JUMP-START CHARTER SCHOOL

A proposed Metropolitan Nashville Charter School
Application for 2016- 2017

Respectfully submitted by:
Jump-Start Charter School Founding Board,
Bare Yogol, Founder and Proposed Executive Director of Jump-Start Charter School
And
Melanie Collins, Proposed Principal of Jump-Start Charter School

The secret of education lies in respecting the pupil. ~ Ralph Waldo Emerson

Without an understanding of the unique meanings existing for the individual, the problems of helping him
effectively are almost insurmountable. ~ Arthur Combs
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GENERAL INFORMATION

NAME OF PROPOSED CHARTER SCHOOL: Jump-Start Charter School dba Jump-Start Reading and Math Academic

CHARTERING AUTHORITY FOR PROPOSED CHARTER SCHOOL: METRO NASHVILLE BOARD OF EDUCATION

SPONSOR/SPONSORING AGENCY: Bare Yogol

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

MODEL OR FOCUS OF PROPOSED SCHOOL: The focus of the school is on Reading, Math and other skills necessary to be successful in school and later in life.

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

NAME OF CONTACT PERSON: Mr. Bare Yogol or Mrs. Melanie Collins

MAILING ADDRESS: P.O. BOX 17625, Nashville, TN. 37217

PRIMARY TELEPHONE: (615) 512-7593  ALTERNATE TELEPHONE: (615) 425-1467

EMAIL ADDRESS: byogol@yahoo.com  Or, melaniecollins@tds.net

NAME OF PROPOSED SCHOOL LEADER (if any): Melanie Collins, Principal

REPLICATION APPLICATION: NO

Projected Year of School Opening: 2017-2018

CLARIFICATION:

Please note that information from the Letter of Intent has been updated on the grades served upon opening and the number of students enrolled at a full capacity, to reflect the need in the community, the vision of the founding board and the proposed school leaders.
ASSURANCES
As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Jump-Start Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;

2. Will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;

3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;

4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;

5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;

6. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to:
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the Office of Open Records Counsel);
   c. not charging tuition, except for students transferring from another district to the school pursuant to the local board’s out-of-district enrollment policy and T.C.A. § 49-6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
   e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and

7. Will, at all times, maintain all necessary and appropriate insurance coverage.

__________________________
Signature

Bare Yogol
Printed Name of Authorized Signer

Founder and Proposed Executive Director
Title of Authorized Signer
CHARTER SCHOOL APPLICATION

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1- School Mission and Goals

Provide a mission statement for the proposed charter school. Note: the mission statement should indicate in measurable terms what the school intends to do, for whom and to what degree. A school’s mission statement provides the foundation for the entire application. Describe the vision and goals of the proposed school and how they will help achieve the school’s mission. In this section describe:

- How the mission and vision of this school will meet the prescribed purposes for charter schools found in T.C.A. § 49-13-102.
- How the mission and vision of this school addresses any priorities set by the chartering authority.
- Specific barriers and/or school needs that may impact student achievement. Explain how this school will help students overcome those specific barriers.
- What the school will look like when it is achieving its mission.

English Language Learners are hereinafter referred to as ELL.

Mission:

Jump-Start Charter School will address the needs of a diverse group of students, their families, and communities by building on the strength of the students’ cultural heritage and life experiences. Jump-Start Charter School students will be educated and enlightened to become successful lifelong learners and valuable members of the global community. Our ELL program provides instruction for academic and linguistic competence. Such competence will enable students to achieve on the same basis as native speakers of English and to participate successfully in the mainstream of American society.

Vision:

The vision of Jump-Start Charter School is to create a K-4 school that is highly regarded for its academic excellence, providing a challenging learning environment for students, particularly in reading and in math. In order to provide a successful student experience, we will build a supportive, collaborative community between students, parents, and staff, embracing diversity, and honoring the unique contributions of each individual.

The Mission and Vision Statements are structured to meet the purposes for charter schools as set out in Tennessee Code Annotated 49-13-102 including:

1. Improving learning for all students and close the achievement gap between high and low students; (addressed in the first sentence of the Vision statement)
2. Providing options for parents to meet educational needs of students; (addressed in the first sentence of the Mission statement)
(3) Encouraging the use of different and innovative teaching methods, and providing greater decision making authority to schools and parents, in exchange for greater responsibility for student performance; (addressed in the Vision statement)

(4) Measuring performance of students and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments; (addressed in the Mission statement)

(5) Affording parents substantial meaningful opportunities to participate in the education of their children. (addressed in the Vision statement)

- **Specific barriers and/or school needs that may impact student achievement.**

  Explain how this school will help students overcome those specific barriers.

By the time children enter kindergarten, they have already acquired much of their language. They speak in sentences, and they know several thousand words. Children of relatively affluent well-educated parents often arrive at school with a working vocabulary of 5,000 or so words, while low-income kids often enter school knowing only 2,500, and that gap tends to widen over the years unless schools make special efforts to close it. 1

Jump-Start Charter School teachers and staff will utilize vocabulary instruction whereby students will be given repeated exposure to 6-8 useful, new words each week. Teachers will choose words that can be applied across content areas (reading, math, Social Studies, etc.), reinforce new vocabulary by using it often and encourage opportunities for students to use the words themselves. Teachers will encourage student discussion by teaching students how to use context clues to help figure out the meaning of an unknown word or words.

Further, teachers will support students as independent learners by instruction of word families, word endings (-ed, -ing), and other language usage concepts. Learning strategies to support student vocabulary growth will include daily activities in reading, writing, listening, and speaking.

Daily Read Aloud will also enable students more exposure to language and vocabulary. Further, Read Aloud offers an opportunity to encourage students in answering questions and discussing what has been read.

Word walls will be evident throughout the school to provide a visual reminder of sight words, content area words, and to help students become more familiar with spelling words.

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

Jump-Start is committed to preparing students to be successful learners. Every class will have a mixed group of students to make sure that the diversity of the school is represented in terms of achievement level, race, class, etc. Then, during the 90-minute reading block, students will spend much of their time in small groups appropriate for their reading level.

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Students will be divided into small groups comprised of advanced readers in one group, students on reading level in another group, and students reading below level in third group. Research indicates that “watching someone of similar ability succeed at a task raises the observer’s feelings of efficiency and motivates them to try the task.”  

Students gain most by watching someone of similar ability ‘cope’ (that is, gradually improve their performance after some effort), rather than watching someone who has attained ‘mastery,’ (that is, can demonstrate perfect performance from the outset). The staff will work diligently to make sure the groups are fluid – a child in a slower reading group can be moved to a faster one once progress is made. For the 60 minute math block, students will be divided in the same manner within the classroom.

An October 30, 2007, summary based on a review conducted for The Center for Public Education by researchers at Edvantia, an education research and development not-for-profit corporation founded in 1966, discusses what schools and school districts can do to help ELL students become English proficient and successful in school.

The summary suggests the following: When possible, include some first-language instruction when teaching ELLs. Research suggests that support in the child’s first language can have long-range benefits for ELL students. Also helpful – if enhanced and adjusted to meet ELLs’ learning needs – is reading instruction focused on the five components of reading as identified by the National Reading Panel (phonics, phonemic awareness, reading fluency, vocabulary and reading comprehension).

To support this summary, we plan to have full-time teacher assistants (hereinafter referred to as TA) in the charter school who speak both the native language of our ELL learners and English. There will be one full-time TA assigned to each classroom. In addition, there will be part-time TAs accessible in the charter school to support students in classrooms where more than one non-English language is spoken. For example, if Kindergarten Room A has four students who speak Spanish, five students who speak Somali, and two students who speak Arabic, part-time TAs would be available to assist students in every classroom for a minimum of two hours each day to facilitate student language needs in the classroom.

Within a 30 mile perimeter of Jump-Start Charter School, there are numerous colleges and universities such as Vanderbilt University, Trevecca Nazarene College, Middle Tennessee State University, Belmont University, Tennessee State University, and Fisk University.

4 This summary is based on a review conducted for the Center for Public Education by researchers at Edvantia, an education research and development not-for-profit corporation founded in 1966. For more information, see Research Review: What research says about preparing English language learners for academic success. Posted: October 30, 2007
The charter school plans to form partnerships with these universities and their language departments to overcome the various language barriers that we may encounter, and to provide the specialized services needed to ensure the success of our students. We will partnership in order for students in the colleges and universities to volunteer in our school and assist with language services for ELL students. The school will serve students in grades K-4, opening with K-2 and adding one grade per year, with a focus on accepting students in Kindergarten, 1st and 2nd. This will maximize the likelihood of success in improving abilities and habits of all students.

There will be a plan to address the needs of economically disadvantaged students and to close the achievement gap. Quality assessments designed to measure the learning of critical concepts will be utilized to determine student success and student needs.

### 1.2 - Enrollment Summary

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

<table>
<thead>
<tr>
<th>Anticipated Demographic</th>
<th>% of Economically Disadvantage Students</th>
<th>% of Students with Disabilities</th>
<th>% of English Language Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0% Asian</td>
<td>Average of 95.1%</td>
<td>Average of 10%</td>
<td>Average of 75% Average</td>
</tr>
<tr>
<td>14.6% White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.6% Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.4% Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>.4% Native American</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>1st</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>2nd</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>3rd</td>
<td>0</td>
<td>108</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>4th</td>
<td>0</td>
<td>0</td>
<td>108</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>Total # Students</td>
<td>324</td>
<td>432</td>
<td>524</td>
<td>524</td>
<td>524</td>
</tr>
</tbody>
</table>

To achieve our mission and vision, we propose to focus literacy and math for elementary students. Jump-Start Charter School’s proposed Principal has proven herself as a teacher and leader who can produce results with elementary school students. Our goal is to provide a challenging learning environment for students, particularly in reading and in math, while
instilling a joy in learning and equip them with the knowledge, skills, and leadership tools they need to be lifelong learners as they become more independent learners. We propose to begin with grade K, 1st, 2nd and add a grade each year until we reach full capacity of 524 students in grades K-4. This will allow us to grow our program and systems to ensure success and sustainability for the long term.

### 1.3 - School Development

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

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

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

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

The concept for Jump-Start Charter School started several years ago. Some of the reasons behind the proposal of the school include: 1) the need, based on MNPS scores and priorities, for a rigorous, highly achieving school in our targeted enrollment zone; 2) the need to provide an educational program that meets the needs of English Language Learners and Economically Disadvantaged students which would enable students to achieve on the same basis as native speakers of English and to participate successfully in the mainstream of American society; 3) the successful experience of the sponsor Mr. Bare Yogol, Founder and Executive Director of Jump-Start Charter School, who has worked with Home School students from low income students and their families in Nashville, Tennessee from August, 2007 up to today.

**Timeline:**

**2010:** The sponsor, Mr. Bare Yogol, Founder and Executive Director of Jump-Start Charter School, began discussing the opportunity of starting a charter school that would address the needs of English Language Learners, particularly students and their families who are new to this country. These conversations occurred routinely with parents who were home schooling their children. Most of those parents had expressed a need to create a high performing charter school that would be regarded for its academic excellence, providing a challenging learning environment for students, particularly in reading and in math. These conversations continued in both formal strategic planning and informal visioning processes. Some of the people Mr. Yogol met during the planning include: Professor Ifeoma Kiddoe Nwankwo, an Associate Professor of English at Vanderbilt; Ebony Duncan, a sociologist who received her PhD in Sociology from Vanderbilt University; Carol Etherington, MSN, R.N., VIGH associate director of Community...
Health Initiatives and associate professor of Nursing; Alan Coverstone, Executive Director of Charter Schools in Nashville TN.

2011: The sponsor had started researching and learning more about the charter school program and what it takes to create one. After lengthy discussions, within the community with community leaders and individual citizens, Mr. Yogol realized the importance of creating a charter school which would increase the participation of the parents in the school system. In order to achieve the vision of Jump-Start Charter School, the school will do whatever it takes to promote the educational needs for all of Nashville's children, regardless of zip code, race, or socioeconomic status. Jump-Start Charter School intends to support students learning, at home, at school and in life. Mr. Yogol continued planning and meeting with the following individuals to learn more about the development and operating a charter school:

Randy Dowell, KIPP Academy Nashville’s Director
Jeremy Kane, LEAD Academy founder

2012: Mr. Yogol created a Charter School work schedule. He made a plan to seek more information from the different Charter School operators and authorizers in Nashville and in other areas as well. He collected data and information from MNPS Charter School department website and subscribed to their newsletter in order to get up-to-date information. Mr. Yogol realized the difficult road ahead. He listened to charter leaders talk about their hard work and time and that they did not succeed in the beginning. On the other hand, witnessing the result of how their continued efforts paid off, Mr. Yogol was filled with great excitement, particularly when he saw the smiling faces of charter students and their parents.

He also met the following Charter Operators: Timothy Malone, Founder & Executive Director, New Vision Academy, and Nicki Blackwell, Founding Regional Director of Achievement, at Rocketship Education in Nashville. Mr. Yogol did not meet but communicated by phone with Matt Throckmorton of TN Association of Charter Schools, and he was able to learn more about charter schools and their formation process.

2013: A Charter School Investigative Team was formed to build on the continuum of work dating back to 2010. This team was comprised of: (1) Salaad Nur, who has a great field of expertise in accounting management and financial analysis with a strong emphasis on technology integration. Mr. Nur is Director of Accounting at DBSync. (2) Dr. Mohammed Ali, Professor in the Education department at Middle Tennessee State University; (3) Abdulrahim M. Abshir, a graduate student at Vanderbilt University (Peabody). Furthermore, Mr. Yogol met with Todd Dickson, Founder and Chief Executive Officer of Valor Collegiate Academy, to learn more about starting a charter school.

2014 - 2015: Mr. Yogol communicated with the Building Excellent Schools (BES) team in Boston, Massachusetts, to learn more about their support in opening a new Charter School. He also communicated further with Jeremy Kane (Lead Academy) and Matt Throckmorton (Tennessee Association of Charter Schools) asking more information about the ups and downs of
opening a Charter School. In addition, Mr. Yogol visited one of the best schools in Minneapolis, Heritage Academy of Science and Technology which operates as a charter school under the Minneapolis Public Schools. He conferred with Abdirashid Abdi, Director of Heritage Academy of Science and Technology. Mr. Yogol also communicated by phone with an individual at Iftin Charter School (K-8), located in San Diego, CA, to learn more about the school which is known for its best practices in working with a Somali population.

Mr. Yogol continued to learn more about the requirements and steps needed to take place before proposing a Charter School. He met Carol Swann, Coordinator of Charter Schools with Metro Nashville Public Schools to learn more about the process for Charter Schools and what to expect. He has had experience dealing with immigrant children from other countries whose families have relocated in Nashville.

As an ending to the description of Mr. Yogol’s desire and vision to start Jump-Start Charter School, he relays the following story about a student with whom he had personal experience:

“One of the barriers faced by some of the public school students who come to this country from another country is a lack of English proficiency. We are reminded that not all children, depending on where they came from, have had the same opportunities in education. Mohamed Shukri is a Somali student who came to this country at the age of 11, who had never been to school in his life, and who is one of many stories heartwarming to witness. Mohamed moved from Ethiopia to resettle in South Nashville. When he arrived in Nashville, a case worker from one of the sponsoring agencies in Middle Tennessee, The Catholic Charities of Tennessee, spoke Mohamed’s family. The case worker told them their son needed to get some vaccinations and then needed to be registered and enrolled in the school district. Based on his age, Mohamed was put with other English Language Learner (ELL) students. He spoke of sitting in school day after day without understanding anything being said, desperate to learn. The father of Mohamed reached out and shared some of the frustration of his son’s educational needs with one of the community members.

Soon, Mohamed’s father learned of an opportunity to home school his son and joins some other parents who organized to support each other in teaching their children at home. Mohamed’s father and other parents made a decision to bring their children to a home school cooperative where the children were provided with an education. In addition, the students and parents were both provided with a support system that included teachers who are native English speakers and another educator who could speak both Mohamed’s native language and English. Mohamed quickly became confident and successful by participating in daily small group work, tutoring, and mentoring from qualified, caring educators.

Mohamed stayed at the Home School for two years. Today, he is back in a Metro Nashville Public School in the 9TH grade. He went from being unable to understand a single word of English to reading stories; from being unable to write a word to writing complete stories; and from F grades to C or at times B+. Though Mohamed has an incredible success story, Jump-Start
Charter School will build a model where every child will learn to speak and write well in the English language and excel in math, as well as understand the importance of his family’s language and culture heritage”. Bare Yogol

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

<table>
<thead>
<tr>
<th>Individual</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Collins, Principal</td>
<td>Academic Design and plan; Lead Charter Application Writer, Former Literacy Coach and educator with over 22 years of experience</td>
</tr>
<tr>
<td>Bare Yogol, Founder and Executive Director</td>
<td>Community Engagement, Culture, Budget, Facilities, Food Services, Transportation, Grant Writing.</td>
</tr>
<tr>
<td>Mohamoud Elmi, Board of Directors</td>
<td>Outreach and Enrollment</td>
</tr>
<tr>
<td>Jeffrey Gayhart, Client Manager, Edtec Inc.</td>
<td>Budget consultation</td>
</tr>
<tr>
<td>Shannon Crutcher, Attorney at Law</td>
<td>Governance oversight/ legal expert</td>
</tr>
<tr>
<td>Dr. Lewis David Bridges, President of the Board, and Professor at Trevecca Nazarene University</td>
<td>Leadership, Assessments and overall decision making and activities that would support the school and school leaders.</td>
</tr>
</tbody>
</table>

1.4 - Academic Focus and Plan

Academic Focus:

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

The Educational Philosophy of Jump-Start Charter School is as follows:

Jump-Start Charter School believes that all students are capable of learning and should be respectful of others in the learning process. In addition, Jump-Start Charter School accepts that every person has something to contribute to society as a whole. People deserve to be treated with respect. People must be held accountable for their actions and learning. People have a need to feel safe, secure, loved, and accepted. People have a right and responsibility to be life-long learners and to contribute positively to society. People are unique and individual differences need to be recognized and respected. Students are entitled to support of their learning, at home and at school. People should be given the opportunity to learn and excel according to their individual modality and rate of learning. People are entitled to their own views and opinions and to have the opportunity to express them in an open, courteous forum.

The Academic Focus of Jump-Start will be literacy and math. A 2006 study published in Early Childhood Research Quarterly determined, Between kindergarten and second grade, latent
growth curve analyses demonstrated that children’s kindergarten learning-related skills significantly predicted their initial level and growth in reading scores. 5 Additionally, a 2013 article published in Teachers College Record regarding the importance of a focus on math in kindergarten found: We find that early math skills predict reading, math, and science achievement as well as grade retention from kindergarten through eighth grade. Results show that kindergarten math skills in pattern recognition, measurement, and advanced number are most predictive of eighth-grade outcomes overall and for subgroups including students who enter school with low math skills. The importance of these math skills for subsequent achievement increases or is maintained over time.

The results reported here have implications for education policy regarding mathematics instruction in the earliest years of schooling. The fact that early mathematics knowledge and skills are the most important predictors not only for later math achievement but also for achievement in other content areas and grade retention supports a greater emphasis on mathematics than is currently the case in many kindergarten classrooms.

It also suggests the possibility that focusing more on advanced number, pattern recognition, and measurement might develop skills that will benefit students in the later years of schooling. 6 Our academic focus will therefore be on literacy and math. There will be a minimum of 90 minutes devoted each day to literacy and 60 minutes devoted to mathematics. Teachers will integrate these subjects across the curriculum for more interactive, hands-on learning and activities. Students will apply their knowledge in literacy and in math, for example, by studying patterns in math, patterns in music, patterns in language, patterns in science, etc. Science and Social Studies will be incorporated within small reading groups so that these subject areas are included.

**Academic Plan:**

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

- In this section:

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

In alignment with our mission statement, Jump-Start Charter School students will be educated to become successful, lifelong learners.

We will achieve this mission through high expectations for academics, behavior, and character; small classroom size (18:1 ratio);

6 Claessens, Amy, and Engel, Mimi, Teachers College Record Volume 115, 060306, June 2013, pages 1 and 2.
standards-based assessments with regular sessions to analyze data to drive instruction; emphasis on teacher collaboration and on-going teacher professional development. Learning goals will be established, and careful planning and reflection on instruction will be ongoing. Teachers will plan together as grade level teams each week to create their lesson plans and units. Teachers must constantly assess students, both formally and informally, to determine their knowledge and to drive instruction. These assessments are meaningless, however, if teachers fail to make sense of the data or to follow-up on the data. Teachers will develop plans for improving instruction through data analysis. Teachers will also meet individually and in small groups with students during the school day to provide targeted instruction in areas of more need.

Many of the students in our target population are several grades behind compared to their more affluent peers in Reading. At the core of the curriculum at Jump-Start Charter School is literacy and math. We believe that in order for our students to be successful, they must become proficient readers, writers and math. Research has consistently shown the connection between students’ literacy skills and their success in high school, college, and career.

