.A. 49-1-302€(1) SBR: 0520-1-3-.03(4)(a)	Duty Free Lunch Period	CCSE may occasionally have assignments for teachers during lunch duty that are aligned to its program.

T.C.A. 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304-5306, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506 SBR: 0520-2-2	Career Ladder	CCSE will have its own career ladder program, titles and corresponding salaries stipulated in the employment agreement.
T.C.A. 49-6-2106	Approval Bus of Routes	CCSE designs its own bus routes to maximize efficiency and does not require the approval of the commissioner of education.
TCA: 49-6-2004	Custody of School Property	All property within the building belongs to CCSE.
T.C.A. 49-5-5205 SBR: 0520-1-1-.01	General Requirements for Evaluation	CCSE implements its own staff evaluation process that does not necessarily mirror the authorizer but incorporates similar evaluation criteria.
T.C.A. 49-5-5302, 49-5-5402, 49-5-5408, 49-5-5502 SBR: 0520-2-2-.01	Evaluation of Principals, Assistant Principals, and Supervisors	CCSE implements its own administrator and supervisor evaluation process that does not necessarily mirror the authorizer but incorporates similar evaluation criteria.
T.C.A. 49-5-702-713 and 49-5-806-810 SBR: 0520-1-2-.04	Leave	CCSE utilizes its own leave procedures in accordance with state and federal labor law.
SBR: 0520-1-3-.03(4)	Vacation and Other Non-Instructional Days	CCSE designs its own school schedule and allocates planning time accordingly. Also, it has its own calendar commencement and ending days.
T.C.A. 49-6-1003	Bicycle Safety Curriculum	CCSE does not implement a bicycle safety curriculum.

Appendix B – Student Achievement Data

Current School Demographics (2019-2020)

Current Enrollment by Grade Level and Special Population													
Student Count Numeric													
Enrollment Count	Total	Gender		Ethnicity				Econ Dis		LEP		Special Ed	
		Female	Male	White	Hispanic	Hawaiian	African Am.	Yes	No	Yes	No	Yes	No
Kindergarten	56	32	24	5	25	1	25	41	15	22	34	4	52
1st Grade	62	28	34	2	28		32	42	20	25	37	6	56
2nd Grade	55	27	28	4	17		34	32	23	13	42	8	47
3rd Grade	62	37	25	1	19		42	34	28	19	43		62
4th Grade	58	36	22	2	17		39	34	24	14	44	2	56
5th Grade	56	27	29	2	17		37	38	18	17	39	3	53
Total	349	187	162	16	123	1	209	221	128	110	239	23	326

Enrollment Count are filtered for Primary Enrollment Records only.

Overall School Performance

	Reading Proficiency	Math Proficiency	TVAAS School Wide: Composite	TVAAS School Wide Literacy	TVAAS School Wide Numeracy	TVAAS Literacy and Numeracy
2011-2012	No Score	No Score	No Score	No Score	No Score	No Score
2012-2013	53%	46%	No Score	No Score	No Score	No Score
2013-2014	21%	42%	No Score	No Score	No Score	No Score
2014-2015	32%	55%	5	3	5	5
2015-2016	No Score	No Score	No Score	No Score	No Score	No Score
2016-2017	14%*	15%*	3	3	3	3
2017-2018	9%	5%	1	1	1	1
2018-2019	10%	20%	5	4	5	5

Math	Below/App	Prof/Adv		ELA	Below/App	Prof/Adv
2012-2013	53.0%	46.0%		2012-2013	46.7%	53.3%
2013-2014	58.0%	42.0%		2013-2014	79.0%	21.0%
2014-2015	45.0%	55.0%		2014-2015	68.0%	32.0%
2016-2017	85.0%	15.0%		2016-2017	86.0%	14.0%
2017-2018	95.0%	5.0%		2017-2018	91.0%	9.0%
2018-2019	80.0%	20.0%		2018-2019	90.0%	10.0%

*School Moved Locations in 2017

COMPARABLE SCHOOL DATA

2012-2013			
School Name	Proficiency ELA	Proficiency Math	TVAAS Composite
District (Hamilton County)	46	54	
Chattanooga Charter School of Excellence	53	46	
Barger Elementary School	22	36	
Bess T. Shepherd Elementary School	26	37	
East Ridge Elementary School	34	40	
Hardy Elementary School	24	43	
Woodmore Elementary School	12	26	

2013-2014			
School Name	Proficiency ELA	Proficiency Math	TVAAS
District (Hamilton County)	46	54	
Chattanooga Charter School of Excellence	21	42	
Barger Elementary School	19	44	
Bess T. Shepherd Elementary School	24	34	
East Ridge Elementary School	25	34	
Hardy Elementary School	17	45	
Woodmore Elementary School	20	36	

2014-2015			
School Name	Proficiency ELA	Proficiency Math	TVAAS
District (Hamilton County)	44	56	1
Chattanooga Charter School of Excellence	32	55	5
Barger Elementary School	20	50	3
Bess T. Shepherd Elementary School	21	38	1
East Ridge Elementary School	20	36	1
Hardy Elementary School	26	54	5
Woodmore Elementary School	17	33	3

2016-2017			
School Name	Proficiency ELA	Proficiency Math	TVAAS
District (Hamilton County)	32	41	2
Chattanooga Charter School of Excellence	14	15	3
Barger Elementary School	24	37	1
Bess T. Shepherd Elementary School			3
East Ridge Elementary School	28	27	3
Hardy Elementary School	32	43	1
Woodmore Elementary School	8.7	14.6	1

2017-2018			
School Name	Proficiency ELA	Proficiency Math	TVAAS
District (Hamilton County)	34	39	2
Chattanooga Charter School of Excellence	9	5	1
Eastside Elementary School	14.7	14.9	2
East Lake Elementary	8		3
Orchard Knob Elementary School	5.8	6.9	1
Clifton Hills Elementary School	5	7	1

*School Moved Locations in 2017

2018-2019			
School Name	Proficiency ELA	Proficiency Math	TVAAS
District (Hamilton County)	36	48	3
Chattanooga Charter School of Excellence	10	20	5
Eastside Elementary School	18	37	5
East Lake Elementary	7.9	13.6	5
Orchard Knob Elementary School	5.2	7.1	4
Clifton Hills Elementary School	8.3	20	5

Appendix C - Sample Organizational Chart

Board of Directors							
Chairman	Vice-Chairman	Treasurer	Board Member	Board Member	Member	Board Member	
CEO/Founder							
Principal							
Assistant Principal	Assistant Principal	Literacy Coach	Math and Science Coach	Student Service Chair/ Counselor	ELL/ESE Chair	Executive Secretary	Facilities Manager
Executive Assistant	Executive Assistant	ELA/Hist and Geo Instruction	Math and Science Instruction K-5	504 Plans	ELL Programs w/ Peters	Executive Assistant to CEO and Head of Schools	Equipment & Technology Maint.
Grades K-2 Academics and Discipline	Grades 3-5 Academics and Discipline	Core Knowledge Curriculum	Eureka/Great Minds Curriculum	External/Community Partnerships	ESE Programs w/ Peters	Staff Recruitment	Facilities Management and Capital Projects
I-Ready K-5 / IXL K-5	Report Cards Grades 3-5 /Conferences	Guided Reading	Science Fair	Student Wellness	Parent Academy	Student Recruitment	Building Maintenance
Learning Lab K-5	SST/Retention Grades 3-5	Student Extended Learning Program	Textbook Inventory (Math/Science)	Academic Counseling K-4	Newcomers Program	Benefits Administration	Happy Cart
RTI K-2 AND Plan	Attendance Plan & Meetings Grades 3-5	Textbook Inventory (ELA/Hist&Geo)	Building Testing Coordinator (K-5)	Student Counseling K-4	Master Calendar Maintenance	Procurement	Equipment and Technology Inventory
504 Plans K-5	TCAP Testing Gr 3-5	Building Testing Coordinator (K-5)	Pacing Guide (Math/Science)	Homeless Education Liaison	Achieve3000	Student Retention, Recruitment and Enrollment	Emergency Drills
Report Cards K-2 / Conferences	SPED Programs & Gifted Program K-5	Learning Lab (RISE)	Learning Lab (I-Ready)	Mandatory Reporting		Website	
SST/Retention Grades K-2	Technology K-5	Pacing Guide (ELA/SS)	Professional Development			Before/Aftercare Programs	
Attendance Plan & Meetings K-2	PBIS K-5	Professional Development	Intensive Math RTI			Office Staff	
TNCompass & Teacher Certifications	Awards Assemblies Gr 3-5	TE-21 Benchmarks	Instructional Coaching/Support (Math/Science)			Food and Nutrition (Cafeteria)	
Human Resource K-5	Parent-Teacher Association	Instructional Coaching/Support (ELA/Hist&Geo)	Digital Reading Instruction IXL/I-Ready			Employee Records and Certification	
Project Coach Management K-5	Student Service Programs K-5	Intensive Reading RTI	STEM Program (Minecraft)			Employee Attendance	
Observations K-5	E-Plan K-5	Digital Reading Instruction IXL/I-Ready				Payroll	
ELL Programs K-5	TE21 Benchmarks Grades 3-5					Vendor Contracts and Management	
Achieve 3000	Teacher Leader Supervision Gr 3-5, SPED, Student Service					Building Use Contracts	
WIDA Testing K-5	Student Recruitment for K-5					Google Platform (Student/Staff)	
Title I Monitoring K-5	Student Activities K-5					Emergency Contact Sheet and Procedures	
State Transportation & Chattanooga Bus Company K-5	Textbook Inventory K-5					Human Resources	
Awards Assemblies Gr K-2	Showcase #2 and#3					Check Requests	
PTO & Staff Coverage K-5 AND Staff Email	Parent Academy					Account Receivable	
Related Arts Programs (K-5)	ABM Cleaning					Account Payable	
Teacher Leader Supervision Gr K-2, ELL, Related Arts	Initial Screening for New Hires Gr K-5						
Sports Program K-5	Field Trips Gr 3-5						
Payroll K-5	RTI Gr. 3-5						
Showcase #1	Community Partnerships						
Before and After School Care Programs	Observations K-5						
Emergency Drills K-5	Open House K-5						
Final Interviews for New Hires Gr K-5	Extended Learning K-5						
Master Calendar K-5	Laughing Sprouts Meal Program						

Appendix D - Sample School Master Calendar for 2020-2021

Chattanooga Charter School of Excellence

2020-2021

Color Key

#	Admin In-Service	6
#	Full Student Day	176
#	PD Day - No Students	6
#	Paid Holiday	5
#	Winter Break (Paid)	10
TOTAL:		203
#	Unpaid Holiday	13
#	End of Quarter	4

August

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Appendix E - Sample Professional Development Prototype Plan

Please see below for a collection of professional development venues and processes utilized regularly by the school including virtual webinar training sessions, the mechanism for tracking teacher attendance to various modules, a sample agenda of a Teacher Professional Development day, and more.