Percentage of children by race and ethnicity who have lived in neighborhoods of concentrated affluence or poverty

Black and Hispanic children who are not reading proficiently in third grade are about twice as likely as similar white children not to graduate from High School.


Among children with two risk factors—poverty and reading skills below the proficient mark—26 percent do not graduate from high school, compared to 9 percent with these subpar reading scores who have never experienced poverty. The graduation rates improve when poor children are reading at a proficient level in third grade.9

A study conducted by the Annie E. Casey Foundation entitled Double Jeopardy 8 presents the following dismal findings regarding reading proficiency and high school graduation:

- About 16 percent of children who are not reading proficiently by the end of third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.
- For children who were poor, lived in neighborhoods of concentrated poverty and not reading proficiently, the proportion jumped to 35 percent.
- Overall, 22 percent of children who lived in poverty do not graduate from high school, compared to 6 percent of those who have never been poor. The figure rises to 32 percent for students spending more than half of their childhood in poverty. 10

Teachers will also develop relationships with students through the creation of a positive classroom environment. Students with better teacher-student relationships also showed better performance on measures of academic performance and school readiness. Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices. 11

Smaller class size will help teachers be more effective. Research has shown that children who attend small classes in the early grades continue to benefit over their entire lifetime. 12

The payoff from class-size reduction is larger for low-income and minority children, while any increases in class size will likely be most harmful to these populations. 13

A report in Project Prime Time shows: (1) students in smaller classes scored higher on standardized tests than did those in larger classes, (2) the smaller classes had fewer behavioral problems, and (3) teachers of smaller classes reported themselves as more productive and efficient than they were when they taught larger classes. In accordance with this report, we limit student-teacher ratio to 18:1. We plan to have full-time teacher assistants (TA) in the charter school who speak both the native language of our ELL learners and English. There will be one full-time TA assigned to each classroom. In addition, there will be part-time TAs accessible in the charter school to support students in classrooms where more than one non-English language is spoken. For example, if Kindergarten Room A has four students who speak Spanish, five students who speak Somali, and two students who speak Arabic, part-time TAs would be available to assist students in every classroom for a minimum of two hours each day to facilitate student language needs in the classroom.

Jump-Start Charter School will also have at least one full-time intervention specialist who will work with students determined to be resource (special education). This position will be discussed further under the Response to Intervention portion of this application. In addition, there will be one full-time instructional specialist who is ELL certified who will assist students, as needed, in providing additional instruction in the areas of reading and math (in accordance with Tier 2 and Tier 3 of Response to Intervention or RTI). Furthermore, we plan to have a minimum of three student computers and one computer designed for the teacher in each classroom. Technology improves performance when the application is integrated into the typical instructional day. This finding supports classroom and content learning with technology as opposed to lab learning with technology.

In order to integrate computers effectively, Jump-Start Charter School plans to:

1. Select developmentally appropriate software;
2. Select developmentally appropriate web sites;
3. Select computers that can run the software selected, and that can be easily upgraded;
4. Provide adequate and periodic staff training, both on the use of computers, and on ways of integrating the computers into the curriculum;
5. Integrate computer resources in the classroom.

Technology in the classroom will enable teachers to provide support for students who all have different learning styles.

We also plan to have a document camera such as an ELMO in each classroom to project pictures from the teacher computer so that all students can view instructional items such as photos or documents.

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

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

Detail the proposed instructional goals and methods.

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

Our school will operate under the principles of maintaining good management and consistent, stable leadership. We will focus on student achievement as well as cost efficiency and fiscal accountability. As the school grows and develops, an additional Assistant Principal person will be added so that he or she can manage School Culture while the Principal focuses on the learning process, instruction, curriculum development and overseeing teachers. This model will solve a problem that some charter schools may have; that is, a principal who is more skilled in academic matters than management, or vice versa.

Jump-Start Charter School will focus on state academic content standards and setting improvement benchmarks for students. Constant data examination will allow us to focus on one problem at a time.

Since we anticipate having a high percentage of ELL students, we will immediately focus on math achievement. We want students “to see immediate success, and you can see success in an English language learner in the area of math”16

Academic content standards will be aligned to state standards as the state standards form the basis of state school accountability systems. Students will be expected to master all areas of standards, and grade-level teams of teachers will plan lessons centered on state standards. After planning, teachers will implement the lesson and then come back together to discuss the success or lack of success of the lesson.

**Instructional Goals: Language Arts**

All students at Jump-Start Charter School will become competent readers, writers and speakers of English. All students will make strong yearly progress toward mastery of English-language reading skills.

**Measures:** By the end of the first year, 75% of kindergarteners and 80% of first graders who attend Jump-Start for a full year will read on or above reading level as determined by a formal assessment measure administered at least twice during the school year. Students will be held accountable for reaching mastery of grade-level state standards.

Students will be successful in decoding and comprehending fiction as well as achieving mastery of state standards. Students will state that they enjoy reading and parents will state that their child has increased the amount of time spent in reading. The number of books read by each student will increase by a minimum of 50% from beginning of year to end of year.

**Strategies/Priorities:** Students at Jump-Start generally have few if any books in their homes. The school will seek to increase home libraries by book give a ways, increased membership in the public library and incentive programs for reading. Increased instructional time for reading will be implemented for students in Tier 2 and Tier 3. An intervention program will be implemented for Tier 2 and 3 students. Parent programs designed to encourage and inform parents about literacy will be offered.

**Measurable Results:** A standardized test which requires students to demonstrate reading comprehension, letter recognition, expressive language abilities, phonemic awareness, and beginning writing abilities will be administered in the fall and spring of each school year.

**Portfolio development:** Children’s work will be gathered in folders or other media. The child and teacher will develop a portfolio showing representative work in different genres, accompanied by an analysis by the child of why s/he selected this work. Collection of children’s work will begin in the first year. In the first year, teachers will conduct interviews with all parents/guardians and with students. In the second and subsequent years, teachers will conduct these interviews with all new parents/guardians/ students.

Through running records, benchmark testing and data assessment, student progress will be monitored. Assessments given will be analyzed so that data will drive instruction. Parents will be contacted about Tier 2 and 3 students with regard to additional time spent in reading during the school day. Students below grade level in reading by the end of the year will be recommended for summer school. The school will work with outside resources to obtain volunteers to ensure increased time spent in reading, both in and out of school.

**Math**

**Measures and Measurable Results:** All students will achieve mastery of grade level state standards. School wide assessments appropriate for each grade level will be administered in the fall and spring of each school year. Formal and/or informal assessments involving number skills and other skills as set forth in the grade-level standards will be given to all students on an ongoing basis. Teachers will assess student performance in math fluency (recalling math facts such as counting or adding single digit numbers), and students will be held to grade level fluency expectations as dictated by state standards.

**Strategies/Priorities:** Students will use a variety of problem solving strategies to demonstrate thinking and reasoning skills. Use of the National Council of Teachers of Mathematics (NCTM) problem solving expectations will enable students to:

- Build new mathematical knowledge through problem solving;
- Solve problems that arise in mathematics and in other contexts;
• Apply and adapt a variety of appropriate strategies to solve problems;
• Monitor and reflect on the process of mathematical problem solving; Students should be encouraged to use new mathematics they are learning to develop a broad range of problem solving strategies, to pose (formulate) challenging problems, and to learn to monitor and reflect on their own ideas in solving problems.17

**Curriculum and Instructional Methods:**

Learning standards will drive the curriculum. Jump-Start teachers will be trained on interpreting and implementing the standards. In addition, all staff will be trained in implementing the five critical areas of effective reading instruction as established by the National Reading Panel in 2000, and incorporated into the No Child Left Behind Act and the Reading First initiative. These components are:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Teachers will provide systematic instruction in phonics to teach students the relationships between letters and the sounds the letters typically represent in words. Students will also receive instruction and practice to help them learn how to use their knowledge of letter/sound relationships to sound out words that are unfamiliar in texts. High frequency word focus will be used in kindergarten and first grade so that students will learn words used in most texts “by sight.” Word walls will be utilized in each classroom and throughout the school building to support a print-rich environment. Word walls are an excellent way for any teacher or parent to help the young people they are working with develop and reinforce their vocabularies. They provide subtle reminders of new and important words.

As a new word is learned, it is written in large print on a sentence strip or piece of paper and hung up on the wall in a location where the child is likely to see it often.

Not only will his repetitive viewing of the word reinforce it in the child’s memory, it is also easily accessible for the parent or teacher to refer to when talking with the child about it. 18

A variety of vocabulary techniques will be used, from explicit instruction to indirect exposure of words through hearing words used in context in stories. Teachers will have a read-aloud time each day to discuss meaning of words with students, as well as to ask questions for increasing comprehension.

Additional reading comprehension strategies will be taught through specific strategies such as story structure (identifying characters, setting, events, problems, solution), or identifying the main idea in a story. Fluency building and growth will occur using methods such as partner reading and timed readings. In addition, successful instructional strategies that contribute to the improvement of reading skills consist of: (a) small, interactive group instruction, (b) direct questioning and responses, (c) breaking tasks into smaller component parts, (d) designating extended periods of time focusing on reading, and (e) receiving feedback. Each component allows students to receive more personalized and individual attention, increasing productivity. 19 A mixture of whole class instruction and small group instruction will be used in each classroom. Whole or large group instruction is teacher-directed with the teacher working with all or many of the students in the class at one time. Whole group is an ideal time to introduce or preview new concepts and skills, or to review concepts and skills already mastered. There is also a good opportunity for the teacher to model and practice a new skill or strategy.

Small instructional groups often consist of students who are gathered together because they have a similar ability level and/or because they share instructional needs. 20 Guided reading groups will be utilized to meet children at their reading instruction levels. During small group time, the teacher will be able to note specific strengths and weaknesses of students. The importance of writing is not to be neglected. When parents read to children, they learn at an early age about the relationship between oral language and written language. In kindergarten, students will be involved for a minimum of 30 minutes each day in writing workshop. The students will begin by writing with the teacher, such as in a morning group time. (This is known as interactive writing). During this time, the students will gather as a group on a carpet or other designated area. The teacher may write part of a message, such as Good Morning, and call upon a student to finish the message. The teacher would then model by writing what the student said. As students gain writing skills, they will participate by taking turns coming up to write letters, words and/or punctuation marks.

Students at all grade levels will participate in writing activities. For kindergarten students, for example, “writing activities” could include interpretive drawing, invented spelling, or interactive writing. Although these activities are not often considered traditional writing experiences, they accomplish the same goals: helping students community thought and ideas to others, encouraging them to engage with the text to deepen their understanding of the content, and drawing connections to prior learning experiences. 21

21 TPRI Newsletter, a publication of the Children’s Learning Institute, UT Health Science Center, Houston & Texas Education Agency, Volume 3, No. 3, November/December, 2013.
Reading/Language Arts curriculum is being evaluated and researched. Possible curriculum for reading: Read Well, by Voyager Sopris Learning; Zoom In (an intervention program) and STARS (Strategies to Achieve Reading Success) by Curriculum Associates; KinderCorner and Reading Roots by Success For All Foundation.

**Rationale for Reading Curriculum Being Considered:**

Read Well is an innovative K-3 reading and language arts solution that helps students build their critical skills needed to be successful readers and learners. The research-based program allows teachers to effectively target students at all stages of development. Through a blended approach of whole-class instruction, differentiation small-group instruction, motivating technology, and individual student practice, teachers have the flexibility they need to meet students at their skill levels and adapt instruction accordingly. Read Well meets the challenges of the Common Core State Standards (CCSS) - along with the needs of each child.22

Houston County Schools, located in southeast Alabama, serves approximately 6,229 students. 56% of students are free/reduced lunch; 20% are non-white and 16% of students are special education.

In 2005, all five schools with kindergarten and first grade adopted the Read Well® curriculum in order to improve the percentage of students meeting benchmark on the DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) assessments. In spring of 2005, before the implementation of Read Well, the majority of schools in Houston County Schools had a lower percentage of students at or above benchmark relative to the state average. After Read Well, in the spring of 2006 and spring of 2007, almost all of the schools had a greater percentage of students at or above benchmark relative to the state average in kindergarten and first grade. Further, while the percentage of first grade students at or above benchmark on DIBELS rose across all schools in the state from 2005–2007, the schools using Read Well saw an even greater rate of growth during the same time period. This is noteworthy, as 2005 was the first year of Read Well implementation.23

We believe that if students increase in their reading levels, in conjunction with quality instruction in the other content areas, our students will achieve academically.

All of our classrooms will be taught by high quality teachers who produce strong student results with an instructional design for small group instruction.

The intensive and individualized approach is designed to meet the specific needs of each student at Jump-Start Charter School, including students who are academically behind, those with disabilities, and English language learners.


The STARS® Series is a direct application of standards-based assessment that matches both state and national standards. Each book provides instruction with core reading strategies that are tested on both state and national assessments. Additionally, state-specific versions of the STARS® Series offer correlations of the lessons to state standards. The correlations are in the student book as well.24

In each lesson, there is direct instruction provided about the reasons why an answer is correct or incorrect. Research has shown that when students receive direct instruction about the reasons why an answer is correct or incorrect, they demonstrate long-term retention and understanding of newly learned content.25 Learning strategies included in the curriculum are those that enhance students’ understanding of newly learned concepts through group conversations. This strategy is especially helpful to ELLs because they are not hindered by printed language structure. Talking to others about ideas and work is fundamental to learning.26 There are modeled, guided, and independent practice and instruction in each lesson. Also, teachers are given paired and whole-group instruction options in lessons. The series offers classroom-management and instructional suggestions to make instruction effective for small-group instruction and other scenarios “By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that’s all theirs.”27

ZOOM IN is a comprehensive program of strategy instruction that gives students research-proven tools to gain comprehension. In each lesson, graphic organizers, explicit instruction, scaffolded instruction, shared reading, and theme-based reading passages are used. These are key ELL instructional accommodations.

ELL Support “In virtually every part of the country, middle and high schools are now seeing expanding enrollments of students whose primary language is not English. Rising numbers of immigrants, other demographic trends, and the demands of an increasingly global economy make it clear that the nation can no longer afford to ignore the pressing needs of the ELLs in its middle and high schools who are struggling with reading, writing, and oral discourse in a new language.” (Short & Fitzsimmons, 2007)28

ZOOM IN provides deep and explicit instruction using the highly recommended multiple-strategy approach, including reading strategies and cognitive strategies. The ZOOM IN series is built upon direct and targeted strategy instruction with extensive modeling to guide a student through the reading process toward the goal of becoming a skilled reader.  

According to the Teaching Reading Well report, “Students who have been formally taught by their teachers how to employ multiple reading comprehension strategies show gains on standardized tests and other measures”  

The math block will be a minimum of 60 minutes each day in every classroom. Students will meet first in whole group (much like in the literacy block) to recall math facts such as counting or adding single digit numbers. Then, new material or skills will be presented and students will have group and/or independent time to use manipulative and/or practice the skills. The teacher may work with small groups of students on their instructional levels, or he/she may work one-on-one with students to help with mastery of concepts. Students will come back together in large group at the end of the allotted time to discuss and explain their reasoning, how they solved a math problem, and hear what other students have to say about their solving skills.  

Math curriculum is still being evaluated, but programs being considered are Math in Focus: Singapore Math; Houghton Mifflin Harcourt Math Expressions, and Ready TNCore Mathematics by Curriculum Associates.  

Rationale for Consideration of Math Curriculum:  


This survey, conducted every four years, is designed to provide reliable data on how math and science achievement in the U.S. compares to that in other nations.  

In 2007, Houghton Mifflin Harcourt worked with Marshall Cavendish Singapore Pte Ltd. to produce a Singapore math program for the United States.  

Singapore Math emphasizes problem solving and positive attitudes toward mathematics. Each chapter of the curriculum contains numerous problem-solving situations so that students learn to flexibly apply their mathematical knowledge.  


Additionally, there are problems that require students to extend the concepts they have learned to other situations to demonstrate mastery. An analysis of 2010 state test scores in Old Bridge, NJ sought to determine if Singapore Math, Math in Focus, students experienced greater gains on the state mathematics test (NJ ASK).

Results showed that 4th-Grade Student Performance on NJ ASK Math in Focus students improved an average of 12.4 points, more than three times the average improvement that occurred across the remaining students in the control group. Those scoring at the highest level, advanced proficient, increased by 22% for the Math in Focus group, while the control group increased by only 4%. 32

Math Expressions is a K-6 Math Curriculum developed by Houghton Mifflin Harcourt. In Math Expressions, the teacher demonstrates and explains, but also encourages students to do the same, assisting them in learning productive roles in each classroom activity structure. Making activities will build initial understanding, while additional practice encourages fluency. Students make math drawings initially to help them build understanding and support their explanations of their solution methods. Individual problem solving is encouraged, with help available from the teacher and from peers.

As part of the information compiled by Houghton Mifflin Harcourt regarding the efficiency of the program, Tacoma School District in Washington state used and evaluated Math Expressions during the 2010-2011 school year. Tacoma School District is comprised of 56 schools with a combined enrollment of 28,900 students. 47% of the students are white; 14% are African American; 14% are Hispanic; 14% are Asian American; 14% are American Indian; and 2% are Alaska Native. 57% of students are eligible for free/reduced lunch; 13% are eligible for Special Education Services; and 5% are ELL. From 2010 to 2011, third grades students went from 55% to 59% for students who were at or above meeting state standards. Fourth grade students increased from 45% to 47% for those at or above meeting state standards, and fifth grade students went from 44% to 52% for those at or above meeting state standards.33

Ready TNCore Mathematics has curriculum designed for K-1 students, and 2-8 students. There is a student instruction book, practice and problem solving student book, teacher resource book as well as on-line teacher resources.

Lessons begin with (1) an introduction to tell students about the skills, concepts and strategies they will learn in the lesson; (2) modeled instruction where the teacher walks students through the steps of the thinking processes used to solve problems;

(3) guided instruction which gradually begins transferring knowledge and responsibility from the teacher to the student by guiding them through the problem solving process using prompts instead of modeling; (4) guided practice to give students tips so they will interact with the text to solve problems and develop their own understanding; and (5) independent practice to challenge students to work independently to demonstrate their mastery of the common core. The Ready Math Curriculum utilizes the gradual release of responsibility model. The Gradual Release of Responsibility is a research-based instructional model developed by Pearson and Gallagher in 1993. In this optimal learning model, the responsibility for task completion shifts gradually over time from the teacher to the student. The instructional model includes demonstration, shared demonstration, guided practice and independent practice.34

The gradual release of responsibility "emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise." 35

**Science and Social Studies:**

In Kindergarten, First Grades and Second grades, students will largely be exposed to science and social studies through integration of reading materials. For example, when the teacher reads aloud to students each day, he/she may read or paraphrase an article from a resource such as *Ranger Rick*, *Ranger Rick, Jr.* or *National Geographic Kids*. Further, the teacher can show photos from on-line editions to support what he/she is reading. Students may also be exposed to science and social studies materials during guided reading group time where they are reading an appropriately leveled book with science and/or social studies content. In K-1 and 2, students will be exposed to science ideas which involve: (1) observing things carefully; (2) using characteristics to classify things; and (3) looking for patterns. Social studies concepts in these grades will involve learning about communities, cities, states, and countries. Comparisons and contrasts between the United States and a student’s home country will be discussed. As grades are added, social studies and science curriculum as well as hands-on science materials will be used.

The school leader will identify materials that are already being implemented successfully in other schools, and appropriate sets of textbooks and teaching materials will be chosen that are aligned with state standards to support math, literacy, science and social studies instruction. Instructional materials used will be research-based for those most effective in raising academic achievement, and in helping to close achievement gaps.

34  http://reportcard.ospi.k12.wa.us/

Intervention materials will be used when necessary, and it is anticipated that at least one full-time trained intervention specialist will be part of the staff. His or her specific responsibilities will be outlined in another section of this application.

- Explain why the instructional strategies are well-suited for the targeted student population.
- Explain how the academic plan will meet the needs of students with disabilities, English language learners and accelerated or gifted students.
- Explain how the academic plan aligns with Tennessee’s academic standards.
- Describe how the school will implement Response to Instruction and Intervention (RTI²) procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance.

Our instructional strategies will enable all students, including those with disabilities and ELL students, to achieve at the highest levels. Small group instruction and individualized feedback based on assessments will allow teachers to meet student specific needs.

The vision of Jump-Start Charter School is to create a K-4 school that is highly regarded for its academic excellence, providing a challenging learning environment for students, particularly in reading and in math. In order to provide a successful student experience, we will build a supportive, collaborative community between students, parents, and staff, embracing diversity, and honoring the unique contributions of each individual.

Instructional strategies will facilitate differentiation and a data-driven approach that students with special needs, such as ELL students and students with disabilities, will benefit from. We will implement an inclusion model which will allow students to learn in the least restrictive environment with appropriate modifications made by the regular education teacher and the resource teacher. During the first year of operation, Jump-Start plans to employ one resource teacher for every 20 students who qualify for an IEP.