Phase 1
Whole Group
Professional
Development
Module



21st Century PD Videos

Phase 2
Collaborative
Planning-Based
Discussion &
Exploration



21st Century PD Management

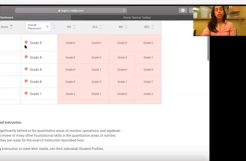
Phase 3
Job-Embedded
Monitoring,
Support, &
Modeling

Tier 1 At or above proficiency with all instructional strategies (10% of coaching time)

Tier 2 Near proficiency and with minimal support can become a successful independent teacher (60% of coaching time)

Tier 3 Far from proficiency but there are signs of hope and evidence that the teacher wants to and has capacity to improve (20% of coaching time)

Tier 4 Far from proficiency with no sign of teacher openness or wanting to improve via training and/or feedback (10% of coaching time)




Date:	Time:	Participant:	Coverage:
Dec. 2, 2019	8:00 - 8:30	Prince	Mr. K.
Dec. 2, 2019	8:00 - 8:30	Worley	McClure
Dec. 2, 2019	8:00 - 8:30	Hart	Haywood
Dec. 2, 2019	8:40 - 9:10	Young	Mr. K
Dec. 2, 2019	8:40 - 9:10	Pritchett	Haywood
Dec. 2, 2019	8:40 - 9:10	Beech	McClure
Dec. 2, 2019	9:30 - 10:00	Botts	Mr. K
Dec. 2, 2019	9:30 - 10:00	Raper	McClure
Dec. 2, 2019	9:30 - 10:00	Chancey	Haywood
Dec. 2, 2019	2:40 - 3:10	Prince/Botts/Young	DEBRIEF/no coverage

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
A. Environment Class Selection	Strategically uses room arrangement, materials, and changes to maximize student learning and engagement.	Organizes furniture, materials, and displays to support student learning.	Organizes furniture and materials to minimally support student learning.	Organizes the room with no consideration for student learning.
B. Expectations Class Selection	Is direct, specific, and consistent in communicating and enforcing very high behavioral expectations.	Clearly communicates and consistently enforces discipline for student behavior.	Announces and posts classroom rules and consequences.	Provides reactive rules and punishments as events unfold during the year.
C. Relationships Class Selection	Shows caring, respect, and kindness for all students and builds strong relationships.	Creates a mutually respectful classroom and builds positive relationships with some.	Is fair and respectful toward most students.	Is sometimes unfair and disrespectful to the class; plays favorites.
D. Praise Class Selection	Wills students' respect and creates an environment where learning is key and potential disruptions are minimal.	Wills the respect of most students and addresses disruptions appropriately.	Wills the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and/or the classroom is frequently chaotic and sometimes dangerous.
E. Routines Class Selection	Successfully embeds routines so that students maintain them.	Evidence of established procedures on in place and maintained by the educator.	Some routines are evident but not maintained.	Must routinely remind and frequently prompt students.
F. Repertoire Class Selection	Has a highly effective discipline repertoire of strategies and can hold students' attention.	Has a repertoire of discipline strategies and can culture and maintain cooperative students.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has ineffective disciplinary strategies and consistently struggles to get students' attention.
G. Efficiency Class Selection	Maximizes academic learning time, minimizes transitions, and maximizes.	Maintains academic learning time through efficiency, pacing, and smooth transitions.	Sometimes loses teaching time due to lack of pacing, interruptions, and inefficient transitions.	Loses a great deal of learning time because of confusion, interruptions, and inefficient transitions.

Instructional Rounds

Educator Retreat Agenda, 10.15.18

8:30-10:30 AM

- oBreakout A: Teachers of Boys
 - **SuccessMaker Data Training [Room 107]** NOTE: Please bring your laptop to this training session and your list of high, some and low risk students.
- oBreakout B: Teachers of Girls and Teacher Assistants and Related Arts
 - **Instructional Planning, Strategies and Pedagogy for Girls [Auditorium]**

10:30 AM-12:30 PM

- oBreakout A: Teachers of Girls and Teacher Assistants
 - **SuccessMaker Data Training [Room 107]**
- oBreakout B: Teachers of Boys and Related Art Teachers
 - **Instructional Planning, Strategies and Pedagogy for Boys [Auditorium]**

12:30-1:30 PM (Lunch +Core Knowledge Costume Walk Off) [Auditorium]

1:30-2:15 PM [Auditorium]

- oGeneral Session: WIDA Standards Part Two

2:15-3:30 PM

- oBreakout A: Math Teachers + Math TAs Cavin, Thomas [Room 107] (*Eureka Next Steps Training*)
- oBreakout B: All K-5 Teachers, Nale, Ginsberg, TAs [Auditorium] (*Guided Reading Training*) NOTE: Please bring a book that is appropriate for one of your guiding reading groups to the professional development.
- oBreakout C: Goldsmith, Jaramillo Planning Time [Room 105] (Facilitated by Jaramillo)
- oBreakout D: Related Arts Common Planning Time [Room 104] (Led by Teacher Leader)

Appendix F - School Website

Now enrolling for the 2020-2021 school year! [Enroll Now!](#)

Curriculum Athletics Enrollment  Careers Calendar Directory Contact ENG Q

Coronavirus Governance About Parents



We're Hiring!