Our targeted school population will also align with MNPS’s Diversity Management Plan, which was approved by the MNPS Board of Education on February 12, 2013. Jump-Start Charter School will specifically engage low-income families and English Learners and their families. Jump-Start Charter School will work to close that gap in the course of providing all Jump-Start Charter School students a challenging learning environment for students, particularly in reading and in math. Geographically, we will target the neighborhoods of Glencliff cluster and its surrounding. Below is a map of our targeted enrollment zone:
Reviewing the data from six of the elementary schools in the area where Jump-Start Charter School proposes to operate, (namely Glengarry Elementary, Fall- Hamilton Elementary Enhanced Option, Glencliff Elementary, Glenview Elementary, Paragon Mills Elementary, John B Whitsitt Elementary) shows low grades in math and reading in all six elementary schools for the 2009-2011 school year. 37

36 Source: http://zonefinder.mnps.org/zonefinder/getzonedschools.aspx
37 Source: http://edu.reportcard.state.tn.us/pls/apex/f?p=200:30:3235657100711557::NO:::
### TENNESSEE DEPARTMENT OF EDUCATION DAVIDSON COUNTY SCHOOLS

#### GLENGARRY ELEMENTARY

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Source: State Report card 37

### FALL- HAMILTON ELEMENTARY ENHANCED OPTION

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### GLENCLIFF ELEMENTARY

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### GLENVIEW ELEMENTARY

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37 Source: http://edu.reportcard.state.tn.us/pls/apex/f?p=200:30:3235657100711557::NO:::
PARAGON MILLS ELEMENTARY

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<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Trend</th>
<th>Score</th>
<th>Grade</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>46</td>
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<td>D</td>
<td>44</td>
<td>D</td>
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</tr>
<tr>
<td>Reading/Language</td>
<td>40</td>
<td>D</td>
<td>39</td>
<td>F</td>
<td>40</td>
<td>D</td>
<td>+</td>
<td>49</td>
<td>C</td>
<td>NC</td>
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<tr>
<td>Social Studies</td>
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<td>D</td>
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<td>D</td>
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<td>D</td>
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<td>52</td>
<td>B</td>
<td>NC</td>
</tr>
<tr>
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<td>F</td>
<td>37</td>
<td>F</td>
<td>39</td>
<td>F</td>
<td>NC</td>
<td>49</td>
<td>C</td>
<td>NC</td>
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</tbody>
</table>

Source: State Report card 37

JOHN B WHITSITT ELEMENTARY

(3 year average) 2009 2010 2011 2011 State

<table>
<thead>
<tr>
<th>CRT</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Trend</th>
<th>Score</th>
<th>Grade</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>40</td>
<td>D</td>
<td>40</td>
<td>D</td>
<td>40</td>
<td>D</td>
<td>NC</td>
<td>50</td>
<td>B</td>
<td>+</td>
</tr>
<tr>
<td>Reading/Language</td>
<td>39</td>
<td>F</td>
<td>38</td>
<td>F</td>
<td>38</td>
<td>F</td>
<td>NC</td>
<td>49</td>
<td>C</td>
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</tr>
<tr>
<td>Social Studies</td>
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<td>F</td>
<td>38</td>
<td>F</td>
<td>39</td>
<td>F</td>
<td>NC</td>
<td>52</td>
<td>B</td>
<td>NC</td>
</tr>
<tr>
<td>Science</td>
<td>38</td>
<td>F</td>
<td>36</td>
<td>F</td>
<td>37</td>
<td>F</td>
<td>NC</td>
<td>49</td>
<td>C</td>
<td>NC</td>
</tr>
</tbody>
</table>

Source: State Report card 37

The above demographic information is based upon data from the 2014-15 J.B. Whitsitt Elementary School. Whitsitt serves a high percentage of English learners and a high percentage of economically disadvantaged students. 38

Based on the above data in math and reading there is significant work to be done to ensure that the MNPS vision of providing every student with the knowledge, skills, and character to excel in higher education, work, and life is a reality in all schools for all students. 39

37 Source: http://edu.reportcard.state.tn.us/pls/apex/f?p=200:30:3235657100711557::NO:::
38 http://www.mnps.org/files/_AMBUw_/_04431459354bfb53373745a49013852ec4/Whitsitt_Elementary.pdf
39 http://www.mnps.org/files/_3PJ7t_/_e85c83c39d7d1f963745a49013852ec4/Education_2018_Summary_.pdf
Given the current performance of students in MNPS, where fewer than half of students in most grades are proficient in math and English language arts, and the current rate of progress, which is modest at best, it will take many, many years for all students to be proficient, much less be academically prepared for college and career. And, during those years, thousands of children will languish in under-performing schools and continue to lack the knowledge and skills they deserve to learn and need to be successful. This situation is unacceptable, and the status quo cannot be maintained. Urgent action must be taken, including allowing proven school models to be implemented in communities with academic need.

Less than half of Nashville students in grades 3-8 meet the state standards in reading or math. It is in this context that Jump-Start Charter School is applying for a charter to serve the elementary school students in the Glencliff cluster. Jump-Start Charter School seeks to be a part of the solution in Nashville, to offer a high quality educational option for families in an area of the city that currently lacks high quality schools.

Jump-Start Charter School Application 31 of 280
As is evident from our mission and vision described above, Jump-Start Charter School is in full alignment with MNPS’ mission and proposes a similar approach that includes an emphasis on personalized learning and individualized supports. Further, Jump-Start Charter School fully supports MNPS’ absolute priorities of Academic Achievement and Diversity Management and the competitive priority of Growth/Demand.

Furthermore, three-fourths of students in the district – 75.3% – are economically disadvantaged. Sixty-nine percent of our students are minorities. In addition to overall growth, Nashville has seen the number of English language learners more than double over a 10-year period from 2004 to 2014. Today, one in every four children entering kindergarten comes from a non-English-speaking home, and 16.2% of all students are English language learners. 41 Today approximately 60% of MNPS students are enrolled in a school that falls in the bottom quarter of all public schools in Tennessee. Among other urban school systems in Tennessee, we are tied with Memphis in having the largest percentage of children attending underperforming schools and have the second-smallest percentage of children attending a top quartile school. There are many neighborhoods where an overwhelming majority of students attend a bottom quartile school. 42

41,42http://d31hzlhk6di2h5.cloudfront.net/20160208/63/c6/e0/2c/5e32a28c15ae1f1c9bc93968b/NPEF_Opportunity_To_Lead_Report_BW.pdf
**Glencliff Cluster:** Metro Nashville Public Schools (MNPS) faces a crisis of quality seats, with only 14 percent of seats in the district rated as high quality by its own measure.

**Glencliff Cluster**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Tier</th>
<th>2013 Status</th>
<th>2013 Total Pts</th>
<th>Enrollment 2012-13</th>
<th>Projected Enrollment 2017-18</th>
<th>Building Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Hamilton Elem E</td>
<td>ES</td>
<td>Review</td>
<td>27.52</td>
<td>322</td>
<td>310</td>
<td>299</td>
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<tr>
<td>Glencliff ES</td>
<td>ES</td>
<td>Review</td>
<td>21.63</td>
<td>492</td>
<td>580</td>
<td>413</td>
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<tr>
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<td>Target</td>
<td>17.90</td>
<td>480</td>
<td>575</td>
<td>508</td>
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<tr>
<td>Glenview ES</td>
<td>ES</td>
<td>Review</td>
<td>21.10</td>
<td>766</td>
<td>900</td>
<td>711</td>
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<tr>
<td>Paragon Mill ES</td>
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<td>29.29</td>
<td>847</td>
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<tr>
<td>Whitsett ES</td>
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<td>Target</td>
<td>5.89</td>
<td>524</td>
<td>615</td>
<td>551</td>
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<tr>
<td>Cameron College Prep MS</td>
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<td>Review</td>
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<td>300</td>
<td>455</td>
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<tr>
<td>Cameron MS</td>
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<td>Target</td>
<td>15.88</td>
<td>255</td>
<td>0</td>
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<tr>
<td>New Vision Academy MS</td>
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<td>Satisfactory</td>
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<td>400</td>
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<tr>
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<td>950</td>
<td>963</td>
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<tr>
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<td>1,550</td>
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**Total**

<table>
<thead>
<tr>
<th></th>
<th>Enrollment 2012-13</th>
<th>Projected Enrollment 2017-18</th>
<th>Building Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>6,460</td>
<td>7,390</td>
<td>7,308</td>
</tr>
</tbody>
</table>

**Seats by Type**

- **Exceeding**
  - 100
- **Achieving**
  - 1,252
- **Satisfactory**
  - 997
- **Review**
  - 1,880
- **Target**
  - 2,131
- **Insufficient Data**
  - 0

**Gap:**

- Supply High Quality seats: 1,750
- Cluster Enrollment: 6,460
- Gap: 4,710

**Supply High Quality seats:**

- Cluster Enrollment: 6,460

**Supply High Quality seats:**

- Cluster Enrollment: 7,390

**Gap:**

- Supply High Quality seats: 1,950
- Cluster Enrollment: 7,390
- Gap: 5,440

*STEM Prep, Cameron College Prep & New Vision's capacity grows as they add more seats, 1 grade per year*

Jump-Start Charter School will support the needs of at-risk learners in closing the achievement gap. It is anticipated that strategies described will support effective learning for students who most need intervention, including those students who are not meeting standards, have been identified as ELL, and/or who qualify for resource services and/or 504 Plans. Approaches to meet and support needs include an extended instructional day and year, smaller class sizes, after school tutoring, a small school at capacity, engaging instructional strategies, and an approach to differentiation based on on-going data analysis will all support the academic success of special populations. The flexible structure of the school and space for modification with the regular school day will benefit students of special populations.

During the first year of operation, we will employ one full-time resource teacher (intervention specialist) for every 20 students with an IEP. We will add additional resource teachers as necessary to meet student needs.

The specific responsibilities of the full-time Intervention Specialist include:

- Plan and deliver instruction to identified students in the classroom or intervention room, in small group or 1-on-1 as needed to help students meet IEP goals
- Allot time with each student based on IEP’s Specifically Defined Services and learning goals
- Make recommendations to teachers on ways to best meet the needs of students
- Communicate with Administrator and Teachers regarding student progress
- Develop behavior plans for students whose behavior interferes with their or others’ learning and monitor progress
- Assist with designing intervention and monitoring response to intervention for students who are struggling, but not identified for special education services
- Meet compliance deadlines for IEP’s
- Maintain and update school Special Education Planning file as meetings take place.
- Be knowledgeable of Special Education Forms as they relate to compliance and **make sure all documents are completed in a timely manner with required signatures.**
- Write IEP’s and gathers information from the classroom teacher to write specific measurable IEP goals
- Review the IEP draft with the Classroom Teacher(s) and Administrator
- Organize and conduct team meetings for IEP’s
- Make any changes to IEPs based on team decisions
- Obtain signatures at team meeting and provide final copy to parent
- Maintain Special Education Files and sign out log for all Special Education files
- Update Special Education Files as needed
- Create IEP progress report template with updated goals following any IEP meeting in which goals were revised.
- Write special education progress reports based on IEP goals in consultation with classroom teacher. Work with classroom teacher to monitor goals and update the progress report each trimester.
- Make sure all dates are in compliance with deadlines specified by law.
- Update Section 504 plans yearly.

In accordance with IDEA guidelines, the school will collect and maintain information on students with disabilities, including but not limited to:

- The count of all students with disabilities being provided resource services by age, grade, category of disability and the number of students with disabilities who are ELL.
- The settings in which students with disabilities receive their services, i.e. the portion of the school day they receive services with regular education peers and time away from the regular education classroom.
- The number of students with disabilities suspended in or out of school, organized by disability and length of suspensions and
- The basis of exit of students with disabilities from Jump-Start Charter School (moved, declassified, etc.)

School leadership will give hiring preferences to teachers with ELL certification to ensure that there are teachers on staff equipped with strategies to support ELL students.

Jump-Start will follow rules and regulations set in place by Metropolitan Nashville Public Schools to identify students who may be in need of resource services. These regulations include providing students with routine screenings for vision and hearing, progress monitoring student performance and student response to intervention (RTI). Teachers and staff will make referrals through an identification process established through requisite documents maintained by a resource teacher or teachers. Referrals may also include evaluation by an outside entity for eligibility such as a family physician. If a completed diagnostic shows that the student is eligible for special services, and IEP and/or a 504 Services Plan may be developed.

If a student is identified and recommended for special services, an IEP team including the classroom teacher, administrator, resource teacher, and at least one additional grade level teacher will convene to review all data to determine eligibility for special services. The IEP will contain all necessary information, including the student’s present level of academic performance, short and long term goals and objectives, projected time frame to meet the goals and objectives, and identification of special services that are needed.

**Jump-Start will use an inclusion model as much as possible. Most students with IEPs will receive services within the context of the general education classroom with the targeted assistance by the special education or resource teacher. The goal is for students to remain in the general education setting for instruction.** One of the main reasons to include students with disabilities, and one of the mandates of the IDEA and of NCLB, is so they can make “progress in the general education curriculum.” The goal is not for students with disabilities to sit
in the regular classroom doing unrelated work; it is for them to learn the core concepts of the general curriculum to the greatest extent possible through instruction at their individual level with the accommodations and/or modifications necessary for them to meet with success. 44

Accommodations will be in accordance with the students’ IEP. State performance indicators (SPI) are used to develop students’ IEPs and align their skills with the expectation of Metro Nashville Public Schools. Modifications of classwork, assignments, and assessments will be established by the resource teacher and adhered to by the general education classroom teacher.

**English Language Learners:** The State of Tennessee, Department of Education, adopted the English as a Second Language (ESL) Program Policy 3.207 on April 15, 2005. On January 25, 2008, the state ESL Task Force met and recommended acceptance of a revised policy. Jump-Start Charter School will follow all program policies as established by the State Department of Education regarding providing services to non-English language background students who are also limited English proficiency (LEP). These students are hereinafter referred to as English Language Learners (ELL).

At least two staff members will be ELL certified teachers. In addition, there will be a full-time ELL certified instructional specialist on staff. The teachers and learning specialist will have taken and passed the required ESL exam which tests teachers in four main areas:

- Cultural and professional considerations as an ESL teacher
- ESL assessments
- Planning, managing and implementing ESL instruction
- Foundational linguistics and language education

The ELL instructional specialist will support general education teachers in planning and in providing insight in content area curriculum for ELL students. The ELL instructional specialist will administer the ELDA as well as any other necessary assessments to measure progress and growth of the non-English speaking students. Further, the ELL specialist will train teachers and classroom aides or assistants in the best methods of supporting and instructing ELL students. He or she will also administer the English Language Development Assessment (ELDA) and any other state-approved English language proficiency tests to determine whether the student is LEP. Upon enrollment, the school will identify whether a student is an LEP learner by checking the student’s registration information regarding the student’s home language. Each parent enrolling a child will be given the home language survey to determine the predominant language spoken in the home. If the survey shows that there is a language being used other than English, the child will then be classified as coming from a non-English language background and assessed for English proficiency using the ELDA. If the student enrolls from another school and

documentation from the previous school shows the child meets the definition of fluent English proficiency, the student will then be assessed with the state-approved English language proficiency test to determine whether he or she is LEP. The student will annually be re-assessed with ELDA until the student meets academic proficiency.

**Accelerated or Gifted Students:** One of the benefits of Jump-Start’s educational program is that of providing a differentiated approach which meets students where they are, and pushes them to excel and grow. The plan for an accelerated or gifted learner will look much like that for struggling learners: every student will have goals and will be expected to demonstrate significant growth. Growth will be evaluated through the review of data for each individual student. A special education or resource teacher will assist classroom teachers in the same manner as that of low-performing students by providing ideas for enrichment for students who demonstrate superior results on assessments in a given content area. Additional challenges will be given to high-performing students to better develop those higher-level thinking skills exhibited by said students.

**Response to Intervention (RTI):** The RTI approach is to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards. Data will be used from on-going assessments to determine appropriate interventions to meet student learning needs. Similar to the strategies identified for students with disabilities, each of the recommended interventions will follow the Response to Intervention (RTI) framework, recommended by the U.S. Department of Education as a best educational practice. The RTI framework will be implemented and adapted by Jump-Start Charter School to assess the needs of ALL students and provide appropriate interventions for students identified as at-risk or with a disability.

RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement. We will identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness.

A report published by the What Works Clearinghouse regarding a checklist for carrying out recommendations established under RTI:

**Recommendation 1.** Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.

**Recommendation 2.** Provide differentiated reading instruction for all students based on assessments of students’ current reading levels (tier 1).

**Recommendation 3.** Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three and five times a week for 20–40 minutes (tier 2).
**Recommendation 4.** Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a tier 3 intervention plan.

**Recommendation 5.** Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

In Tier 1 instruction the teacher uses a variety of methods and materials to meet the needs of all students.

Beginning in first grade, an assessment will be given within four weeks of the school starting date, mid-year, and in spring (near year-end) to determine student academic performance. Grade-appropriate assessments will be given to kindergarten students mid-year and end of year. Students who are identified through assessment screening as needing additional instructional support receive assistance designed to meet their needs. At-risk students should not be delayed in receiving interventions due to further observation and progress monitoring.

In Tier 2 instruction, the student is usually taught in a small group, receives additional instruction time, and/or is taught using a variety of instruction methods such as more intensive instruction on difficult concepts. An instructional specialist (either the ELL instructional specialist and/or a part-time instructional specialist) would provide an additional instruction time of 30 minutes per day in a small group of 3-5 students. Student progress will be measured regularly to see if the intervention is meeting his or her needs.

For students who are still not progressing with Tier 2 intervention, Tier 3 intervention may be provided. Instruction at this level may be more frequent, smaller groups and/or for a longer period of time than that provided in Tiers 1 or 2. Tier 3 may utilize materials or programs which focus specifically on skills with which the student may be having difficulty.

Progress monitoring occurs to monitor individual student progress in a specific skill area. At Jump-Start, progress monitoring will occur every other week with Tier 2 and Tier 3 students. The instructional specialist providing additional support will administer progress monitoring to chart and observe student progress.

The instructional specialist or specialists will meet monthly with the regular education teacher or teachers to provide an update on student progress and advise whether instruction needs to be adjusted. Parents will receive initial screening results from the school as well as monthly updates on the child’s progress.


Progress monitoring information will be made available to and discussed with parents. Parents will be encouraged to meet regularly with teachers and school staff who are providing instructional support to the student in order to review the student’s progress. Teachers may also suggest additional activities that can be done at home to help student growth.

### 1.5 - Academic Performance Standards and Assessments

**Academic Performance:**

Charter schools should have a strong plan for evaluating their school’s performance, especially regarding the academic performance of students.

- Describe the proposed charter school’s annual and long-term academic achievement goals, in measurable terms.
- Describe process for setting, monitoring and revising academic achievement goals.
- Describe corrective action plans if school falls below state and/or district academic achievement expectations.
- Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements).
- Provide the school’s exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

**Academic Goals and Standards:**

At Jump-Start Charter School, we set academic goals that make a connection between teaching and learning, make instructional decisions based upon student data, provide a tool for school improvement, increase the effectiveness of instruction through continuous professional growth, focus attention on student results, and increase student achievement.

Student achievement goal setting is a process that begins with a pre-assessment to pinpoint students’ current performance level on skills or depth of content knowledge in relation to the curriculum they will be learning in the classroom during the length of the course. When the pre-assessment has been analyzed, the teacher has the information necessary to devise a learning goal that reflects mastery of the curriculum content and skills. Thus, the teacher uses the pre-assessment data to create a student achievement goal. Once the goal is created, instructional strategies are selected that will be most effective in helping students attain the goal. Then, upon implementation, these instructional strategies are implemented and monitored for effectiveness. They are refined or revised, as necessary, based upon student performance and progress. At the end of the course or year, a post-assessment is administered to determine whether the goal has been achieved.

Good and Brophy stated in their summary of effective classroom practices that “setting goals and making a commitment to try to reach these goals increases performance.”

At Jump-Start Charter School, teachers, staff members, and Principal will work collaboratively to set student learning goals. We will periodically review data and evidence toward goal attainment, and we will make adjustments as needed in learning needs and strategies. At Jump-Start Charter School, we set high academic goals for our students and we will do whatever it takes to help our students achieve and reach those goals. Students will receive standards-based report cards that reflect student progress toward mastering the assessed standards for each grade level.

For each standard, students will be assessed on a scale much like the one established by the Tennessee Comprehensive Assessment Program (TCAP).

1. **BELOW BASIC** – Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.

2. **BASIC** – Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.

   **Note:** Percentile scores within this range can be very broad in scope. Depending on the subject and grade level, students scoring as low as the 20th percentile or as high as the 60th percentile can be rated as BASIC.

3. **PROFICIENT** – Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.