We are always looking to recruit the brightest, most passionate educators around the country. We currently have K-8 certified and ESL certified teacher openings. Click the button below to apply!

[Start Inquiry](#)

Curriculum Athletics Enrollment  Coronavirus Governance About Parents

News & Announcements

[VIEW ALL >](#)

PARENTS UPPER SCHOOL LOWER SCHOOL STUDENTS

Coronavirus

Dear Students/Parents/Teachers, Please see the below information concerning the coronavirus and [this...]

12:59 PM • Mar 18, 2020



Hamilton County Schools will be clo...

Hamilton County Schools will be closed on Tuesday due to rising water levels and continued rain foreca...

10:43 PM • Feb 10, 2020



BOARDMINUTES

CCSE BOARD MINUTES

Please see below for links to the latest Governing Board minutes for Chattanooga Charter Schools of Ex...

1:28 PM • Dec 13, 2019



PARENTLETTERS

Parent Letter #004 - December 11, 2...

Good Day CCSE Parents! You will find the fourth parent letter and flyers linked below! Please be sure...

5:45 PM • Dec 11, 2019



Upcoming Events

[VIEW ALL >](#)

31 Mar **Parent Academy- English Language ...**
4:30 PM - 6:00 PM • CCSE

2 Apr **Parent Academy Session-Parent Rig...**
4:30 PM - 6:00 PM • CCSE

3 Apr **Spring Break**
12:00 AM - 12:00 AM • CCSE

14 Apr **Parent Academy- English Language ...**
4:30 PM - 6:00 PM • CCSE

Get announcements and event reminders sent to your inbox.

Enter your email

[Subscribe](#)

Appendix G - School Pacing Guide Samples

Please see below for screenshots of the school's dynamic Pacing Guides (i.e. the document is live and is updated regularly based on data). This tool guides teachers' alignment of the Core Knowledge sequence with the appropriately paced instruction of the TN Academic Standards.

	English Language Arts							
	Core Knowledge Sequence	Text Resources	Fluency Standards - Taught continuously throughout the year.	State Standards - Weekly Focus Standards	Resources	Writing Sequence	Writing Resources	Writing Standards
Aug./Sept. - 7 Weeks	III. Poetry: Clouds (Christina Rossetti); The Fog (Carl Sandburg); Monday's Child Is Fair of Face (traditional) III. Fiction: A. Stories: <i>Pollyanna</i> (Eleanor Porter) C. Literary Terms: novel short story; plot; setting V. Sayings and Phrases: Bury the hatchet; Once in a blue moon; On the warpath; RSVP	CKLA Resource Alignment Hist./Geo. Unit Weeks 1-4: "Personal Narratives" from CKLA Sayings and Phrases - "As the crow flies" (CKHG Online Resources: www.coreknowledge.org/ckhg-online-resources) Academic Vocabulary: Common Core ELA Bookmarks: https://drive.google.com/drive/folders/1w5LTadQQzbJk5taBNBDF0QUeauj40LCK	4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. 4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive. 4.L.F.5F Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy,	Reading and Writing: Weekly Focus Standards: Week 1 & 2: 4.RL.KID.1: Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. 4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed. Week 3: 4.RL.KID.2: Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text. Week 4: 4.RL.KID.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. Week 5: 4.RL.CS.4: Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history. Week 6: 4.RL.CS.6: Compare and contrast the point of view from which different stories are narrated. Week 7: 4.RL.IK.9: Compare and contrast	Question Stems - http://commcore.tcoe.org/content/public/doc/coc_bookmarks_grade_4.pdf IXL: NA	Introduction to 6+1 Traits of Writing Focus: Narrative Writing *Capitalization and Punctuation are skills that are continuously reinforced Week 1: Writing Focus - Trait 1: Ideas/Focus and Focus component of the writing rubric - Introduce Writing Rubric - Anchor paper overview: Using a state released anchor paper that received top scores in each category based on the state released writing rubric, set the purpose by modeling how to dissect the prompt first. Model how to read through and annotate the text source keeping the prompt in mind. - Trait 1 Lessons: Begin with dissecting the chosen state released anchor paper looking for evidence of this trait, then move into trait-specific lessons from The Trait Crate. - Writing practice (based on teacher created prompt utilizing the anchor text as the text source): Model the planning process (dissect the prompt, read and annotate text source, create a plan for writing). Embed the weekly trait focus and focus on Focus component of the writing rubric. Grammar Focus- Capitalization and End Punctuation in simple sentences Anchor Text: A Bad Case of	"Tennessee Writing Resources" folder on the Staff Google Drive (https://drive.google.com/open?id=1XM7m5VTR5Bgt0jVLFiy8NolzOwXtBCOV) - Narrative Anchor Papers - Narrative Writing Rubric	Primary Standards 4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. (See a- g in the standard.) 4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs, such as can, may, and must, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and runons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic. Secondary Standards 4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed.