4. **ADVANCED** – Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.48

Students in Grades K-1 will receive E, S, N, U grades on class work and tests based on the following scale:

- 92-100 – E
- 80-91 – S
- 69-79 – N
- Below 69 – U

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48 TCAP Achievement Test and Modified Academic Achievement Standards (MAAS) Assessment Grades 3 - 8 Spring 2013 - Form D Tennessee Department of Education • Office of Assessment Logistics
A similar grading scale will exist for students in grades 2-4 with grades of A, B, C, D, and F with 92-100 comprising a grade of A, 83-91 B, 74-82 C, 69-73 D, and below 69 F.

**Attendance goals:**

Our goal is that the average daily rate of attendance will be 95% or more annually. 85% of students will have daily attendance rates that are greater than 95% annually. 95% of students will remain continuously enrolled in Jump-State Charter School throughout the school year. 95% of student will re-enroll from one year to the next. 95% of students will remain continuously enrolled for multiple years. The truancy rate of students will be 2% or less.

Factors to be considered in promotion or retention decisions will be attendance, overall reading level, and grade-level standards mastery as cited on the standards-based report card.

Parents will receive progress reports each 5-6 weeks prior to the 9 weeks report card being issued to inform them of student progress or lack thereof. Parents or teachers may at any time request a conference regarding their child’s academic progress. Students who accumulate more than 10 unexcused absences during the school year may be considered for retention in their grade-level.

Other factors will be considered such as progress toward mastery of grade-level standards.

Promotion recommendations will be made by classroom teachers as well as any other staff whom the child may be seeing for additional services (i.e. instructional specialist or interventionist).

Any final promotion decisions that are in question will be made together by the Principal and the Classroom Teacher.

**Exit Standards:**

In order to be promoted from Jump-State Charter School to fifth grade, students must have met promotional standards outlined above.

**Measuring Academic Progress:**

Teachers will engage in ongoing assessment of individual students through observation, examination of student work, running records, and other informal methods so that they are constantly aware of where each student is in relation to mastering the standards. Teachers will assess students weekly or bi-weekly on skills they learned in the week prior. During weekly planning meetings, teachers will reflect on their students’ mastery of data from that week, identifying skills that need to be retaught in whole group, skills that need to be retaught in small group and skills that need to be taught one-on-one with individual students.

Beginning in first grade, an assessment will be given within four weeks of the school starting date, mid-year, and in spring (near year-end) to determine student academic performance. Grade-appropriate assessments will be given to kindergarten students mid-year and end of year. After the formal assessments are given, the instructional specialist and teachers will analyze responses and compile data to determine which concepts should be re-taught. Data will also be analyzed to develop action plans for ensuring excellent instruction for each student.
Teachers can further see how students with IEPS or 504 plans, or ELLs are progressing in comparison with the general student population. Teachers will also evaluate student progress by comparing current results to the student’s performance last year and the student’s performance throughout the course of the present school year.

Standards mastery data analysis will happen on a weekly basis so that teachers can identify gaps as they occur and quickly act to remedy them. When a large percentage (over 60%) of students does not master a standard, teachers will reflect on their lessons and develop new lessons to re-teach the standard. When a small percentage (less than 20%) of students does not master a standard, teachers will meet individually or in small groups with students who need additional assistance. When all students master a standard, teachers will continue to review the standard at intermittent times so that students retain knowledge of the standard.

It is anticipated that a computerized software program will be used to track standards mastery throughout the year. Each teacher will have an account or log in where he or she can track student mastery of standards individually and as a cohort, and compare them to other cohorts within the school. In addition, the Principal can view standards mastery on individual students, classes, grade levels, and school as a whole. Every staff member will be trained in evaluation of data as well as use of the computerized software data program.

A minimum of 85% of students in kindergarten will achieve report card grades of E or S, and a minimum of 85% of students in first grade and beyond will achieve report card grades of A or B each nine weeks of the school year.

Corrective Action Plan if School Falls Below State/District Academic Achievement Expectations:

Jump-Start Charter School is committed creating a K-4 school that is highly regarded for its academic excellence, providing a challenging learning environment for students, particularly in reading and in math. In order to provide a successful student experience, we will build a supportive, collaborative community between students, parents, and staff, embracing diversity, and honoring the unique contributions of each individual. We expect to meet or exceed state and/or district academic expectations. Some of the strategies we will employ to meet or exceed state academic expectations are:

1. Summer workshops/training for staff on using/implementing a research proven model developed in part by the Center for Applied Linguistics (CAL). The model for two major approaches to the education of English Language Learners is known as Success Through Academic Interventions in Language and Literacy (SAILL). In the first strand, researchers at CAL are developing enhanced versions of language and literacy curriculum in an effort to improve oral language, vocabulary and comprehension development in language minority students. Results from the first few years of the study are very promising.
In the second strand, CAL researchers are working with math teachers and are making math content more accessible to English-language learners and concurrently developing their language and literacy skills. 49

2. Other workshops or trainings, both in the summer and throughout the school year, on analyzing data, using educational computer software, training in best practices in presenting reading/pre-reading strategies to enable student success (i.e., training in vocabulary instruction, guided reading instruction, reading assessments, etc.).

3. Teachers will have two hour weekly team meetings on Fridays to analyze and discuss data to determine progress of all students. Teachers will also meet one other day during the week during their planning time to plan lessons together so that teachers in each grade level are focusing on the same instructional content throughout the week.

4. Monthly parent workshops will be conducted, among other things, to assist and inform parents of school and student progress, to aid parents in understanding intervention programs and information, and offer parent tutoring to those who wish to become more proficient in the English language.

5. After school tutoring will start once initial beginning of year assessments have been completed. Students identified as possibly “at risk” for not meeting grade level established standards will be recommended and referred for an additional one hour of instruction after school, Monday-Thursday.

6. As stated earlier in this charter application, Jump-Start Charter School will partner with local universities and colleges in the Nashville area in order for students in those colleges and universities to volunteer in our school and assist with language services for ELL students. The college/university students will also be enlisted to provide additional tutoring during the school day for students who need more help in reading and/or math.

7. In addition, the charter school will enlist volunteer services of other organizations in Nashville such as PENCIL Foundation for additional tutoring during the school day.

8. The Principal will develop a leadership team consisting of one teacher from each grade level as well as other school personnel such as the interventionist and resource teacher. A shared leadership structure along with lead teachers can strengthen the voice of teachers in school decisions and in assuming responsibility for results.

9. Monthly morning coffee time will be held as an informal time for parents to meet each other, discuss problems, relay ideas, and sometimes meet with other community stakeholders such as community business people.

10. Care will be taken by Executive Director, the Principal and/or the Board of Directors to choose the right staff for the school that will meet student needs and to work with a challenging group of students.

49 Successes through Academic Interventions in Language and Literacy. www.cal.org/saill/langlitproject.html
Priority will be given to ELL certified teachers, and to teachers who accept students at their individual starting points, both academically and behaviorally, and who are committed to working with students to raise their level of achievement.

**In the event that expectations fall short, and school progress falls below required academic achievements, additional steps outlined below will be taken:**

1. The Principal will take leadership actions to signal change in the school such as spending more time in classrooms and throughout the school; monitoring teacher and student performance; becoming more accessible to staff and students. The administrator will analyze different types of data, such as student achievement, discipline, class size, staffing, and use of instructional time. The staff will be brought into the process to identify what is or is not working, and changes can be made accordingly.

2. Teachers will be allowed to take a professional development day to visit a strong-performing charter school to see what is working in that school as well as obtain ideas from teachers in the strong-performing school.

3. Additional professional development may be provided in areas such as focusing on instructional goals. Once teachers identify specific subject matters to focus on, the Principal or teachers themselves may seek professional development opportunities (in house, within the school, or out of school workshops), to improve teaching in those areas.

4. Data at three levels will be examined: (a) at the school level to focus on areas that need school wide improvement to meet adequate yearly progress; (b) at the classroom level to focus on teachers’ instructional strengths and weaknesses; and (c) at the student level to focus on instructional needs of individual students. Teachers can use data to analyze their instruction in light of student progress toward meeting the standards. In one case study, a school demonstrated the importance of using data to guide instruction by analyzing student assessments and identifying student progress toward the standards. It was determined that there was a need for more emphasis on vocabulary and reading comprehension. In response, the teachers used visual and nonlinguistic representations as graphic organizers to enhance their instructional practice. 50

5. Curriculum may also be reviewed to determine whether the current curriculum is effective in meeting the needs of all students. A careful and thorough examination of curricula can be accomplished in a number of ways. One turnaround school leader provided stipends for teachers to meet in early mornings for 16 weeks to align the curriculum with standards and to prepare lessons aligned to the standards. 51

Case study research indicates that successful schools had a shared common purpose and a belief that all students can learn. 52 Building a committed staff are essential, with all staff embracing the mission and vision of the school and focusing on student performance.

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

As previously stated, the RTI approach will be used to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards. Data will be used from on-going assessments to determine appropriate interventions to meet student learning needs. Similar to the strategies identified for students with disabilities, each of the recommended interventions will follow the Response to Intervention (RTI) framework, recommended by the U.S. Department of Education as a best educational practice. The Education Department's Institute of Education Sciences convened a panel to look at the best available evidence and expertise and formulate specific and coherent evidence-based recommendations to use Response To Intervention (RTI) to help primary grade students overcome reading struggles. The panel made several practice recommendations. The first recommendation is to screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Schools should use measures that are efficient, reliable, and reasonably valid. For students who are at risk for reading difficulties, progress in reading and reading related-skills should be monitored on a monthly or even a weekly basis to determine whether students are making adequate progress or need additional support. Because available screening measures, especially in kindergarten and grade 1, are imperfect, schools are encouraged to conduct a second screening mid-year.53

1.7 - Assessments:

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

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

Assessments generally fall into one of three categories: (1) Formative assessments - Used to gather information during the learning process, and occur at a high frequency during instruction. (usually weekly or bi-weekly) Formative assessments allow for student feedback so teachers can evaluate the learning process and make adjustments, if necessary. (2) Interim assessments occur on a scheduled basis during a break in the instructional flow. They measure and record learning and evaluate students’ knowledge and skills relative to a specific set of goals to inform decisions in the classroom and beyond. They measure and record learning of specific content at particular points in time. (3) Summative Assessments: Formal assessments that are given at the end of a unit, course, or academic year.

In a comprehensive assessment system, summative assessments, interim assessments, and formative assessments are utilized in a planned and purposeful manner. At the heart of a comprehensive assessment system is a clear understanding of and alignment to the knowledge and skills and their range of complexity as required by the standards, grade level expectations, and grade span expectations. These standards should be central to all assessments, instruction, and professional development related to teaching and learning. 54

**Jump-Start Charter School will use the following assessments throughout the school year:**

**Initial assessment after the first three weeks of school:**

1. For students entering Kindergarten and/or first and second grade who are suspected of being English Language Learners, the World Class Instructional Design and Assessment (WIDA) will be administered to determine academic English language proficiency. WIDA MODEL is intended for use as one data source to assist in making decisions related to the identification and placement of young English language learners and in monitoring their English language growth.

There are two primary purposes and uses of the assessment: (1) As a screener, the WIDA MODEL for Kindergarten may be used as the initial English language proficiency measure given to linguistically and culturally diverse students upon entry into the school. As a screening tool, the information from the WIDA MODEL helps identify English language learners, determine their level of English language proficiency, and place qualified students into language education services.

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(2) As a benchmark measure, the WIDA MODEL may be used as an interim tool at designated time frames during the year to measure growth in English language proficiency. As an interim assessment, the information from the WIDA MODEL helps teachers monitor student progress in English language proficiency. The WIDA MODEL for Kindergarten has been developed from the PreK-K grade level cluster of the 2007 Edition of the WIDA English Language Proficiency Standards. For each raw score, there are two proficiency level interpretations of the results that highlight how the data may be used.

- The instructional proficiency level applies to how English language learners are functioning within a Kindergarten environment. It is useful for Kindergarten teachers in differentiating language instruction and for determining the starting point for pre-literacy instruction in English. This is the proficiency level that is calculated using the WIDA MODEL for Kindergarten Summary Score Sheet.

- The accountability proficiency level provides baseline information or, in other words, a student’s initial language performance to be plotted onto the K-12 continuum and maintained longitudinally. This information is helpful when contemplating English language learners’ entry or exit criteria for language education programs, as it considers a fuller range of literacy that students will encounter in upcoming years. The WIDA MODEL for Kindergarten is developmentally appropriate for Kindergarten students, and therefore emphasizes pre-literacy skills.

2. Students not suspected of being ELL or those who have documentation of having previously exited the ELL program will be administered the Strategic Teaching and Evaluation of Progress (STEP) Literacy Assessment. This assessment was developed by the Center for Urban School Improvement (USI) at the University of Chicago in collaboration with affiliated USI teachers. The assessment provides a set of tools, tightly aligned with scientifically established milestones in reading development, to follow students’ progress from kindergarten through third grade. These tools are organized into a developmentally sequenced set of tasks that help teachers understand the developmental status of individual students and a class as a whole at any given point, and to analyze their progress over time.

The assessments are woven into classroom practice as an integrated part of literacy instruction rather than a separate activity that is external to teaching.

55 WIDA MODEL™ for Kindergarten Measure of Developing English Language.” Pgs. 1 and 2. © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA.
56 “WIDA MODEL™ for Kindergarten Measure of Developing English Language.” Pgs. 1 and 2. © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA.
57 WIDA MODEL™ for Kindergarten Measure of Developing English Language.” Pgs. 1 and 2. © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA.
Central to the assessment is a set of leveled texts that increase in difficulty with each “step.” During individual conferences of 10 to 15 minutes, the teacher records students’ reading accuracy and fluency, observes their reading behaviors, and engages students in comprehension conversations about what they have read. Importantly, however, each Step, in conjunction with the leveled books, also includes assessment tasks that provide a deeper look into specific skills that supplement what is learned from students’ oral reading. That is, STEP explicitly joins the reading of authentic texts with assessments that focus on level appropriate individual skills such as letter-sound association, phonological awareness, and word knowledge -- providing a complete window into the integrated development of the reading process. (Kerbow, September, 2004, p. 14)

58 A demonstration of the ability to read and understand text at each level, in essence, represents “steps” in students’ development as readers. The formal assessment provides systematic information about the integrated development of this process by focusing on key components that research shows are essential to assessing the building blocks to reading: • Concepts about print • Letter name and sound knowledge • Phonological awareness • Reading accuracy • Reading rate and fluency • Comprehension • Developmental spelling. (Kerbow, September, 2004, p. 14).

59 The STEP assessment includes a set of developmental benchmarks (fall, winter, and spring) for each grade level covered by the STEP assessment system. These benchmarks are intended to guide teachers as to the adequacy of students’ progress in learning to read over the course of their primary schooling.

Data is accessible on all K-3 students, thereby allowing teachers to provide targeted instruction to accelerate students’ reading. The data shows strengths and weaknesses of students in literacy, individually, by classroom, by grade, and by school. The assessment provides early identification of students who need extra support in reading, and there are intervention strategies attached to each “step” so teachers and staff will know how to improve student progress.

Teachers will be trained during the summer on administering WIDA and STEP assessments. If there is not a running record provision in the STEP assessment, running records will be used three times during the school year to determine each student’s individual reading level. Running records use a set of books leveled from A through Z according to difficulty. (Books leveled A through I are generally thought to be at 1st grade reading level, J through M are 2nd grade level, N through P are 3rd grade level, and so forth.) Teachers can study the written running records to better understand what students know, how they use that knowledge, and what they still need to learn.

58 WIDA MODEL™ for Kindergarten Measure of Developing English Language.” Pgs. 1 and 2. © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA.

Running records can also provide teachers with data for grouping students by reading level and determining the difficulty of text appropriate for the reading groups. Finally, they can serve as a way to record individual students' changes and progress over time. Math Assessment: It is likely that Jump-Start Charter School will use Aimsweb. Aimsweb is the leading assessment and RTI solution in school today. It is a complete, web-based solution for universal screening, progress monitoring and data management for grades K-12. Aimsweb provides guidance to administrators and teachers based on accurate, continuous and direct student assessments. It helps school administrators demonstrate tangible improvements, and it helps teachers become more effective in their instruction.

Aimsweb received the highest ratings on eleven measures from the National Center on Intensive Intervention for decisions and rules for changing instruction and increasing goals. Aimsweb uses a curriculum-based measurement for universal screening and progress monitoring. Measures can be administered frequently without disrupting instruction. Information received provides accurate predictions of reading and math achievement. The assessment is a valid measure of skills central to the domain being measured (reading, math, language arts). 61

- Explain how the school will measure and evaluate academic progress of individual students, student cohorts, sub-groups, and the entire school throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.
- Explain how school will evaluate data to inform instruction and evaluate academic progress for at risk students, students with disabilities and English Language Learners.
- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.

Tennessee utilizes the Tennessee Value Added Assessment System (TVAAS). TVAAS is mandated by the Education Improvement Act which took effect on July 1, 1992. 62

61 www.aimsweb.com/about Copyright © 2014 NCS Pearson, Inc. All Rights Reserved. Patent No. 7,311,524
TVAAS is a method of using statistical data used to measure the influence of a district or school on the academic progress or growth rates of individual students or groups of students from year to year. Proficiency is measured by the performance of students at a single point in time and how well those students perform against a set of standards. Simply put, proficiency levels only indicate whether or not a student met a certain target. Growth is measured by how much gain or progress an individual student or group of students make over time. Growth measures do not assume all students start the school year at the same academic level. 63

Adequate Yearly Progress (AYP) is measured for all students, all major racial/ethnic groups, low-income groups, and all limited English Proficient students. If a school has 45 or more students in a particular group (example, low income, and limited English proficiency), they are considered a subgroup, and each subgroup also has to meet the proficiency goal.

Teacher quality has been consistently identified as the most important school-based factor in student achievement.64 Based on this research; teachers will be evaluated using the Classroom Assessment Scoring System (CLASS). This evaluation system was founded by Bob Pianta and Bridget Hamre of the University of Virginia Curry School of Education Center for Advanced Study of Teaching and Learning (CASTL). Together, they founded Teachstone in 2008 to get the CLASS system into schools, districts and states nationwide. Under the CLASS evaluation system, teachers are evaluated on three domains: (1) Emotional Support (of students), which includes positive climate, negative climate, teacher sensitivity, and regard for student perspectives; (2) Classroom Organization, which includes behavior management, productivity, and instructional learning formats; and (3) Instructional Support, which includes concept development, quality of feedback, and language modeling.

To aid in measuring student progress, Jump-Start will use the CLASS observation/evaluation to help teachers set meaningful goals, identify, understand and maximize effective teacher-child interactions, and help teachers become more intentional in their interactions with students. Dual language learners are an important and growing population in early childhood programs and schools. Because these children face heightened risks to their achievement, it is critical that programs use all of the tools available to improve educational quality and boost outcomes. Focusing on teacher child interactions by conducting observations and providing feedback to teachers can be an important part of the strategy. Research has demonstrated that the CLASS measure can be used reliably and validly in linguistically and culturally diverse classrooms, making it a strong option for programs serving dual language students.65

65 Vitiello, Virginia E., PhD. “Dual Language Learners and the Class Measure” © 2013 Teachstone Training, LLC. All rights reserved. Charlottesville, VA.
As previously stated, the STEP assessment will be used to guide teachers as to the adequacy of students’ progress in learning to read over the course of their primary schooling. In the STEP assessment, data is accessible on all K-3 students, thereby allowing teachers to provide targeted instruction to accelerate students’ reading. The data shows strengths and weaknesses of students in literacy, individually, by classroom, by grade, and by school. The assessment provides early identification of students who need extra support in reading, and there are intervention strategies attached to each “step” so teachers and staff will know how to improve student progress. Aimsweb will also be evaluated further to determine whether it may be used as an assessment in both reading and in math. Data accumulated from assessments will be reviewed by teachers, staff and administration to drive instruction.

Part of the STEP assessment includes an online data management system that provides reporting and analysis at the school, grade, classroom and individual student levels. The online data tool offers current performance data and past performance data for each assessment given so that teachers and school leaders can assess literacy development. The data management system allows teachers to view data on their classroom and individual students. In addition, the executive administrator and other staff can see an aggregate of data across multiple classrooms as well as for the whole school. The company provides training that is incorporated into professional development with access to year-round phone and email support. All certified teachers as well as administration will be trained on inputting data and using the data system. At Jump-Start Charter School, we will develop a data wall in a location such as in the school office or in a staff lounge. The display will show target levels for students under each part of the assessment such as rate, fluency and comprehension. Further, the display will make it possible to look at overall achievement by grade level and by school to show rate of student growth. Data will also be displayed by certain subgroups, namely ELL and resource students. This data will be used to determine effectiveness of instruction and whether instruction should be modified.

It is anticipated that the instructional specialist or specialists will aggregate data and meet with teachers after collection of data to interpret and discuss results with classroom teachers. If professional development is needed to help teachers improve student achievement, the instructional specialist or specialists will conduct such training. He/she, along with the Principal, will take part in summer training prior to the opening of the school and they will participate in continued professional development regarding data and using information to improve student achievement.

Administration, instructional specialist or specialists and all certified teachers will participate in reading and math curriculum training as well as training to utilize data systems provided by the curriculum.

### 1.8 - School Calendar and Schedule

Provide the annual academic calendar for the school as Attachment A.
Explain how the annual academic calendar reflects the needs of the academic program.
Describe how the school will use time strategically to support the vision, mission, and education program to drive gains in academic achievement.

The Jump-Start Charter School calendar is designed to maximize student learning and engagement. The school year begins earlier than the public school year, and the school day is longer (eight hours per day). The schedule allows for additional time each day in the areas of English Language Arts, which includes, reading, writing, speaking, listening, and grammar, as well as in mathematics.

Some of the positive effects for students involved in extended learning time are:

- Better academic achievement
- More time for learning for students and more time for instruction for teachers
- More repetition of material which allows for better retention
- More in depth coverage of curriculum
- More time on task
- More time for building relationships between students and teacher
- More learning opportunities for low-income students

The extended day is beneficial for students who fall behind. These students gain additional time to catch up and experience a feeling of success. Longer periods enable teachers to divide the class into groups, and to make room for individual and small-group tutoring—and more students stay more engaged, rather than drifting off into inattention and eventual disciplinary problems and failure. Students and adults get to interact more and develop stronger relationships — one of the crucial foundations of student achievement. Since Jump-Start Charter School anticipates having a high ELL population, a longer school day in our active, engaging school will allow more time for English language instruction and an earlier grasp of English language concepts. Jump-Start Charter School staff believes it is important to provide supplementary academic support to children who are learning English. The Los Arcos after-school program maintain that some children may need up to 300 hours of additional time over the course of a year, or 25 percent more time, to catch up and keep pace with their peers. The Los Arcos after-school program targets beginning and intermediate English learners, in particular, based on California’s English language proficiency assessment. It also targets ELLs who are reading below grade level. The students participating in the program receive an additional 1.5 hours of academic learning time. A paraprofessional and a high school student staff each session in addition to the credentialed teacher.


Staff makes a point to hire only part-time credentialed teachers for their expanded learning centers. English language learners participating in the program are demonstrating strong outcomes overall. Average attendance rates are above 95 percent, even though students must be transported to the district wide center. Staff says that students enjoy their participation in the expanded learning program and it builds on the instruction that is happening in the classroom. District staff reports that students improve their reading skills by 2 to 2.5 grade levels after 20 to 25 hours of additional “time on task.”

District staffs also add that 42 percent of students participating in Los Arcos improved their English language skills, as measured by the California English Language Development Test, in comparison to 24 per-cents of students who do not attend Los Arcos. 61.8 percent of Los Arcos students met the language growth targets compared to 50.8 percent of students not attending the center. District staff also credit Los Arcos with helping to boost overall district performance in meeting English language growth targets for the district’s ELL population; the percent of ELL students meeting their targets has increased from 55 to 63 percent districtwide. Another study found that the effect of extended day (ED) on achievement may be particularly pronounced for at-risk students. The relationship between extended day and achievement was most consistent among low socioeconomic schools.

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

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

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

Describe a typical school day for a teacher and a student.

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

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

Students attending Jump-Start Charter School will attend school from 7:45 a.m. to 3:45 p.m. Monday-Thursday, eight hours per day. On Fridays, students will dismiss at 1:45 p.m. Teachers will participate in weekly team meeting/planning on Fridays after student dismissal until 5 p.m.

One Saturday each month, from 9 a.m. to noon, students and their parents will participate in activities at the school such as a focus on additional learning activities such as tutoring, health programs, and family engagement activities.

Daily school activities will include:

- Challenging curriculum involving higher-level thinking skills
- Frequent opportunities to practice and apply school wide learning strategies in student pairs and in small groups
- A well-balanced breakfast and lunch
- Monthly family outreach, celebrations and activities

Jump-Start Charter School day will begin each morning at 7:45 a.m. and end at 3:45 p.m. Students will begin every instructional day by participating in morning meetings, a valuable opportunity to enhance community culture, review previously-taught concepts, and implement the Self Science emotional intelligence curriculum. The core subjects of literacy and math are taught in protected blocks as well as purposefully interwoven into Explorations in which students deepen their knowledge of taught skills through meaningful, real-world projects. While deepening student understanding of math and reading concepts, Explorations will also include hands-on science and social studies learning experiences. Knowing that English Learner students must be able to comprehend and utilize academic English, our instructional schedule is designed to include intensive vocabulary instruction in which students utilize vocabulary in meaningful conversations with staff and peers and in the completion of projects. Our schedule will also include developmentally appropriate opportunities for our youngest students to have structured rest, free play, and an afternoon community meeting in which conflicts can be addressed and encouragement provided.
English Language Learner teachers are calculated at a ratio of 1 per 30 pupils identified and served. English Language Learner Translators are calculated at a ratio of 1 per 300 pupils identified and served. Regular Teacher Assistants are calculated at the ratio of 1 per 75 pupils in grades K – 6, rounded to the nearest ½ position. School Nurses are calculated at the ratio of 1 per 3,000 pupils, rounded to the nearest ½ position. 20:1 teacher to student ration for K-3; the following ratios are used to calculate K – 12 teacher personnel allocations. 70

At Jump-Start Charter School we anticipated to hire multi certified teachers (regular licensed with ELL certified) in order to maximize the quality of our teachers. We anticipated to work with Meharry medical and other medical institution to provide us a Nurse for the first two years and after that we plan to evaluate the need. We will have teacher aides who will be bilingual at a ratio of 1 per 36 students and 18:1 teacher to student ration for K-4, compared to the district school numbers.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Funding Level</th>
<th>Average Class Size Requirement</th>
<th>Maximum Class Size</th>
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<tbody>
<tr>
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**KINDERGARTEN FULL DAY SAMPLE SCHEDULE**

(With uninterrupted 90 minute block of Language Arts Instruction)

**7:45-8:30** Teacher greets arriving children, Children hang up backpacks and belongings, 20 minutes of breakfast to ensure that students are well nourished before academics begin

**8:30 -9:00** Opening Exercises Pledge of Allegiance, Good morning song, Calendar, Weather, Counting, Songs and Finger plays, Morning Message,

**9:00 -10:30** Language Arts Instruction Shared Reading/Read Aloud Activity, Comprehension Activity related to story heard Word work Vocabulary Development Phonemic Awareness and Phonics Lesson Guided Reading Lesson/Language Experience Kid writing or Writing Workshop Small Group Instruction

**10:30- 11:00** Sensorimotor Activities/ Physical Activities Organized and/or Unorganized Movement Activities

**11:30 –12:30** Lunche and Recess

**Jump-Start Charter School Application**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>12:30-1:00</td>
<td>Reading and ELA Tier II intervention time</td>
</tr>
<tr>
<td>1:00-1:20</td>
<td>Snack time</td>
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<tr>
<td>1:20-1:50</td>
<td>Mathematics- using manipulative</td>
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<tr>
<td>1:50-2:30</td>
<td>Work time (Learning Center Time) Child’s choice and Teacher’s choice</td>
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<tr>
<td>2:30-3:00</td>
<td>Social Studies or Science (30 mins.)</td>
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<tr>
<td>3:00-3:30</td>
<td>Tier III Intervention</td>
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<tr>
<td>3:30-3:45</td>
<td>Recap/review of the day, Clean up and prepare to go home</td>
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**KINDERGARTEN HALF DAY SAMPLE SCHEDULE**

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<th>Time</th>
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<td>Teacher greets arriving children, Children hang up backpacks and belongings, 20 minutes of breakfast to ensure that students are well nourished before academics begin</td>
</tr>
<tr>
<td>8:30-9:00</td>
<td>Calendar / Morning message/ Songs and Finger plays</td>
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<tr>
<td>9:00-9:30</td>
<td>Writing workshop Includes</td>
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<tr>
<td></td>
<td>• language experience writing</td>
</tr>
<tr>
<td></td>
<td>• journal writing of choice or assigned topic</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Movement activities/ recess</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Mathematics Whole group lesson Using manipulative</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Mathematics/Literacy games and centers</td>
</tr>
<tr>
<td></td>
<td>Most effective when tied to needs of children or unit theme</td>
</tr>
<tr>
<td>10:35-11:05</td>
<td>Reading Workshop, Includes Tier II intervention time and..</td>
</tr>
<tr>
<td></td>
<td>• guided reading</td>
</tr>
<tr>
<td></td>
<td>• shared reading</td>
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<tr>
<td></td>
<td>• phonics lesson</td>
</tr>
<tr>
<td></td>
<td>• response to read aloud</td>
</tr>
<tr>
<td></td>
<td>• quiet reading</td>
</tr>
<tr>
<td></td>
<td>• integrated with science or social studies concepts</td>
</tr>
<tr>
<td>11:05-11:30</td>
<td>Social Studies/ Science</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch and Recess</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Tier III Intervention</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Mathematics- using manipulative</td>
</tr>
<tr>
<td>1:30-1:45</td>
<td>Recap/review of the day, Clean up and prepare to go home</td>
</tr>
</tbody>
</table>

**Daily Schedule: Grade 1**

The First Grade’s Daily Schedule displays times, subjects, and simple icons on the next page. Each subject is listed below with a brief description.
**Teacher Write and Mechanics and Tier II ELA Intervention:** The teacher models to the students how a good writer thinks and writes. During the writing the teacher introduces or reviews past grammar and mechanic skills or rules and will use the ELA and Tier II Intervention during this time.

**Language Arts and Tier III ELA Intervention:** Focus Text: One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

**Spelling and Phonics:** Daily spelling and phonics’ activities.

**Tier II and III Math Intervention:** Explicit instruction to learn mathematical concepts and procedures.

**Small Group Reading:** Guided reading groups to teach students how to read. Independent work is posted on the Job’s Menu. Independent reading and writing are two “must-do’s” on the Job’s Menu.

**Interactive Writing:** Over one or two days, the teacher and students brainstorm a story or information on a paper. For many days after, different students come to the whiteboard to write one-two sentences. In the end, the story is published into a big book.

**Writing Lessons:** Choose one of the two formats: 1) small guided writing groups for emergent writers; or 2) whole class explicit direct instruction writing lessons.

**Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study.

**Daily Read Aloud:** Each day, the teacher reads aloud to students modeling good reader behaviors.

### Full Daily Schedule continues: Grade 1

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<tr>
<th>Time</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:30</td>
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<td>Teacher Write &amp; Mechanics, ELA and Tier II Intervention</td>
</tr>
<tr>
<td>9:00 -10:00</td>
<td>Language Arts: Focus-Text and Tier III ELA Intervention</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Spelling and Phonics</td>
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<tr>
<td>10:30 –11:00</td>
<td>Tier II Math Intervention</td>
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<td>Recess</td>
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<td>11:45-12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Interactive Writing &amp; Mechanics</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>Writing Lessons</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Daily Read-Aloud</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Tier III Math Intervention</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Physical Education</td>
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### Half Day Schedule continues: Grade 1

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<td>Tier III Math Intervention</td>
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<td>1:45-2:00</td>
<td>Recap/review of the day, Homework and prepare to go home</td>
</tr>
</tbody>
</table>

### Daily Schedule: Grade 2, First Semester

The Second Grade’s Daily Schedule displays times, subjects, and simple icons on the next page. Each subject is listed below with a brief description.

**Teacher Write and Mechanics and Tier II ELA Intervention:** The teacher models to the students how a good writer thinks and writes. During the writing the teacher introduces or reviews past grammar and mechanic skills or rules.

**Language Arts and Tier III ELA Intervention:** Focus Text: One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

**Spelling and Phonics:** Daily spelling and phonics’ activities.

**Big Books and Poetry:** Use big books and poems for vocabulary, fluency, and strategy instruction.

**Small Group Reading:** Guided reading groups to teach students how to read. Transition Groups or Beginning Book Clubs for fluent readers. Independent work is posted on the Job’s Menu. Independent reading and writing are two “must-do’s” on the Job’s Menu.

**Interactive Writing:** Over one or two days, the teacher and students brainstorm a story on a paper. For many days after, different students come to the whiteboard to write one-two sentences. In the end, the story is published into a big book.

**Writing Lessons:** Whole class explicit direct instruction writing lessons.
**Tier II and III Math Intervention:** Explicit instruction to learn mathematical concepts and procedures.

**Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study.

**Daily Read Aloud:** Read aloud to students modeling good reader behaviors.

### Full Daily Schedule: Grade 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:30</td>
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<td>9:00 -10:00</td>
<td>Language Arts: Focus-Text and Tier III ELA Intervention</td>
</tr>
<tr>
<td>10:00- 10:30</td>
<td>Spelling and Phonics</td>
</tr>
<tr>
<td>10:30 –11:00</td>
<td>Spelling and Grammar Skills</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Small Group Reading</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Recess</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Tier II Math Intervention</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>Writing Lessons</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Daily Read-Aloud</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Tier III Math Intervention</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Physical Education</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>Social Studies or Science</td>
</tr>
<tr>
<td>3:15-3:45</td>
<td>Recap/review of the day, Homework and prepare to go home</td>
</tr>
</tbody>
</table>

### Half Day Schedule: Grade 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:30</td>
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<td>Teacher Write &amp; Mechanics</td>
</tr>
<tr>
<td>9:00 -10:00</td>
<td>Language Arts: Focus-Text and Tier II ELA Intervention</td>
</tr>
<tr>
<td>10:00- 10:30</td>
<td>Spelling and Phonics</td>
</tr>
<tr>
<td>10:30 –11:00</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Tier II Math Intervention</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Recess</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Tier III ELA Intervention</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>Interactive Writing</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Tier III Math Intervention</td>
</tr>
</tbody>
</table>
**1:45-2:00** Recap/review of the day, Homework and prepare to go home

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**Daily Schedule: Grades 3**

This Daily Schedule displays times, subjects, and simple icons on the next page. Each subject is listed below with a brief description.

**Spelling and Phonics:** Daily spelling and phonics’ activities.

**Teacher Write, Editing and Tier II ELA Intervention:** The teacher models to the students how a good writers thinks and writes. During the writing the teacher introduces or reviews past grammar and mechanic skills or rules to revise and edit her writing.

**Language Arts and Tier III ELA Intervention:** Focus Text: One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

**Small Group Reading:** Guided reading groups to teach students how to read. Transition Groups or Beginning Book Clubs for fluent readers.

**Tier II and III Math Intervention:** Explicit instruction to learn mathematical concepts and procedures.

**Writing Lessons:** Whole class explicit direct instruction writing lessons.

**Interactive Writing & Mechanics:** Over one or two days, the teacher and students brainstorm a story on a paper. For many days after, different students come to the whiteboard to write one-two sentences. In the end, the story is published into a big book.

**Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study. Use big books and poems for vocabulary, fluency, and strategy instruction.

**Daily Read Aloud:** Read aloud to students modeling good reader behaviors.

**Independent Reading (Just Right Books):** Students choose and read text at their independent reading levels to practice habits of good readers and to build their endurance.

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**Full Daily Schedule: Grades 3**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:30</td>
<td>Teacher greets arriving children, Children hang up backpacks and belongings, 20 minutes of breakfast to ensure that students are well nourished before academics begin</td>
</tr>
<tr>
<td>8:30 -9:00</td>
<td>Teacher Write &amp; Editing and Tier II ELA Intervention</td>
</tr>
<tr>
<td>9:00 -10:00</td>
<td>Language Arts: Focus-Text and Tier III ELA Intervention</td>
</tr>
<tr>
<td>10:00- 10:30</td>
<td>Spelling and Phonics</td>
</tr>
<tr>
<td>10:30 –11:00</td>
<td>Spelling and Grammar Skills</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Tier II Math Intervention</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Recess</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
### Half Day Schedule: Grades 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:30</td>
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</tr>
<tr>
<td>10:30-11:00</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Small Group Reading</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Recess</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Interactive Writing &amp; Mechanics</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>Writing Lessons</td>
</tr>
<tr>
<td>1:15-1:15</td>
<td>Tier III Math Intervention</td>
</tr>
<tr>
<td>1:45-2:00</td>
<td>Recap-review of the day, Homework and prepare to go home</td>
</tr>
</tbody>
</table>

### Daily Schedule: Grades 4

This Daily Schedule displays times, subjects, and simple icons on the next page. Each subject is listed below with a brief description.

**Skills:** Spelling, Mechanics, and Grammar: Focused systematic lessons.

**Teacher Write, Editing and Tier II ELA Intervention:** The teacher models to the students how a good writer thinks and writes. During the writing the teacher utilizes the spelling, mechanics, and grammar skills to revise and edit.

**Language Arts and Tier III ELA Intervention:** Focus Text: One story is studied for five-seven days. Use the interactive Narrative and Expository Walls to explicitly teach students text structure, vocabulary, strategies and skills, and also connections to writing throughout the story.

**Small Group Reading:** Transition Groups, Beginning Book Clubs, or Advanced Book Clubs

**Tier II and III Math Intervention:** Explicit instruction to learn mathematical concepts and procedures.
**Writing Lessons:** Whole class explicit direct instruction writing lessons.

**Social Studies or Science:** Use the interactive Expository Wall to explicitly teach students text structure, vocabulary, note-taking, and also connections to writing throughout the unit of study. Use big books and poems for vocabulary, fluency, and strategy instruction.

**Daily Read Aloud:** Read aloud to students modeling good reader behaviors.

**Independent Reading (Just Right Books):** Students choose and read text at their independent reading levels to practice habits of good readers and to build their endurance.

### Full Day Schedule: Grades 4

<table>
<thead>
<tr>
<th>Time</th>
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</tr>
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<tbody>
<tr>
<td>7:45-8:30</td>
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<td>1:45-2:15</td>
<td>Tier III Math Intervention</td>
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<td>2:15-2:45</td>
<td>Physical Education</td>
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<td>3:15-3:45</td>
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### Half Day Schedule: Grades 4

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</table>
Each day, ALL students will engage in the following activities:

Morning Welcome and Morning Meeting Time (45 minutes)
7:45-8:30 (School-wide morning announcements will also occur during this time)
- 20 minutes of breakfast to ensure that students are well nourished before academics begin
- 25 minutes of Morning Meeting Time where students will gather in a central location in their classrooms (such as a carpeted area) to discuss daily activities and lesson focus.
- For the first four weeks of school, Kindergarten students will have interactive social time in their classrooms from 8:30-9:00 a.m. This time may include center activities and/or free play engagement for teacher observation of student patterns and student interactions.

**Language Arts/Reading/Intervention Time**

English Language Arts includes instruction in reading, writing, grammar, listening, thinking, and speaking, spelling and phonics.

**Math Block:**
The last 20-30 minutes of each day will be used recapping/reviewing/reinforcing skills taught during the day, and making preparations for home or after school care. First, Second, Third and Fourth grade will begin math time at 1:45-2:15 Monday –Thursday each day, except on Friday it will start from; 1:15-1:45.

**1.9 -Special Populations and At-Risk Students**

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

- The extent to which one or more of the founding school team (founding board, instructional leader, etc.) has experience working with special populations.
- Methods for identifying students with special needs and avoiding misidentification.
- How the school will handle over-identification of special education needs.
- Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for special needs students.
- Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA’s monitoring and evaluation.
| Processes and procedures aligned with IDEA law to exit students who demonstrate sufficient progress. |
| How the daily schedule, staffing plans and support strategies (i.e. service providers, nursing and educational assistants) will meet or be adjusted for the diverse needs of the students. |

**Special Education:**

High standards and expectations will be set for all students attending at Jump-Start Charter School. The student case manager in conjunction with the school counselor, teachers, reading and math specialists will periodically (at least monthly) review student data (to include test scores, classroom grades, teacher observations / checklists) to ensure student success. Students who are ascertained to be falling behind or not meeting the standard will be referred to the IST (Instructional Strategies Team) team for improvement recommendations. Also, as part of the IEP updating process, meetings will be held and goals will be reviewed and reassessed.

Multi-tiers of evidenced-based academic and behavioral interventions and supports will be provided prior to identification. Meetings will be scheduled in advance and reminder calls, emails and letters will be sent. Substitute coverage may be needed so that teachers can attend meetings. Although not ideal, IEP meetings may be conducted via telephone if parents are unable to meet in person. Two or more staff members would then have to follow up with the parent and ensure that all necessary signatures are received. This may also require a home visit.