Science				
	Core Knowledge Sequence	Core Knowledge Science Unit/s	State Standards	Reading for Information Standards
Aug./Sept. - 7 Weeks	IV. Geology: The Earth and Its Changes A. The Earth's Layers B. How Mountains Are Formed C. Rocks D. Weathering and Erosion <i>(See page 120 - 121 in CKS for bullet details)</i>	Grade 4, Unit 4: Processes that Shape the Earth (TBD) *Grade 4 CKLA Unit 6	4.LS2: Ecosystems: Interactions, Energy, and Dynamics" 1) Support an argument with evidence that plants get the materials they need for growth and reproduction chiefly through a process in which they use carbon dioxide from the air, water, and energy from the sun to produce sugars, plant materials, and waste (oxygen); and that this process is called photosynthesis. 2) Develop models of terrestrial and aquatic food chains to describe the movement of energy among producers, herbivores, carnivores, omnivores, and decomposers. 3) Using information about the roles of organisms (producers, consumers, decomposers), evaluate how those roles in food chains are interconnected in a food web, and communicate how the organisms are continuously able to	Week 1 & 2: 4.RI.KID.1: Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. (text evidence) 4.RI.IKI.7: Make connections between the print version of a story or drama and a visual or oral presentation of the same text. Week 3: 4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. Week 4: 4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. Week 5: 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. Week 6: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. Week 7: 4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

HISTORY/GEOGRAPHY				
	Core Knowledge Sequence	Core Knowledge History and Geography Unit/s	State Standards	Reading for Informations Weekly Focus Standards
Aug./Sept. - 7 Weeks	World History and Geography: A. Spatial Sense B. Mountains and Mountain Ranges: <i>See page 105 in the CKS for specific instructional bullet points.</i>	Grade 4, Unit 1: Exploring Maps and World Mountains - Using Maps (2 weeks) Week 1: Teacher's Guide Chapters 1-4, Student Reader Chapters 1-4 Week 2: Teacher's Guide Chapters 4-5, Student Reader Chapter 5, Unit Assessment Grade 4, Unit 2: World Mountains (2 weeks) Week 3: Teacher's Guide Chapters 1-3, Student Reader Chapters 1-3 Week 4: Teacher's Guide Chapter 4, Student Reader Chapter 4, Unit Assessment	NA	Week 1 & 2: 4.RI.KID.1: Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. (text evidence) 4.RI.IKI.7: Make connections between the print version of a story or drama and a visual or oral presentation of the same text. Week 3: 4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. Week 4: 4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text. Week 5: 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings. Week 6: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided. Week 7: 4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Appendix H - Sample Teacher Leader Role Descriptions

The screenshot below is a portion of the Teacher Leader role description which defines some of the key roles and responsibilities of the Teacher Leaders for the school. As mentioned in the narrative, Teacher Leaders participate in bi-weekly meetings during which they receive training on select roles from the list below - the roles are from ASCD's "TAKING THE LEAD: New roles for teachers and school-based coaches."

Chattanooga Charter School of Excellence **TEACHER LEADER JOB DESCRIPTION (2019-20 School Year)**

REPORTS TO: School Administrative Team

The job description outlined below constitutes the primary roles and other essential duties and responsibilities that comprise position of Teacher Leader.

PRIMARY ROLE

Serve as a leader for specified grade levels/content area and act as a support and liaison for continuous improvement in curriculum, instruction and assessment in the designated area.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Core duties and responsibilities include the following. Other duties may be assigned.

(1) Resource Provider	Support colleagues by sharing instructional resources, including but not limited to: • Providing department with instructional resources to support the implementation of the State Standards and School Curriculum. • Providing department with professional resources such as books, articles, journals, and/or websites that support instructional strategies. • Providing department with resources to support classroom management, student engagement, scaffolding, differentiation, etc.
(2) Instructional Specialist	Support colleagues to implement effective teaching strategies, including but not limited to: • Organizing team lesson designing sessions incorporating differentiated instruction. • Helping colleagues to implement innovative instructional strategies.
(3) Curriculum Specialist	Support colleagues' understanding of content standards, how various components of the curriculum link together, and the role of curriculum in planning instruction and assessment, including but not limited to: • Implementing school-approved curriculum. • Monitoring teachers developing formative and common assessments. • Providing consistent data-driven instruction.
(4) Classroom Supporter	Support colleagues inside their classrooms to implement new ideas, demonstrating lessons, co-teaching and giving feedback, including but not limited to: • Facilitating sessions for teachers in their department to support implementation of a standards-based curriculum. • Supporting department teachers by facilitating the implementation of new strategies and co-planning lessons. • Supporting department by demonstrating the use of instructional strategies in the classroom through co-taught or model lessons AND creating a model classroom for that grade level and/or content area.
(5) Learning Facilitator	Facilitate professional learning opportunities among staff members to focus on what most directly improves student learning, including but not limited to: • Adjusting instruction and data collection based on a formative and/or summative common assessment process. • Recognizing grade level and/or department needs and collaborating with leadership to address those needs through value-added professional learning experiences.

3. **Open Enrollment Hixson MS Strings - 2021-2022 SY

HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 Hickory Valley Road
Chattanooga, TN 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Jill Levine, Chief of Innovation & Choice

DATE: January 21, 2021

RE: Open Enrollment

In an effort to provide more opportunities for families and students in Hamilton County, the Office of Innovation and Choice would like to add Hixson Middle School as an Open Enrollment school for the 2021-22 school year.

While we have many elementary strings programs, we only have middle school programs at CCA, CSAS and Hixson Middle, which means that many kids end their strings experience in 5th grade. If we allow students who are engaged in an elementary strings program to then enroll at Hixson Middle, they will build on their ability, talent and passion for this art form.

Hixson Middle School plans to accept up to 30 students per grade level in the new strings program for the 2021-22 school year, thereby expanding high quality and innovative opportunities for our district.

This open enrollment program will be different from the others because there will be specific requirements that students have participated in an elementary strings program and commit to continued participation in the strings program at Hixson Middle.

Thank you for your consideration.

B. Director Maintenance and Operations - Justin Witt

1. **Athletic Field House for East Ridge High School - Bid File 21-22

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

DATE: January 21, 2021

RE: Bid File 21-22-Athletic Field House for East Ridge High School

Bids were received by the HCDE purchasing department at 2:00 P.M. on January 13, 2021 for an Athletic Field House at East Ridge High School. The apparent low bidder was Tricon, Inc. in the amount of \$796,000.00.

I recommend approval.

Funding provided by Capital.

Attachments: Bid Tabulation

Hamilton County Department of Education
 Bid Opening – January 13, 2021 - 2:00 P.M.

Athletic Field House – East Ridge High School Stadium
 (Bid File 21-22)



Tabulation Sheet

Contractor	Bid Bond 5%	Non-Coll. Affd.	Drug-Free Affd.	Addend. to Agrmt.	Cert. of Complc.	Addenda 1 & 2	Unit Price #1	Unit Price #2	Lump Sum Bid
Integrated Properties, LLC	√	√	√	√	√	√	32.40	221.40	919,360.00 deduct 3,395.00
J&J Contractors, Inc.	√	√	√	√	√	√	42.00	53.00	896,900.00
P&C Construction	√	√	√	√	√	√	33.00	225.00	1,036,000.00
Robert Roberts, LLC	√	√	√	√	√	√	1,650.00	4,440.00	960,000.00 Deduct 10,000.00
Tri Con, Inc.	√	√	√	√	√	√	30.00	190.00	796,000.00
Chazler Inc	√	√	√	√	√	√	47.00	425.00	1,043,000.00
Helton Construction Co	√	√	√	√	√	√	31.00	159.65	999,914.00 deduct 66,000.00

RECOMMEND AWARD OF BID TO: Tri Con, Inc.

BID SENT TO 8 VENDORS FUN 7 VENDORS RESPONDED

FUNDS PROVIDED BY: Capital

2. **CCA HVAC Phase II

Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Justin Witt

DATE: January 21, 2021

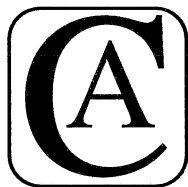
RE: Bid File 21-21-CCA HVAC Phase II

Bids were received by the HCDE purchasing department at 2:00 P.M. on January 19, 2021 for HVAC Upgrades Phase II at CCA. The apparent low bidder was FourSeasons Inc. in the amount of \$2,300,000.00

I recommend approval.

Funding provided by Capital.

Attachments: Campbell & Assoc. Recommendation
Bid Tabulation



**CAMPBELL &
ASSOCIATES, INC.**
CONSULTING ENGINEERS

January 20, 2021

Mr. Greg Higgins
Hamilton County Department of Education
2801 Dodds Avenue
Chattanooga, TN 37401

Subject: **Bid Recommendation Letter**
Center for Creative Arts HVAC Replacement – Phase 2
HC Bid File# 21-21
C&A Project # 19-011

Dear Greg:

Pursuant to the invitation to bid for the above subject project, bids were received at 2:00 pm EST Tuesday, January 19, 2021 from contractors. Having evaluated the bids and having contacted the apparent low bidder, FourSeasons Inc., of TN, we are hereby making the following recommendation: We recommend the award of the base bid in the amount of \$2,300,000 to FourSeasons Inc. of Knoxville, TN. There were no alternates included in the bids. They are appropriately licensed to perform this project.

A copy of the Bid Tab and the original bid envelopes are at the HCDE Purchasing Department following the bid opening.

Should you have any questions or comments, please do not hesitate to contact me.

Very truly yours,

Matthew J. Williams, P.E., LEED AP
President
CAMPBELL & ASSOCIATES, INC.

Hamilton County Department of Education
 Bid Opening – January 19, 2021 – 2:00 PM.
 Bid File 21-21 Tab Sheet Center for Creative Arts HVAC Replacement Phase 2

Bidder	Bid Bond	Receipt of Addendum 1 and 2	Sign/Dated Cert of Compliance	Non-Collusion Affidavit	Drug Free Affidavit	IRAN Divest Act	Addendum to Agreement
Four Seasons Incorporated	√	√	√	√	√	√	√
T.S. Raulston Inc	√	√	√	√	√	√	√
WJ O'Neil Company	√	√	√	√	√	√	√

Bidder	Base Bid Price (A)	Owners General Allowance (B)	Total Bid Price (A+B)
Four Seasons Incorporated	2,100,000	200,000	2,300,000
T.S. Raulston Inc	2,922,866	200,000	3,122,866
WJ O'Neil Company	2,328,655	200,000	2,528,655
		200,000	
		200,000	
		200,000	
		200,000	
		200,000	

Recommend Award of Bid To: FourSeasons Inc.

Funds To Be Provided By: Maintenance/Capital Budget

C. Chief Talent Officer - Penny M. Murray

1. **Request to Extend FFCRA until May 28, 2021

**HAMILTON COUNTY DEPARTMENT OF EDUCATION
3074 HICKORY VALLEY ROAD
CHATTANOOGA, TENNESSEE 37421**

MEMORANDUM

TO: Hamilton County Board of Education
Dr. Bryan Johnson
Superintendent

FROM: Penny M. Murray
Chief of Talent

DATE: January 21, 2021

RE: Request to Extend FFCRA until May 28, 2021

The Families First Coronavirus Response Act (FFCRA) required employers to provide employees with paid sick leave or family and medical leave for specified reasons related to COVID-19. The act allowed these provisions through December 31, 2020.