The IEP team will consist of the referring Teacher, Principal, Special Ed Teacher, and Instructional Support Staff. The teacher will refer the student to the IEP Team after implementing academic strategies based on the prior IST Team suggestions. After no less than 3 weeks of trying those suggested strategies unsuccessful and analysis of the assessment data, then the Teacher will refer the child to the IEP team for further evaluation. The IEP team will analyze the academic data provided to determine a need for further testing for eligibility. Once a student reaches Tier III of the RTI process and has not shown adequate growth, a student can be referred for a psycho-educational evaluation. Once parental permission is received, the evaluation will be conducted by a “private” psychologist to determine whether or not there are any identifiable disabilities hindering the student’s academic success. Once results of the evaluation are made available, the IEP Team, parents, and student will meet to discuss the results of the evaluation and determine whether or not, based on the recommendations of the psychologist and collected data from the IST, the student is eligible for an IEP. This same team will meet to craft that plan, taking into account Evaluation Summary.

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recommendations, student performance data against grade level expectations and outcomes, as well as student college and career aspirations for appropriate transition planning.

Jump-Start Charter School will utilize data collected from selected assessments to determine the instructional needs of each student using Response To Intervention procedures (RTI). Students will be tiered and be placed in groups according to their instructional needs. This instructional support will be provided by qualified staff. All students will be educated in their Least Restrictive Environment (LRE). As such, Jump-Start Charter School will hold fast to the following IDEA principles:

- Special education is a service, not a place;
- All students with disabilities will have access to the general education curriculum;
- A broad range of services will be provided, addressing the needs of all students with disabilities;
- IEP teams will first consider providing each student with services in the general education classroom, with supplementary aids and services appropriate to that student's needs; and
- A continuum of options will be provided that vary in the extent to which they provide education for a student with a disability alongside his or her non-disabled peers.

For those students with disabilities who are likely to succeed with the help of well-designed, carefully implemented and rigorously assessed general education interventions, special education services will be delivered in the general education classroom through a full inclusion model. Where services delivered in the general education classroom are not likely to result in student success, a continuum of alternative options will be provided for all students with disabilities.

Jump-Start Charter School will take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate. Parents will be notified of the IEP meeting no less than ten (10) school days prior to the IEP meeting, and the meetings will be scheduled at a mutually agreed upon time and place. The notice sent to parents and the student about the meeting will include the purpose, time, and location of the meeting and who will be in attendance from the school or other agencies. Parents will be invited to extend the meeting invitation to other individuals who have knowledge or special expertise about the child. When appropriate, the meeting invitation will also indicate that a purpose of the
meeting and transition services for the child. If the parent is not able to attend the IEP meeting, then the Special Ed. Teacher will talk with the parent via phone calls or conference telephone calls. In the event that the parent(s) refuse to attend the IEP meeting, the Special Ed. Teacher will keep a record of the attempts to arrange a mutually agreed on time and place. The Special Ed. Teacher will arrange for an interpreter for parents with deafness or whose native language is other than English. At the IEP meeting and whenever requested, the Spec. Ed. Teacher will give the parent a copy of the child's IEP at no cost to the parent.

At the beginning of each school year, the Special Ed. Teacher will review the IEP and 504 plans of students, to ensure that students receive their testing accommodations, one month prior to the testing window opening the Special Ed. Teacher will meet with the Teachers and Principal to review the accommodations documented on students’ IEP or 504 plans. The Special Ed Teacher will work with school administration to plan the test for those students, including making arrangements for special physical spacing, alternative testing times, appropriate staffing, and communications with the test administrators about testing accommodations.

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. To ensure compliance, teachers will complete “Student Accommodation and Supplementary Aid Logs” for each student with disabilities. This will help them document when students are offered accommodations and when those accommodations are used or refused. These trackers will also provide useful information for the IEP/504 team when determining which accommodations are needed for individual students.

Jump-Start Charter School will seek to employ teachers who are dually-certified in both regular and special education. This will help implement an inclusion model at the school. These dually-certified teachers will serve as lead teachers and provide professional development and instructional models on teaching special education students in the regular classroom. If unable to hire or if the budget does not allow for the specialized positions listed above, Jump-Start Charter School will contract with Occupational Therapist (OT), Physical Therapist (PT), Speech/Language Pathologist (SLP) and School Psychologist (SP) from surrounding districts.

**English Language Learners (ELL):**

Methods for identifying ELL students (and avoiding misidentification).
Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

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

Means for providing qualified staff for ELL students.

Charter schools are responsible for the identification of English language learners, the provision of English language services, and the annual assessment of English language proficiency as required by the state and federal law regulations. Additionally, charter schools are responsible for hiring certified English as a Second Language (ESL) and/or bilingual educators to provide services to English language learners.

**Home Language Survey**

All incoming students will be given the Home Language Survey as part of the enrollment process at Jump-Start Charter School. The Home Language Survey that will be included in enrollment packet. If any questions from the Home Language Survey indicate that a student’s home language is something “other than English,” Jump-Start Charter School will give the WIDA-ACCESS Placement Test (W-APT) to the student to determine if the student should receive services as an English Language Learner (ELL).

**Parent notification**

After a student is identified as an ELL, Jump-Start Charter School will send a notification home to parents in the home language, stating that their student is eligible for English language development services. Parents/guardians have the right to refuse placement of their student in the ELL programs and also have the right to withdraw their student from the program, but must do so in writing. In compliance with state and federal law regulations, parents of students who have been identified as English Language Learners will be provided notice that their student is eligible for services in a language the parent can understand. If needed, the school will contract with a translation company to translate documents. At the beginning of the school year, identification, screening and parental notification will be sent to the eligible students.

Students will be assigned to one of 6 levels identified below, which correspond to levels identified in ACCESS English proficiency exam results:

- **ESL 1** - (entering) - These students have just recently arrived in the US within the past academic year without much English language instruction and test at the lowest level on the WAPT screening test.
- **ESL 2** - (beginning) - These students have some social language proficiency and some, but not extensive, academic language proficiency in English
• **ESL 3** - (developing) - These students have social language proficiency and have acquired some literacy in English yet are not at grade level proficiency.
• **ESL 4** - (expanding) - These students have social language proficiency and have acquired some literacy in English and are approaching grade level but still need assistance in the core content areas.
• **ESL 5** - (bridging) - These students are about to reach (or have reached) grade level proficiency in English and are approaching grade level literacy in the core content areas. These students will likely meet the state’s exit criteria for support services by the end of the academic year.
• **ESL 6** - (reaching) – These students need minimal support and will take all regular classes, although their academic performance will be monitored closely to ensure they are able to learn at a high level.

The hours of ESL instruction will be based on the needs of students performing at the aforementioned English learning levels.

All programs of instruction for ELLs will include formal instruction in English language development and instruction in academic subjects so that ELLs have access to the regular curriculum that is provided for all students. Programs will be in consistent pursuit of the goal of acquisition of English proficiency. In order for the necessary accommodations to be made so that teachers can teach the diverse learners that may exist in their classrooms at their current level of content and language acquisition, teachers will be trained in how to deliver multiple assessments whose data will provide information that can be used in planning for interventions and strategy instruction. Based on the ACCESS for ELLs (Assessing Comprehension and Communication in English State to-State for English Language Learners) and the English Language Development (ELD) Standards (debuted by WIDA in 2012), teachers will use the assessment data to plan lessons which assist and assess students’ abilities to achieve English language acquisition; using resources from the World-Class Instructional Design and Assessment (WIDA).

Students who receive a 4.0 or lower on the W-APT test will receive ELL services based on information provided by family members and school personnel. They will also be placed on a learning level that fits their instructional needs. Students who are at a 1-3 learning level will be given more academic support. All ELLs will be provided with ELL services until they reach a Tier C Level 5.0 on the WIDA ACCESS test and be classified with a learning level of a 5 or 6. Then they can be exited from the ELL program. Parents of ELL students will play a critical role in their child’s cultural assimilation to Jump-Start Charter School and must become active members of the school community. The goal of assimilation is not to strip the child of his or her native culture, but to create a school culture that embraces diversity and allows differences to enrich the whole school.
community. The school leader, teachers, and staff must work in conjunction with parents to ensure that ELL students are successful members of the school community.

The Parent’s Advisory Committee will ensure that when the school hosts curriculum nights and other parent events, special outreach is done to the parents of the ELL students in their home language. This will include translation services so that invitations and announcements of activities can be sent in the family’s native language. Additionally, translation services will be provided at school events for parents so that they may come and participate in curriculum and information nights to learn about the school, student conferences or exhibitions so they can learn about their student’s academic progress and at other school events so that parents can participate in the culture of the school. Since all parents will be encouraged to volunteer at the school, the Parent’s Advisory Committee will include opportunities for the ELL parents to volunteer by including volunteer activities that are not based around language or strategically partnering parents who don’t speak English with another parent who can serve as a translator as needed. By contributing to the success of the school through volunteering the parents will grow more connected to the school and the partnership between the parent and the school will be strengthened.

All programs of instruction for ELLs will include formal instruction in English language development and instruction in academic subjects so that ELLs have access to the regular curriculum that is provided for all students. This curriculum will be Common Core Standards-based. Programs will be in consistent pursuit of the goal of acquisition of English proficiency and ensuring that students are meeting the standards set by the Common Core Initiative.

After their initial identification as an ELL student, all ELL students will be assessed annually on the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). The assessment will be coordinated through the school leader.

The school will implement the RTI process with fidelity. Students who are identified as being at-risk and/or who are performing below grade level expectations will have additional instruction in their identified areas of need, receiving either 90 or 120 minutes of targeted, research-based instruction to assist in raising achievement scores and removing obstacles to learning. Through various testing, observation, anecdotal notes, curriculum-based measures, and formative assessments, teachers will have multiple
opportunities to assess student acquisition of grade level content and growth toward grade-level expectations.

At Jump-Start Charter School, time and resources will be used in innovative ways. Special Education teachers will provide strategies and resources to other teachers to work with students who are identified at-risk. The classroom teacher or the special education teacher may provide targeted small group workshops within the project-based learning structure to any student who is struggling with a specific skill. Additionally, intervention time for all students will include small group instruction and differentiated instruction using various strategies and methods.

**Gifted Students**

The Jump-Start Charter School’s STEAM educational plan will provide a hands-on, inquiry-based, project-based approach to learning will allow gifted and talented students increased autonomy. In addition, all students will be charged with fulfilling a role on a project team. Gifted students will have the opportunity to self-select roles and assist with identifying the responsibilities and deliverables that may go above and beyond teacher-defined curricular deliverables. Teachers will work with gifted students individually and in small, flexible groups to challenge them. While all students work through the same rigorous projects, ‘project challenges’ are required for those students who are gifted and talented. ‘Project challenges’ allow students to extend their learning by exploring an interesting complexity of the problem, conducting additional research, or answering a “What if” question that changes the parameters of the project design.

The goal will be to recruit teachers who have experience working with a gifted and talented student population for these roles. In addition to the on-staff expertise in the area of special student populations, the school, through its mission to engage the larger community in unique school community interactions, will seek opportunities for its gifted students to explore ways to enhance their learning through the use of their strengths and talents. The teachers at Jump-Start Charter School who are responsible for the education of highly able students will promote the opportunity within lesson and project planning for students to engage with and attain gifted programming standards.

Jump-Start Charter School leadership will assess and monitor the progress and success of gifted students one time per month to ensure that the opportunities for enrichment are maintaining the interests of the student and providing a level of supplemental challenge that promotes enhanced learning. Jump-Start Charter School leadership will ensure that
assessments will occur through the use of culminating products, portfolio- and performance-based assessments, these methods will also be used for the gifted and talented students, and differentiated to require them to think more creatively about complex challenges. In addition, Jump-Start Charter School leadership will also assess students through their creative outlets and creative, project-based products. Gifted students will have increased levels of control over the implementation of their projects to further enhance the opportunity to have a voice in their education and assessment of knowledge acquisition. An integral part of how the school will monitor the success of gifted students will be based on how gifted students assess themselves. Students will define their expectations for personal achievement and success thereby increasing their autonomy in the learning process and laying the foundation for lifelong learning.

At-Risk Students:

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

The school will identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. Students may come to Jump-Start Charter School for different reasons, but the one characteristic that all students will share will be that they are all looking for an education that is focused on Reading, Math and other skills necessary to be successful in school and later in life. Jump-Start Charter School expects to serve a diverse population of students across demographics and socioeconomic levels and will provide the services required by the state and federal regulations. Jump-Start Charter School welcomes all students, and will educate each student to be an exceptional learner through rigorous content and 21st century skills. Teachers will work closely with those students who require additional support in terms of advocacy, and educational planning and mapping, ensuring that they are meeting their success plan benchmarks. For students who are at risk or are being served under an IEP, teachers and/or related school personnel will provide all necessary accommodations and modifications to course and project work, assisting students in achieving performance expectations.

Jump-Start Charter School will utilize data collected from selected assessments to determine the instructional needs of each student using Response To Intervention procedures (RTI). Students will be tiered and be placed in groups according to their
instructional needs. This instructional support will be provided by qualified staff. Data will be organized in a record-keeping system. This will allow teachers to keep track of their students’ progress through various forms of progress monitoring throughout the year.

The IST (Instructional Support Teams) team will consist of the Principal, Instructional Specialist, School Counselor, Nurse, Safety Officer, and the Teacher who has the student concerns. The IST team will meet once a month to discuss teachers’ student concern. Teachers will be responsible for filling out an IST referral form for any students that they may be exhibiting academic, behavioral, or social-emotional issues. The IST team will work in conjunction with teachers to create and implement strategies to support the students’ deficits in those areas.

1.10 - School Culture and Discipline

Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school’s mission, goals and objectives. In this section:

- Explain how the school’s culture will reflect high levels of both academic expectation and support.
- Explain how you will create, implement and sustain this culture for students, teachers, administrators and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

Jump-Start Charter School will create a school focused on Reading, Math and other skills necessary to be successful in school and later in life. The school culture will embrace the idea that Reading, Math is important and, in order to effectively prepare for this goal, will internalize the habits of lifelong learner. The school will be a safe place for learning and will be characterized by academic excellence. The school leadership and staff will have a —whatever-it-takes stance and will work relentlessly to support their students’ success. Jump-Start Charter School families will support the school by being engaged in the school community and by actively participating in their student’s education through frequent communication with the school about their student’s behavioral performance. Clear expectations about student conduct will ensure students and families are equipped to meet the high expectations for learners and their behavior.
At Jump-Start Charter School, staff will create a culture of high expectations wherein all students will learn to behave as learners who work together as a team. From appropriate posture and framing of a question in class to spontaneously demonstrating school values when opportunities arise, students will consistently be supported in behaving as learners who demonstrate the school’s core values through clear expectations and written and verbal feedback that explicitly addresses desirable and undesirable behaviors.

Jump-Start Charter School staff will learn about this culture as part of the summer professional development. Every staff member will learn about the behavioral norms and expectations throughout the school, from the way students should use the acceptable language to when asking a question. Because all staff will be trained in the same expectations for students and given tools to monitor those expectations, students will move seamlessly throughout the building with the same norms for behavior and attitude. Further, Jump-Start Charter School staff will be expected to maintain the culture as part of their evaluation and coaching. Teachers who need more support with implementing consistent expectations may receive individualized coaching in order to build School Culture and Discipline that is consistent with the school mission, vision, and values. Classroom observations and even lesson plans will be reviewed regularly to ensure all teachers are effectively and consistently implementing the same norms and expectations of student behavior.

**Students Entering Mid-year**

Students and families considering to enter Jump-Start Charter School mid-year will have an opportunity to tour the school, meet with current students, learn about the school’s mission, vision, and values, and become acquainted with the code of conduct. Once a new student joins Jump-Start Charter School, teachers will be responsible for teaching classroom expectations and consequences to him or her.

**Students with Special Needs**

Nothing in the Jump-Start Charter School Code of Conduct, or in the school’s Student Commitment on Reading, Math and other skills necessary to be successful in school and later in life will be permitted to infringe upon any rights provided pursuant to the Individuals With Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans With Disabilities Act. Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the school leader or board of directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether
such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the school’s discipline policies and procedures after following the procedures outlined above.

Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

**School Discipline:**

| Provide the student discipline policy as Attachment B. Describe the philosophy for student discipline that supports your proposed school’s model. Include: |
| Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior. |
| A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. |
| Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion. |
| An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings. |
| A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level). |

*See attachment B in more detailed*

**1.11 -Marketing, Recruitment and Enrollment**

Describe the marketing, recruitment, and enrollment practices of the proposed school. Describe how parents and other members of the community will be informed about the school. Describe your plan to recruit students in your pre-opening year, including the strategies, activities, events, responsible parties, and benchmarks and timelines that will demonstrate...
suitable progress over time. Describe student recruitment after the school has opened. How will it differ from pre-opening recruitment?

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

Provide as Attachment C the school Enrollment Policy, which should include the following: Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms; Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107; Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113; An explanation of the purpose of any pre-admission activities for students or parents; and Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.

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

**Enrollment Policy**

As required by state law, participation in the lottery for Jump-Start Charter School will be based on parental choice and will be open to all MNPS students who qualify for charter school admission under Tennessee Code Annotated (T.C.A.) §49-13-106(a)(1), which states ( 1) Public charter schools authorized by an LEA may be formed to provide quality educational options for all students residing within the jurisdiction of the chartering authority; provided, however, an LEA may authorize charters to enroll students residing outside the LEA in which the public charter school is located pursuant to the LEA out-of-district enrollment policy and in compliance with § 49-6-3003 and § 49-6-403(f).

Jump-Start Charter School’s recruitment plan and admissions policies support our mission and goals of ensuring that all of our students enter and excel in college and in life. We will work actively recruit the students who are most at need and ensure that all students that are eligible (either at a failing school or failing themselves) can apply and be enrolled in Jump-Start Charter School in a fair and equitable manner.

**Application Period** – Jump-Start Charter School will begin to accept applications starting October 1, 2016 and will end at 5pm on March 15, 2017.

**Enrollment Deadlines** – All applications must be received in hand by 5:00pm on March 15, 2017. Any applications received after this time and date will be placed at the end of the waitlist.

**Receipt and processing of applications** – All applications must be delivered in person to guarantee a placement into the lottery. Parents are welcome to mail their application to P O BOX 17625, NASHVILLE, TN. 37217. An acknowledgement will be emailed upon receipt of the email application, but if a family does not receive or keep this receipt Jump-Start Charter
School is not responsible for claims that an application was sent by mail by not received by the deadline (we will track all receipts as well and it is highly unlikely we will lose the record, but we cannot take responsibility if the family does not keep their record in the rare case that an application cannot be located). All applications received in person will receive a receipt.

**Lottery** - If there are more applications than seats available in a grade level, then the school will have a public lottery. The lottery will have the following preferences:

1) Students of employees or Board members of Jump-Start Charter School (not to exceed 25 students or 10% of enrolled students, whichever is less)

2) Siblings of students currently enrolled or graduated from Jump-Start Charter School

3) If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school.

Parents will be mailed the official results on the Monday following the Saturday lottery (late May).

Parents will have fourteen days beyond the lottery notification date to submit a letter of intent. After this date, Jump-Start Charter School will attempt to verify personally with each parent by phone or at home that they are indeed forfeiting their seat at Jump-Start Charter School. If we are unsuccessful in contacting the family for verification we will then give up their seat and place them on the waitlist. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the lottery, we will accept applications on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled. In all cases, Jump-Start Charter School will adhere to any and all schedules and requirements of Metropolitan Nashville Public Schools concerning the recruitment and enrollment of students.

**Waitlist, withdrawals, re-enrollment, transfer policies** – Below are the policies on these important issues.

- Waitlist will start one week after Acceptance Day (day noted in letters from Lottery that families must officially accept their seat) and last until end of second week of school.
- Waitlist then expires and anyone who wishes to transfer must re-apply. Applications after the expiration date are taken in order and a new waitlist is built.
- Transfer lotteries held at discretion of Executive Director during semester, and at end of 1st and 2nd semester if spaces available. Transfer lotteries will be advertised on the website and at school.
- **Dis-enroll** - If a student dis-enrolls during a semester but then decides to return they must re-apply like anyone else. Exceptions to this can be clarified in an expulsion agreement (i.e., an expelled student may be enrolled at the end of a school year if they meet the requirements of the expulsion rehabilitation plan).
1.12 - Community Involvement and Parent Engagement

Describe how parents and community members have been and will continue to be involved and engaged in the development of the proposed school.

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

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

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

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

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

Include, as Attachment F, letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community’s needs and interests.

Parent involvement – Over 300+ parents attended events at parent’s homes over the past 12 months to hear about the Jump-Start Charter School model. In addition Jump-Start Charter School intends to do extensive outreach over the next 14 months to parents in South Nashville and its surrounding areas in order to build positive momentum for the school.

- **Email list** – over the past 12 months Jump-Start Charter School has built an email list with over 300 supporters for the Jump-Start Charter School model here in Nashville. We are excited and inspired by the number of diverse families that are interested in the Jump-Start Charter School.

- **Letters of support** – Attached are letters of support from a broad range of Nashville community members who support Jump-Start Charter School. Jump-Start Charter School
is proud of the broad based support we have received from political leaders, community leaders, and most of all parents.

**Parent Engagement** – Jump-Start Charter School believes having engaged parents (and guardians, which we include when we refer to parents in this application) is critical to the mission and vision of the organization.