Though the FFCRA expired on December 31, 2020, in order to continue to support our employees, we are requesting to continue to offer the types of paid sick leave that the FFCRA provided for the entirety of the Spring 2021 semester, up through May 28, 2021. Specifically, HCS would provide paid sick leave to an employee under the following circumstances:

1. The employee is subject to an official quarantine or isolation order and is unable to work virtually. Full-time employees will be entitled to up to 10 days of paid leave at their full rate of pay. Part-time employees will be entitled to paid leave at their full rate of pay for the average number of hours the employee works in a two-week period.
2. The employee has been advised by a healthcare provider to self-quarantine, and the employee is unable to work virtually. Full-time employees will be entitled to up to 10 days of paid leave at their full rate of pay. Part-time employees will be entitled to paid leave at their full rate of pay for the average number of hours the employee works in a two-week period.
3. The employee is experiencing COVID-19 symptoms and is in the process of seeking a medical diagnosis, and the employee is unable to work virtually. Full-time employees will be entitled to up to 10 days of paid leave at their full rate of pay. Part-time employees will be entitled to paid leave at their full rate of pay for the average number of hours the employee works in a two-week period.
4. The employee is caring for an individual subject to an official quarantine or isolation order or is caring for an individual who has been advised by a health care provider to self-quarantine, and the employee is unable to work virtually.

5. The employee is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19, and the employee is unable to work virtually.

LIMITATIONS:

If an employee has already used 10 days of paid sick leave under the FFCRA, that employee is not eligible for any paid sick leave under this plan. If an employee has used some, but not all, of the 10 days of paid sick leave available under the FFCRA, the employee will be entitled to paid sick leave up to the amount of days remaining. (Example: An employee used 3 days of paid sick leave under the FFCRA in September 2020. That employee is entitled to up to 7 days of paid sick leave under this plan).

D. **Board Legislative Priorities 2021 (Draft) - Tiffanie Robinson, Legislative Representative

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

TO: Hamilton County Board of Education
Dr. Bryan Johnson, Superintendent

FROM: Tiffanie Robinson, District 4 Board Member and TLN
Representative

DATE: January 21, 2021

RE: Legislative Priorities

Hamilton County Board of Education is committed to accelerating student achievement. As our legislators enter session and as members of CLASS, it is key for us to communicate our priorities as a system. Historically, each system within CLASS has had a legislative agenda with the exception of our district. Attached please find a copy of the proposed 2021 Legislative Agenda for the Hamilton County Board of Education.



Hamilton County Board of Education Legislative Priorities - 2020-2021

Hamilton County Schools' five-year plan, Future Ready 2023!, focuses on Accelerating Student Achievement. The areas outlined below have potentially significant impacts on our ability to meet our goals and the high expectations of our community.

Basic Education Program (BEP) Stabilization

Due to the unprecedented nature of the 2020-2021 academic year, the Hamilton County Board of Education urges that districts be held harmless and be provided BEP funding, including growth funds, for the 2021-2022 school year in an amount equal or greater than the amount of BEP funding provided this school year, and ask that any allocations are not negatively impacted or reduced due to 2020-2021 student enrollment. Further, HCDE and districts nationwide, should be held harmless for loss of federal and child nutrition funds due to reduced enrollment or meal participation.

COVID-19 Vaccinations

The Hamilton County Board of Education believes it critical that all child-facing educators be considered essential and included in the earliest possible COVID-19 vaccination prioritization group. Being vaccinated will remain a choice for staff and students, and should not be mandated for staff or students.

Alternative Licensure Pathways and Professional Development

The Hamilton County Board of Education seeks every opportunity to recruit for and grow its talented workforce, and therefore supports streamlined and alternative pathways to licensure, including licensure reciprocity for out-of-state teachers and alternatives to traditional methods for licensure attainment, advancement, and professional development. In this way, HCDE can encourage high-quality individuals to pursue or maintain careers as educators in our district.

Instructional Day and Time Requirements

The Hamilton County Board of Education acknowledges the continued and significant impact of COVID-19 on students, families, and staff in their daily routine. For the 2020-2021 school year, given the ongoing global pandemic, the Hamilton County Board of Education endorses waiving the 180 instructional day requirement and the six and one-half hours of instructional time each school day.



Whole-Child Supports

The Hamilton County Board of Education encourages an increased commitment to supporting the whole child. The BEP currently funds school counselors at a rate of 1:500 for elementary and 1:350 for secondary. The American School Counselor Association recommends a ratio of 1:250 across grade levels. The BEP currently funds social workers at a rate of 1:2000 across K-12. The National Association of Social Workers recommends a ratio of 1:250. With increased social-emotional needs for students across the State, increased counselor support is key to ensure the learning environment is such that students can be academically successful.

Funding for Competitive Salaries for Educators

The Hamilton County Board of Education encourages the continued commitment that has been displayed to increasing teacher salaries. The BEP should use the average teacher salary in Tennessee as the salary component cost when calculating the annual BEP allocation to calculate target percent increases, rather than using the minimum salary schedule to calculate target percent increases. Teachers have the most significant impact on student learning. Teacher quality is central to the continued academic improvement of our State.