**Family-school partnerships** – Jump-Start Charter School purposely runs a small administration model so that resources are focused on teaching and learning. In order to make this model effective, parent partnerships are important. By effectively recruiting parents to be “part of the Jump-Start Charter School team” they naturally feel more part of the community. A few examples:

- **Parent University** – all parents will be encouraged to attend the three 90 minute sessions in the summer for new parents to Jump-Start Charter School (transfer parents as well in later years). Parent University will be a comprehensive overview of the Jump-Start Charter School program, and also a key way to engage parents in the Jump-Start Charter School culture, building trust and common mission.
- **Parenting classes** – the Jump-Start Charter School Executive Director and the Principal will conduct a series of parenting classes each year that will include the benefits of parent involvement in the child’s education and will also include key pieces of the Jump-Start Charter School educational philosophy.
- **Computer classes** – Jump-Start Charter School will have Saturday computer classes that run concurrently with Saturday school for parents. These classes will teach parents the basics of computers in general, but also the Learning Management System at Jump-Start Charter School so that parents can engage in their learner’s more effectively.
- **Camping / Study Trips** – Jump-Start Charter School will have camping and study trips on which they encourage families to take part. Jump-Start Charter School families will help cook, set-up tents, run activities, and drive students to and from the camping trip. For the annual Study Trip, parents will be asked to volunteer to drive students on the trip. We envision the annual camping trip and Study Trip to be one of the best bonding experiences for Jump-Start Charter School parents.
- **Tutoring** – Jump-Start Charter School will have a strong tutoring program after school from 4-5pm each day. Along with partnering with local Universities, we have found that some of the strongest tutors are parents. We will encourage parents to help with tutoring during these times, and also during Saturday School. Tutoring will be free.
- **Student Recruitment** – Parents are encouraged to help with students recruitment in various ways, most often as part of our Saturday Door to Door events where current parents and students walk their neighborhoods to tell their community about the Jump-Start Charter School experience.
• **Data Entry / Front Desk** – Jump-Start Charter School believes in having a parent at the Front Desk along with the Administrative assistant who can focus on helping other parents with navigating the Jump-Start Charter School system effectively.

**Community Resources** – Listed below are a few examples of community resources that Jump-Start Charter School will be able to bring to Jump-Start Charter School families. Jump-Start Charter School will work very hard in the upcoming years to continue to expand our community partnerships in order to help every Jump-Start Charter School learners to have the opportunity to come to school ready to learn each day.

- **Tennessee Charter School Center (TCSC)** – TCSC will continue to be a resource to Jump-Start Charter School through its first two years of existence. TCSC will be an excellent aide to the faculty and leadership at Jump-Start Charter School. The Executive Director has built a relationship with Maya Bugg, Chief Executive Officer at TCSC, and Michelle Doane, Director of School Development Programs at TCSC. We hope to continue our relationship and build more tangible support the Center and Jump-Start Charter School as we embark on this amazing journey.

- **Nashville International Center for Empowerment (NICE)** – CEO Gatluak Thach has been very helpful in advising Jump-Start Charter School on how to best reach immigrant and refugee families. Jump-Start Charter School would like to partner with NICE in the coming years to aide immigrant and refugee families to come to school each day ready to learn.

- **Conexión Américas** – Jump-Start Charter School is excited to build relationship with the Conexión Américas. Mr. Yogol, met with Gini Pupo-Walker, Senior Director of Education Policy & Strategic Growth. Jump-Start Charter School intends to continue to develop this relationship in order to find ways to connect Hispanic families with the supports they need in the community.

- **Center for Refugee and Immigrant of Tennessee (CRIT)** – Executive Director Nancy Denning-Martin has been very helpful in advising Jump-Start Charter School on how to best reach immigrant and refugee families. Jump-Start Charter School would like to partner with CRIT in the coming years to aide immigrant and refugee families to come to school each day ready to learn.

- **World Relief Nashville** – Tim Patterson, Executive Director at World Relief Nashville has been very helpful in advising Jump-Start Charter School on how to best reach immigrant and refugee families. Jump-Start Charter School would like to partner with World Relief Nashville in the coming years to aide immigrant and refugee families to come to school each day ready to learn.

- **Vanderbilt University, Lipscomb University, Belmont University and Trevecca Nazarene University** – one of the best community supports that Jump-Start Charter School can provide to learners and families is tutoring. Jump-Start Charter School plans
to work over the next 12 months to develop relationships with these Universities (and possibly more) so that they can help to provide excellent after-school tutors to our learners.

**Community Support**

**Signed Petition Form:** Jump-Start Charter School is excited about the amount of community support that has been generated for the proposed school; in the first face of our engagement we have received overwhelming number of support from the community. We have included 212 signed forms to our hard copy, since the overall pages of the application cannot exceed 250.

### SECTION 2: OPERATIONS PLAN AND CAPACITY

#### 2.1 -Governance

Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. In this section:

- Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.
- Describe how the board will evaluate the success of the school, the school leader and its own performance.
- Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?
- Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- Describe the training or orientation new board members will receive. What kinds of ongoing development will existing board members receive?
- How will this board handle complaints? This process should be clear and follow an appropriate route for resolution of concerns raised by students, parents and/or stakeholders.

**Governing Philosophy, Legal Status, Procedures:** Jump-Start Charter School is registered in the State of Tennessee as a nonprofit corporation. As part of its broader educational outreach mission Jump-Start Charter School will provide educational opportunities to the community living in Nashville, Tennessee. Jump-Start Charter School Board will govern the school,
ensuring accountability to its academic mission, community outreach, financial viability, and terms of the charter.

**Board Operation and State Law:** The Jump-Start Charter School Board has and will at all times operate in accordance with the Tennessee Open Meetings Law (TCASec. 84-44-102). The Board has and will record minutes of all meetings and makes them publicly available, in addition to any other necessary documents, in accordance with any request pursuant to the Tennessee Open Records Act (TCASec. 10-7-101). The Board structure delegates to the School Executive Director the day-to-day operations and academic leadership of the school. As such, school policy has been developed by School Leader Bare Yogol with the input of the Board of Directors. Policies that impact the charter laws and education statutes are brought by the School Leader or a Board member to the Board for board action. The Board has one employee, the School Leader. It is the Board’s responsibility to support and evaluate the School Leader on an annual basis. This will continue to be the practice of the Board, such work executed in May of each year. The Board’s responsibilities lie primarily with administrative oversight, strategic mission, financial oversight, and resource development and as such, ensure Jump-Start Charter School successfully executes the school’s mission, is compliant with all state charter laws and adheres to the school’s charter agreement with the authorizer, MNPS. The governance and operational policies of Jump-Start Charter School are designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

**Board Meeting and Voting:** The Board meets no less than four times each year. A majority vote of those present at a Board Meeting will constitute approval action by the Board. The Board may not act unless a quorum of Directors is present (50% of directors plus 1). All Board level decisions at Jump-Start Charter School are made only after ensuring thorough, accurate information from school management and open discussion. It is the policy of this Board to review all financial statements, such as a cash flow analysis and statement of revenue and expenses against budget on a monthly basis. This will continue as we expand from K – 4 grades.

**Written Policy:** In the event the Board recommends adopting a written policy, the process include four steps: 1) Board level discussion which includes all pertinent information needed from the School Leader, 2) assignment of drafting task (generally the School Leader if it is school policy and a Board member if it is a Board level policy), 3) writing of the first draft; including drafting an impact statement from the parent representation, and 4) presentation to the Board for approval.
Describe the composition and size of governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders and will ensure the school will be an educational and operational success.

**Board Composition and Size:** The founding Jump-Start Charter School Board (2015) began as 7 members and has since increased to 9 members, qualified individuals that meet the variety of skill set necessary to help facilitate the work of a successful elementary school. They are also reflective of the stakeholders in the school community. Board members serve three-year terms and can be asked to serve multiple terms. In accordance with our focus on parents as founders, the Board has two family representatives from the school community on the Board. All parent board members are selected by the School Leader and approved by the entire school board. If new to board service, orientation training is made available to parents in school board leadership by the Jump-Start Charter School Founder and Executive Director and school board chairperson. Parents will serve two-year term with the option at the direction of the Chair to serve a third year. This term is shorter to give a larger number of parents the ability to serve the school in this capacity. Should there be a vacancy for any reason; members may join the Board filling a short term, by appropriate Board recruitment and approval. Such members are still eligible to serve an additional full three-year term. Jump-Start Charter School serves a diverse community; its staff reflects that diversity, as does its Board, crossing age, race, gender, and socio-economic status. Members are from 35 to 62 years of age. At this time, there are three women and six men on the Jump-Start Charter School Board. Members represent a wide range of economic diversity and experience with poverty, immigration, and education. Board members identify as African-American and white; rural and urban and immigrant. This is a dedicated group of individuals reflecting all aspects of the American experience, bringing expertise and success in education, business, and finance, but sharing commitment to educational opportunity for all children. We have found that a mixture of young professionals new to Board leadership and experienced Board members are the right blend of drive, passion, wisdom and resilience to get things done and done well. We realize from experience that a well-functioning Board is comprised of individuals who understand the start-up commitment needed, share passion for the goals of the school (and the best-interest of children), while bringing varied gifts. Our board is composed of members with experience in organizational development, educators, financial, business, information technology, facilities managers with community experience, along with parent members.

Describe how the board will evaluate the success of the school, the school leader, and its own performance.
The Jump-Start Charter School Board of Directors is responsible for ensuring that the school is faithful to its vision and mission to provide excellent educational opportunities for every child, while providing a welcoming environment that embraces community and diversity. The Board will execute all its tasks under four main themes—mission oversight, strategic planning, financial and operational management oversight, and resource development. The Board will support the objectives of the school leadership team in the following ways:

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

The current board is the governing board upon approval. The board of directors will be representative of the Nashville community and have a wide range of expertise, including finance, marketing, law, human resources, fundraising, and community relations. Most importantly, the board will have committed members who are:
Firm believers that all children can and will realize high academic achievement;  
Dedicated to furthering the vision and mission of Jump-Start Charter School;  
Eager to contribute their experience and knowledge to the governance of Jump-Start Charter School;  
The governance of Jump-Start Charter School is willing to volunteer for one or more board committees, to contribute the appropriate time, and energy necessary to follow through on assigned tasks.

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

**Board Guidelines and Development**

Board development is one of the critical components of creating and sustaining a high-performing school. The board of directors will invest the necessary funds and time to sustain an effective governing body. A commitment to continual development is reflected in the annual retreat for an in-depth review of the school’s and board’s performance. The retreat will be used to review applicable regulations (such as open meeting and open records laws), as well as revisit the bylaws and other guidance. This retreat will also be used to generate annual strategic plans. In addition, the board participates in an annual self-evaluation process that helps the board better understand its strengths and weaknesses and serve as a useful tool for improvement. As necessary, the board will use consultants for retreats, resource development and to assist with strategic planning and visioning, and will have access to Jump-Start Charter School training sessions and materials designed explicitly for Jump-Start Charter School new board member. To guide the board’s activities, a board manual will be made available to all new members. Each new board member will review the manual with the executive director and board chair and be expected to adhere to all policies and regulations outlined therein.

The board manual includes, but is not limited to:
- Overview information, including the school’s mission and vision statement and articulated goals;
- By-laws and Articles of Incorporation;
- List of current board members, offices held and terms;
- List of committees, including purposes and objectives of each;
- Board policies –including conflicts of interest policies and legal requirements;
- Organizational goals;
- Strategic plan;
- Recent reports –financial, administrative, programmatic audit; annual report, and; Applicable regulations of governing bodies include open records and open meeting laws.
The board manual will be revised in collaboration with the school leader, the Jump-Start Charter School executive director and the board will distribute to all board members and the executive staff. The board secretary and assistant to the executive director will be responsible for ensuring that all information within the manual is kept up-to-date. This manual gives board members a clear sense of their roles and responsibilities and helps preserve the governance/management balance between the board and the school administration.

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

COMPLAINT POLICY
I. ADOPTION AND INTRODUCTION

Any individual or group who believes a charter school has violated its charter, the Tennessee Charter Schools Act 2002, or any other law relating to the management or operation of the charter school, can bring a complaint to the charter school's board of trustees (the "charter school’s board"). If the individual making the complaint, after presenting the complaint to the charter school’s board, is unsatisfied with the charter school’s board's response, then he or she has the right to present the complaint to the entity which authorized the charter school: The Metropolitan Nashville Public Schools (MNPS) Board of Education, as the Charter Authorizer, upon being presented with a complaint, has the right to issue remedial orders when appropriate and necessary. As such, the MNPS will both receive and review complaints on behalf of its Board of Education, and make determinations and issue appropriate remedial orders.


II. GENERAL REQUIREMENTS

Governance of a charter school is the sole province of the school’s Board of Directors. The MNPS, on behalf of the MNPS Board of Education cannot undertake the review of a complaint until the complainant has presented his or her complaint to the Jump-Start Charter School Board of Directors, that Board has had the opportunity to respond to the complaint, and the complainant has determined that it has not adequately addressed the complaint. All complaints must minimally include the following:

1. The specific nature of the complaint;
2. Any employee, officer, representative, volunteer or other individual, or group of individuals involved in the nature of the complaint;
3. The date and time in which the nature of the complaint occurred;
4. Explicit reference to any applicable law or reference to the School’s Charter that the complainant alleges violation of; and
5. The complainant’s requested resolution to the complaint.

In general, a group or individual should not file with the MNPS until after the Jump-Start Charter School Board of Directors has acted on the complaint and provided a written response to the complainant and if the complaint alleges a violation of applicable law or Jump-Start Charter School’s Charter. Jump-Start Charter School has established a process under which complaints must be reviewed by its Board of Directors. All school stakeholders have the right to be provided with a copy of that policy upon request.

III. COMPLAINT PROCESS

1. All interested parties are encouraged to find resolution to complaints by first verbally bringing such a complaint to the attention of the appropriate school personnel in order to seek immediate resolution.
2. All complaints must first be filed in writing with the Principal of the School. Such complaints must be filed at the school’s mailing address location, the address for which is provided below:

   Jump-Start Charter School  
   P O BOX 17625  
   Nashville, TN. 37217

3. Individuals or groups who file a written complaint must allow the Founder and Executive Director of the School ten (10) business days to respond in writing to such a complaint before proceeding through the remainder of the process outlined herein.
4. If the complainant is not satisfied with the Founder and Executive Director response, or a response is not provided within ten (10) business days, the complaint shall be filed in writing to the Jump-Start Charter School Board of Directors at its principal business address, which is provided below:

   Jump-Start Charter School Board of Directors  
   Address to be determined  
   -----------------------------  
   Nashville, TN
5. The Jump-Start Charter School Board of Directors will respond to each complaint filed with it, following the process outlined herein, within 30 days. If the complainant is not satisfied with such a response, and is not alleging a violation of applicable law or the School’s Charter, the complaint process ends due to the authority of the Board to address such complaints.

6. If the complainant either 1) does not receive a written response from the Jump-Start Charter School Board of Directors within the timeframe identified above, or 2) is not satisfied with the written response of the Board and is alleging a violation of applicable law or the School’s Charter, shall file the complaint with the School’s authorizer, the MNPS on behalf of the MNPS Board of Education at the address listed below:

Metropolitan Nashville Public Schools  
Attn: Office of Innovation  
2601 Bransford Avenue  
710 James Robinson Parkway  
Nashville, TN 37204

List all current and identified board members and their intended roles on the table below (adding rows as needed).

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>CURRENT JOB AND EMPLOYER</th>
<th>Board Responsibility</th>
<th>FOCUS/EXPERTISE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lewis Bridges</td>
<td>Admissions Specialist/Adjunct Professor at Trevecca Nazarene University</td>
<td>President</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Dr. Mohamed Ali</td>
<td>Assistant Professor of Education at Grand Canyon University</td>
<td>Vice president</td>
<td>Fundraising/Grant Writing</td>
</tr>
<tr>
<td>Salaad Nur</td>
<td>Senior Intact Consultant at LBMC Technologies</td>
<td>Treasurer</td>
<td>Technology/Finance</td>
</tr>
<tr>
<td>Naomi Jensen</td>
<td>Contractor for Collabera with American General Life Insurance</td>
<td>Secretary</td>
<td>Marketing, Personnel/Human Capital</td>
</tr>
</tbody>
</table>
### 2.2 -Start-Up Plan

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

A proposed timeline highlighting the major action items that must be addressed prior to the opening of Jump-Start Charter School is found on the following. The timeline also highlights the general timeframe for each action item. This timeline will be reviewed periodically to ensure timely progress on all action items and will be revised, as needed, to ensure the successful start-up of the school. The timeline and our working assumptions are based on our current beliefs and expectations, as well as on the experience of our advisors. As part of the development process for Jump-Start Charter School, the founding team has attempted to identify the most significant action items and to provide reasonable timing estimates. We expect, however, that the process and timing of many of these items will need adjusting as the school periodically evaluates and updates the working assumptions. Upon receipt of a charter, Jump-Start Charter School will
undertake a more specific and comprehensive action plan, detailing each action step, responsible party, and deadline. Please see the following pages for a timetable for commencing.

<table>
<thead>
<tr>
<th>Jump-Start Charter School Start-Up Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANIZATION</strong></td>
</tr>
<tr>
<td><strong>Time frame</strong></td>
</tr>
<tr>
<td><strong>Project Description</strong></td>
</tr>
<tr>
<td><strong>Important Dates/Notes</strong></td>
</tr>
<tr>
<td><strong>Manager</strong></td>
</tr>
<tr>
<td><strong>Phase I</strong></td>
</tr>
<tr>
<td><strong>Upon Approval of Charter – Summer and Early Fall 2016</strong></td>
</tr>
<tr>
<td>Initial financing secured</td>
</tr>
<tr>
<td>Submit grants for new charter funding, Identify other grant sources, Organize fundraising events and solicit contributions from individual donors website/social media</td>
</tr>
<tr>
<td>Board, Executive Director</td>
</tr>
<tr>
<td>Community outreach; student and teacher</td>
</tr>
<tr>
<td>Executive Director and Board presents at community organizations</td>
</tr>
<tr>
<td>Executive Director and Board</td>
</tr>
<tr>
<td><strong>Phase II</strong></td>
</tr>
<tr>
<td><strong>November- December 2016</strong></td>
</tr>
<tr>
<td>Community outreach; student Recruitment</td>
</tr>
<tr>
<td>Open houses; conduct information sessions at the school, we will transform; community orgs, feeder schools, churches; advertising and marketing material</td>
</tr>
<tr>
<td>Executive Director, Board member</td>
</tr>
<tr>
<td><strong>Phase III</strong></td>
</tr>
<tr>
<td><strong>January – March 2017</strong></td>
</tr>
<tr>
<td>Recruitment and Hiring of Initial Staff (pending external funding),</td>
</tr>
<tr>
<td>Principal, Director of Manager, Teachers, Support Staff</td>
</tr>
<tr>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td>Time frame</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Phase IV</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>equipment; lease copiers, phone service, IT support</td>
</tr>
<tr>
<td>Plan teacher orientation &amp; training; develop summer and year-long professional development plan</td>
</tr>
<tr>
<td>Develop family involvement policies, family contract, and family surveys</td>
</tr>
<tr>
<td>Community outreach; student recruitment</td>
</tr>
<tr>
<td>Distribute information to families regarding dates of information night and back to school night</td>
</tr>
<tr>
<td>School safety plan; schedule fire drills and crisis drills</td>
</tr>
<tr>
<td>Hire custodians and office support staff</td>
</tr>
<tr>
<td>Identify community partners</td>
</tr>
<tr>
<td>Order uniforms</td>
</tr>
<tr>
<td>Ready student database for records, test scores, grades, attendance, tardy students, discipline</td>
</tr>
<tr>
<td>Prepare for DOE and Title I reimbursements and entitlements; conduct search for independent auditor</td>
</tr>
</tbody>
</table>

**Jump-Start Charter School Start-Up Plan**

**ACADEMICS**
<table>
<thead>
<tr>
<th>Time frame</th>
<th>Project Description</th>
<th>Important Dates/Notes</th>
<th>Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refine curriculum maps as necessary</td>
<td>Performance standards and benchmarks must align with state and national standards</td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td>Phase I</td>
<td>Confirm curriculum resource selection</td>
<td>Order additional materials by March 1</td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td>January – March 2017</td>
<td>Review scope and sequence documents; make adjustments as necessary</td>
<td></td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td></td>
<td>Develop detailed assessment calendar aligned to curriculum maps and school calendar</td>
<td></td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td>Phase II</td>
<td>Purchase data analysis/warehouse tools</td>
<td>PowerSchool\PowerGrade</td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td>March – May 2017</td>
<td>Special education program and service delivery</td>
<td>Ongoing review of incoming student records for services; schedule and hold IEP meetings; budget for student needs</td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td></td>
<td>Conduct ELL home language survey</td>
<td></td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td></td>
<td>Request student records; develop secure filing system for all student records</td>
<td></td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td></td>
<td>Finalize Intersession programs</td>
<td></td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td>Phase III</td>
<td>Select supplemental instructional resources and materials</td>
<td></td>
<td>Executive Director, Principal.</td>
</tr>
<tr>
<td>June – August 2017</td>
<td>Develop common procedures and protocols</td>
<td></td>
<td>Principal, AP, Lead Teachers</td>
</tr>
<tr>
<td></td>
<td>Plan Information Night and</td>
<td></td>
<td>Executive Director,</td>
</tr>
<tr>
<td>Back to School Night</td>
<td>Finalize master schedule</td>
<td>Teacher assignments, common planning time, fieldtrips, Information Night, Back to School Night</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td>Create daily student and teacher schedules</td>
<td>Principal, AP, Ops Manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct Information Night and Back to School Night</td>
<td>Both will be completed prior to Labor Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct teacher orientation and development</td>
<td>Executive Director, Principal, AP, Lead Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop additional instructional plans</td>
<td>During teacher orientation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Jump-Start Charter School Start-Up Plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACILITIES/OPERATIONS</strong></td>
</tr>
<tr>
<td><strong>Time frame</strong></td>
</tr>
<tr>
<td>Phase I Upon Approval of Charter – Summer to Early Fall 2016</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Phase II Fall – March 2017</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
transportation plan, including types of vehicles, authorized drivers and student eligibility.