Accountability

The Hamilton County Board of Education recommends that no data generated for the 2020-2021 school year be included in accountability results for teachers, schools or districts. However, if any available data would benefit teachers in their evaluation score, teachers should have the option to choose to use this data. There should be no adverse impact to teachers, schools, or districts based on any student achievement or growth data generated from this school year.

E. Consideration of Students Back in the Classroom

1. **School Reopening Plan

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

TO: Hamilton County Board of Education

FROM: Tucker McClendon, District 8
Joe Smith, District 3
Rhonda Thurman, District 1

DATE: January 21, 2021

RE: Request Vote on Plan to Return Students to the Classroom

Key factors for Board consideration:

- Grade-banded impact on student learning
- Technology availability (e.g. 1:1 in grades 6-12)
- Grade-banded impact of student infection and spread with COVID
- Vaccine distribution and prioritization
- Student group needs such as special education and English learners

Example Board Action A:

Leave operational model as currently stands with current gating criteria established for the Phase Tracker.

Example Board Action B:

Remove 1% limitation for Phase 1 of tracker. Update Phase 1 operation (greater .8% active cases) to allow Phase 1 to include K-5 on campus 2 days a week. Grades 6-12 would remain the same for Phase 1 as defined in the December update to reopening plan (fully remote). Grades K-12 would remain the same as defined in the reopening plan in December update for Phases 2-4.

Example Board Action C:

Retire Phase Tracker and return all students to campus five days a week using Safe Start Great Start reentry approach. Use school-specific case counts and indicators of spread to determine whether a site needs to close or transition to hybrid.

Safe Start Great Start Reentry Approach

- Week 1 (Jan. 25) :
 - K-12 on campus for 2-day hybrid
- Week 2 (Feb. 1):
 - K-12 on campus 5 days (site specific closures, as needed)

F. Operating Principles

1. **Blueprint2030 - Operating Principles



**HAMILTON
COUNTY
SCHOOLS**

**Hamilton County Department of Education
Operations Office
3074 Hickory Valley Rd
Chattanooga, TN 37421
(423) 498-6577**

Memorandum

To: Hamilton County Board of Education
Bryan Johnson, Ed.D.
Superintendent

From: Dr. Justin Robertson, Ed.D.
Chief Operations Officer

Date: January 21, 2021

Re: **Blueprint2030: Operating Principles**

We seek for Hamilton County Department of Education to adopt a set of operating principles to provide reference for stakeholders as to where the district puts value and how we put these values to practice.

The attached document provides clear strategies on how we will move forward with plans for future ready school campuses. We respectfully recommend approval of the attached operating principles.

Thank you for your consideration.

Blueprint2030

Plans for *Future Ready* school buildings

Operating Principles: **DRAFT**

Efficiency with Excellence

Definition: We commit to efficiently utilizing our facilities with a focus on ensuring rigorous academic opportunities for students. School capacity will support optimal learning while also providing advanced educational programming in all buildings. Facility standards for renovations and new construction will support the stance that all students deserve an excellent learning environment.

Equitable Consolidation and Rezoning

Definition: Our decision-making process will be transparent and clearly communicated internally and with the community. We commit to fully listen to and consider input and feedback from the community. We seek to create operational efficiencies to prioritize funds for teaching and learning. If we determine that we will reduce the number of schools in Hamilton County, we will do so while working towards schools that reflect the racial and the socioeconomic diversity within our community.

Intentional Planning

Definition: Facilities planning will be data driven, taking into consideration factors such as current facility condition, deferred maintenance, and community growth. Planning will align with needs presented through data while considering the nuances of our community. Our facilities plan will support the goals outlined in Future Ready 2023.

Courageous Decision-Making

Definition: We recognize that difficult decisions will need to be made for our district to address the facilities issue. In our decisions, the district as a whole will take priority over individual preferences throughout the planning process.

Defined, Transparent Process

Definition: Hamilton County Schools commits to a defined and transparent process during facility planning and discussions. The process will be clearly communicated internally and with all of our community. We will execute a plan for facilities with discipline and consistency.

Innovative Approaches

Definition: We will embrace innovative approaches and welcome expertise from other industries and educational facility experts. Our approach will be deliberate in seeking facilities that support innovation in educational programming and physical buildings. We will maximize the return on investment to taxpayers, being mindful of funding limitations and good stewards of public dollars.

G. **Reinstate Step Increases - Tucker McClendon, District 8 and Tiffanie Robinson, District 4

**Hamilton County Department of Education
3074 Hickory Valley Road
Chattanooga, Tennessee 37421**

MEMORANDUM

TO: Hamilton County Board of Education

FROM: Tucker McClendon, District 8
Tiffanie Robinson, District 4

DATE: January 21, 2021

RE: Reinstatement of Step Increases

We are requesting the reinstatement of step increases for eligible employees.

XI. Information Only

A. Legal Services Report



**HAMILTON
COUNTY
SCHOOLS**

**Hamilton County Department of Education
Operations Office
3074 Hickory Valley Rd
Chattanooga, TN 37421
(423) 498-7023**

Memorandum

To: Hamilton County Board of Education

Bryan Johnson, Ed.D.
Superintendent

From: Dr. Justin Robertson, Ed.D.
Chief Operations Officer

Date: January 21, 2021

Re: December 2020 Legal Services Summary

The following reflects the legal fees paid for the month of December.

Bennett & DeCamp, PLLC (retainer)	20,000.00
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TOTAL	\$20,000.00
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XII. Events/Announcements

XIII. Adjourn