<table>
<thead>
<tr>
<th>Phase III</th>
<th>Order all classroom furniture, technology, accessories, and equipment</th>
<th>Conduct needs/assessment of existing furniture, technology. LCD projectors and screens, computers, tables, desks, chairs, shelving, white boards</th>
<th>Executive Director, Principal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March-May 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare building for opening – paint rooms and halls, order cleaning supplies</td>
<td></td>
<td>Executive Director, Principal.</td>
<td></td>
</tr>
<tr>
<td>Order/install signage for inside and outside of building</td>
<td></td>
<td>Executive Director, Principal.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase IV</th>
<th>Develop an arrival and dismissal plan, including traffic flow</th>
<th>Consult with local police and adjacent schools</th>
<th>Principal, Ops Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>June – July 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inventory and tag all computers, monitors, projectors; ensure network and technology are functional</td>
<td></td>
<td>Principal, Ops Manager</td>
<td></td>
</tr>
<tr>
<td>Order student and classroom and office supplies</td>
<td></td>
<td>Principal, Ops Manager, Office Manager</td>
<td></td>
</tr>
<tr>
<td>Schedule final health and safety inspections; secure approval of crisis plan</td>
<td></td>
<td>Principal, Ops Manager</td>
<td></td>
</tr>
</tbody>
</table>

2.3 -Facilities

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

Please list your plan for facilities and include the following:

- Describe the school’s facility needs based on the educational program and projected enrollment, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.
- Additional classroom needs including; science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- A plan for compliance with all Americans with Disabilities Act (ADA) requirements, all applicable city planning review procedures and all health and safety requirements per T.C.A. § 49-13-107.
- Timeline with reasonable assumptions for facility occupation.

Jump-Start Charter School has not yet finalized a site for the school, but we have surveyed and are in the discussions for possible lease for the following three buildings located all in our target areas along Murfreesboro Pike: 938 HAVENHILL DR, 598 HILL AVANUE, 600 HILL AVANUE. We are also working in partnership with American Charter Development (ACD) In addition; we have engaged well suited companies like Gobbell Hays Partners (GHP), Inc. Environmental + Architecture. GHP has worked with several charter schools in the Nashville area, providing master planning, renovation design and management of educational projects, including several projects with Nashville Public Schools.

**Facility and Classroom Requirements for School Plan**

The following basic facility requirements would accommodate our school plan during our first year of operation: $7.50 allocated per square foot (Budgeted at 26,140 square feet = $196,050). 18 classrooms at 19,440 square feet each, 1 tutoring/smaller classroom; a main office; a teacher workroom with sufficient space of storage, copiers, and teacher workstations; and a common space for community meeting and breakfast/lunch (Cafeteria/auditorium). Second year: $7.50 allocated per square foot (Budgeted at 32,620 square feet = $244,650). Our needs will increase each year, with the addition of at least 6 classrooms and one tutoring room per year. When Jump-Start Charter School is at capacity, our classroom space needs increases to 30 classrooms. The overall square footage required at capacity is approximately 39,100 square feet, allocated $7.50 per square foot (Budgeted at 39,100 square feet = $293,250).
Specialty classrooms required for our school plan are the following: common space/cafeteria to seat 324 students at tables; and ideally, 1 computer lab for 25 students. Administrative/support space required for the school plan at capacity include: main office; 2 smaller leadership offices: Counselor, Special Education, Operation Manager; 1 teacher work room with sufficient space for 18-20 teacher workstations, printers, copier(s) and some storage; 1-2 storage/supply rooms. The school will most likely not have a gymnasium due to the costs of developing this type of space. Jump-Start Charter School will look for opportunities to partner with community organizations such as the Coleman Community Center, and the YMCA for recreational space.

**Process and Timeline for Identifying and Securing a Facility**

In summary, Jump-Start Charter School is confident that we will find a quality facility in our target area. If we are unable to secure additional funding we will pursue a build-out lease option similar to many current charter operators.

If we are able to secure philanthropy we will pursue a purchase option. Jump-Start Charter School is working with American Charter Development (ACD) for suitable facilities in the Glencliff cluster. Throughout the facilities search, Jump-Start Charter School commits to adherence to all Americans with Disabilities Act (ADA) requirements and also all applicable city planning review procedures. Jump-Start Charter School also commits to compliance with all health and safety requirements per T.C.A. § 49-13-105.

Jump-Start Charter School anticipates securing its facility with a Letter of Intent in place, pending the approval of the charter application and notice of external funding, by October, 2016. Finally, and as noted above, Jump-Start Charter School will ensure that any facility it occupies will fully comply with T.C.A. § 49-13-105, the Americans with Disabilities Act and any applicable city planning review procedures. At the time of application submission, the School Leader has examined numerous properties in the Glencliff area and identified several properties that could be suitable during the first years of operation, and is considering the addition of modular units to accommodate the school’s enrollment at capacity, depending on the specific site. The following table presents current options under consideration.

**Budget Assumptions**

Jump-Start Charter School has included a robust budget for facilities with an assumed $7.50/square foot cost for lease expenses and an additional $2.50/square foot for capital improvements. While the items have been budgeted individually it is important that they be considered in tandem when thinking about facility costs. Typically buildings with low rent will require more capital improvements and buildings with higher rent will require less. When considered in tandem assuming a 26,140 square feet =
$196,050 is available for use on facilities. This represents 10% of the total budget which is in line with other charter school budgets within Tennessee. Note that the lease cost does not include utility costs, which have been budgeted separately. We have also budgeted for operating costs as well as insurance. In addition to facility costs, furniture and equipment have also been budgeted adequately using existing charter school budgets to inform projections. The table below details our budget assumptions for facilities, which we believe are both realistic and conservative.

### Annual Cost for Leasing Option

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>324</td>
<td>432</td>
<td>540</td>
<td>540</td>
<td>540</td>
</tr>
<tr>
<td><strong>Square feet per student</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Required space</strong></td>
<td>26,140</td>
<td>32,620</td>
<td>39,100</td>
<td>39,100</td>
<td>39,100</td>
</tr>
<tr>
<td><strong>Lease rate ($7.50 per square foot)</strong></td>
<td>$196,050</td>
<td>$244,650</td>
<td>$293,250</td>
<td>$293,250</td>
<td>$293,250</td>
</tr>
<tr>
<td><strong>Operating costs</strong></td>
<td>$65,350 ($2.50 sq/ft)</td>
<td>$81,550 ($2.50 sq/ft)</td>
<td>$97,750 ($2.50 sq/ft)</td>
<td>$97,750 ($2.50 sq/ft)</td>
<td>$97,750 ($2.50 sq/ft)</td>
</tr>
<tr>
<td><strong>Insurance costs</strong></td>
<td>$32,400</td>
<td>$43,200</td>
<td>$54,000</td>
<td>$54,000</td>
<td>$54,000</td>
</tr>
<tr>
<td><strong>Total facilities costs</strong></td>
<td>$294,100</td>
<td>$369,400</td>
<td>$445,000</td>
<td>$445,000</td>
<td>$445,000</td>
</tr>
</tbody>
</table>

Based on the other charter school’s experience on facility cost, we anticipate running about the same cost. Jump-Start Charter School is pleased to have an option on the table in case we need to finance our own building. Jump-Start Charter School will work with American Charter Development (ACD) to secure facilities financing. ACD are very experienced in facilities financing and we are confident that they will provide excellent support in securing financing that fits within the budget constraints. Please see the below a hypothetical number that has been provided by the American Charter Development (ACD).
2.4 - Personnel/Human Capital

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

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

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

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

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

Explain how teachers will be supported and developed. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.

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

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

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

Include a copy of the school’s employee manual and/or personnel policies as Attachment I.

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

When discussing how organization personnel is structured, it is important from business perspective to create well respected organization structure and find away to be ahead of the other business without jeopardizing the organization’s vision, mission, values and goals/objectives. Jump-Start Charter School would make sure to become a champion for providing the best organizational structure that would support its objective. There is no doubt, when the organizational structure is designed to increase the level of communication and all employees are on the same page, the confidence as a team will increase. As stated by Collins, “Members of the good to great teams tended to become and remain friends for life. In many cases, they are still in close connect with each other years or decades after working together” (2001).71 There are different methods that can be structured in organization based on the organization’s mission, vision and goals. One of the ways that Jump-Start Charter School will focus is to design a structure that will create open communications between heads of each department within the organization.

71 http://www.jimcollins.com/article_topics/articles/good-to-great.html
As stated by Weingarden, “Organizational structure and its connection to strategy are core components of the organizational design process” (2011). The design will establish a system that will encourage the proper decision making that is based on open communication before a final decision is made. As a leader it is important to make sure all HR staff and other departments in the organization are well informed about the organizational mission, vision and goals. The organizational structure that Jump-Start Charter School will follow is shown below.

Jump-Start Charter School deeply understands that any organization, especially those serving the public good, is only as good as its people. To that end, Jump-Start Charter School has developed an ambitious strategy to ensure that the school attracts only the best in all areas of operation. The Jump-Start Charter School leadership team will continue to work closely with its partner, the Tennessee Charter School Center, to ensure that the founding team and future pipeline of human capital will allow the school to meet its mission. What follows is additional detail about the schools plans for personnel structures and human capital strategies.

Another important aspect of Jump-Start Charter School organizational function would be creating a balance of its planning, designing, delivering, evaluating, and monitoring processes in order to fulfill its commitments.

72http://www.shrm.org/Education/hreducation/Documents/Wiengarden_Building%20the%20Future_HRs%20Role%20in%20Organizational%20Design_IM_FINAL.pdf
When working as an individual there are many limitations and challenges people face. But working in groups can produce higher quality of work and better decisions that an individual working alone cannot produce. The most successful organizations are those who have developed good organizational function. Other advantage for good organizational function is the coordination between the leadership and its members. When the communication channel is open and there are no fears from top leadership the outcome would be positive. But when the top leaderships are pursuing their personal interests and the environment they create is to achieve that, the group dynamic and good organizational structure disappears. As stated by Collins, “Good to great management teams consist of people who debate vigorously in search of the best answers, yet who unify behind decisions, regardless of parochial interests” (2001).

Because Jump-Start Charter School understands that its human resources are its most valuable commodity, it has developed a compensation structure and personnel strategy that measures performance, acknowledges significant contributions and rewards performance. First, Jump-Start Charter School will comply fully with T.C.A. § 49-13-119 and provide staff with health care, other insurance, and fringe benefits “in the same manner as teacher and other full-time permanent employees of the LEA.”

To attract and retain high-performing teachers, Jump-Start Charter School recognizes that high quality teachers need and deserve a thriving learning community, which will be established in part by implementing the professional development plan described below. In addition, because compensation also matters, every employee of Jump-Start Charter School will have a consistent compensation and evaluation structure.

73 http://www.jimcollins.com/article_topics/articles/good-to-great.html
74 http://www.collectionscanada.gc.ca/007/002/007002-2099-e.html
The structure will:

- Be clear and transparent;
- Provide an objective framework, but allow for subjectivity when appropriate;
- Be consistent with the school’s philosophical beliefs;
- Reinforce the school’s values; and
- Empower the employee to increase his/her personal compensation.

The compensation framework for every employee, displayed visually below will include the following elements:

- Base Salary;
- Additional, permanent, compensation for mastering higher levels of skill and knowledge;
- An annual performance bonus;
- Opportunities to earn additional compensation through consulting; and
- Opportunities to earn one time, responsive compensation known as “Whatever It Takes.”

**Salary**

Every employee’s base salary should meet the following criteria:

- Be competitive for the education industry.
- Reflect the current level of demonstrated skills, knowledge and performance of the employee.

For classroom-based employees, the Jump-Start Charter School Continuum of Performance defines levels of skill, knowledge and performance, and allows for the transparent and objective assessment and evaluation of them. Thus, the Continuum should be the tool used to determine starting salaries and increases to the salary.

- There will be six levels of performance that correlate to base salary compensation. Under this model, teachers performing at a specific level would receive base salary compensation within a defined band that would be competitive in the industry with a commensurate level of performance.
- The levels are related to placement on the seven following strands of the continuum.
  1. Emerging 1 or more Basic
  2. Accomplished 4 of 7 Highly Proficient
  3. Master 7 of 7 Highly Proficient and National Board Certification
  4. Expert 7 of 7 Expert
- Any teacher who demonstrates a higher level of proficiency by January 30th of a school year will receive a salary increase consistent with the range for his/her new level of performance. The increase will be reflected in the salary beginning in September of the following school year.
For administrative employees, the Educational Leadership Continuum defines levels of skill, knowledge and performance, and allows for the transparent and an objective assessment and evaluation of them. Thus, the Leadership Rubric should be the tool used to determine the starting salaries and increases to the salary of administrative employees.

- There will be six levels of performance that correlate to base salary compensation. Under this model, administrators performing at a specific level would receive base salary compensation within a defined band that would be competitive in the industry with a commiserate level of performance.
- The levels are related to placement on the seven strands of the continuum.
(1) Emerging 1 or more Basic
(2) Accomplished 4 of 7 Highly Proficient
(3) Master 7 of 7 Highly Proficient and National Board Certification
(4) Expert 7 of 7 Expert
- Any administrator who demonstrates a higher level of proficiency by January 30th of a school year will receive a salary increase consistent with the range for his/her new level of performance. The increase will be reflected in the salary beginning in September of the following school year. Jump-Start Charter School acknowledges that a continuum or its equivalent will need to be developed for other non-classroom based employees, for whom the Leadership Rubric is inappropriate.

**Performance Bonus**

The performance bonus for all employees will be based upon student and school performance, as a reflection of each individual’s imperative role in reaching the School’s collective student and school performance goals. Bonuses will be awarded in two parts based upon the availability of data. The first part will be awarded at the end of June and the second at the end of August. Performance bonuses will be earned in three categories with the following weights and as measured by the following metrics:

- **50% School Goals**
  - State and National Testing Results
  - Surveys
- **25% Grade Level Team Goals (teaching faculty only)**
  - State, National, and Internal Testing Results or AP Equity and Excellence
  - Surveys
- **25% Individual Goals (50% for non-teaching faculty)**
  - State Testing Results
  - Surveys
  - Specific job related outcomes (non-teaching faculty)
One of Jump-Start Charter School’s strategic priorities is to develop a consulting practice that allows members of the Jump-Start Charter School team to earn additional income by consulting on elements of the Jump-Start Charter School Model. All employees who have reached a level four of performance are eligible to, but not required to participate in consulting activities.

**Whatever It Takes**

This type of performance based incentive is intended to reward significant and extremely impactful behavior that goes above and beyond the call of duty. Bonuses in this category will range in value from $100 to $1,000, and be given either in cash or in-kind award. The criteria for this type of compensation include the following:

- Immediate;
- Public;
- Unexpected;
- Every employee should have the ability to earn it; and
- It should be both objective and subjective.
- The objective framework for these bonuses is that an employee has done something that exudes a “Whatever it takes” attitude and:
  - Has a lasting or profound impact on another individual in the community;
  - Has a lasting or profound impact on group individuals in the community;
  - Has achieved a profound improvement in the community or organization that will have a lasting positive impact; or
  - Results in the individual performing far and above any previous or anticipated performance on school measures and metrics

Jump-Start Charter School understands that schools are only as great as their teachers. Jump-Start Charter School endeavors to have a world-class educator in every classroom, every day. In order to make this intention a realistic reality, the School will focus on three key areas for education talent: Attraction, Development and Retention. The School will work closely with its institutional partners and networks to attract exemplary teachers by creating a pipeline of top notch, right fit talent from the following sources.

**Local Talent**

- Partnerships with local Universities
- Teach for America
- The New Teacher Project
- Private Schools
- Ed Pioneers

**National Talent**

- National Universities and the STEP program
- Relay Graduate School
Jump-Start Charter School believes that it is critically important to attract and hire right fit talent. As a result, the founding team has carefully established the following criteria for teacher selection.

### Mission and Vision of the School

All faculty and staff of Jump-Start Charter School must have a deep, focused alignment and commitment with the mission and vision of the school. There are a series of basic beliefs upon which the school will base its culture and a shared understanding of these beliefs is essential.

**Mission:**

Jump-Start Charter School will address the needs of a diverse group of students, their families and their communities by building on the strengths of the students' cultural heritage and life experiences. Jump-Start Charter School students will be educated and enlightened to become successful, lifelong learners and valuable members of the global community. Our ELL Program provides instruction for academic and linguistic competence. Such competence will enable students to achieve on the same basis as native speakers of English and to participate successfully in the mainstream of American society.

**Vision:**

The vision of Jump-Start Charter School is to create a K-4 school that is highly regarded for its academic excellence, providing a challenging learning environment for students, particularly in reading and in math. In order to provide a successful student experience, we will build a supportive, collaborative community between students, parents, and staff, embracing diversity, and honoring the unique contributions of each individual.

**These include:**

- Every child deserves a demanding, high-quality education.
- Accountable community develops character.
- Great teachers are essential for academic excellence.
- All students, of all races, socioeconomic backgrounds, and life circumstances, can achieve at very high academic levels.
- High expectations are essential for academic success. Students will perform to meet the level of expectation set by the staff, in both academic classes and with regard to behavior.
- Data drives decisions. Decisions about the classroom and the school are informed by the actual student achievement data.

### Professional Qualifications

In addition to appropriate alignment with the school’s mission, excellent candidates for employment at Jump-Start Charter School will share critical professional qualifications, which include:

- Instructional skills
- Content knowledge
- Experience with classroom teaching, mentoring, and tutoring
- Resilience
- Work ethic
- Teamwork and collaboration skills
- Professionalism in behavior and language
- Verbal fluency and writing skills

Employee Qualifications
- Successful manager of a classroom who has used structure, incentives, and high expectations to drive student success.
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages.
- Ability to work with a variety of learning abilities, including those with disabilities and low skill level in a heterogeneously grouped classroom setting.
- Demonstrated ability to work well in a team, especially with parents and community members.
- Analytical problem solver.
- Basic understanding of data analysis.
- Minimum three years of urban teaching preferred.
- Appropriate certification in the subject area to be taught preferred.
- Professional demeanor.
- Highly qualified as defined by No Child Left Behind.

The School will ensure that all teachers are appropriately licensed “highly qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA) as it would with any other applicable law, rule or regulation.

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

<table>
<thead>
<tr>
<th>POSITION</th>
<th>Start-Up</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Principal</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Operation Manager</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal Curriculum and Instruction</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
To ensure that the school will be a success and meet its mission, the founding team has developed the following timeline for hiring the initial teaching faculty.

Charter Application Submitted April 1, 2016
Potential Approval of Charter Application July 1, 2016
Recruitment Efforts Begin (ongoing until July 1, 2017, all positions are filled)
Multiple Rounds of Interviews for Math and English Teaching Positions* November, 2016
Multiple Rounds of Interviews for all Remaining Teaching Positions February, 2017 – April, 2017
Reference and Background Checks for all Remaining Teaching Positions April, 2017 – May, 2017
Reference and Background Checks for final Lead Math and English Teaching Candidates* June, 2017
All Teachers Hired before the end of July 10, 2017
Opening of School End of July, 2017
* Assumes external funding to support development of long-term growth plan

Based on the above timeline the exact job description and compensation plan will be developed before the application is approved.

2.5 - Professional Development

Describe the proposed school’s professional development plan and opportunities and how they relate to the chosen academic focus and plan. In this section:

- Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.
- Provide a schedule and overview of professional development that will take place prior to the school’s opening. Explain the topics that may be included during the induction period and how
teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.

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

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

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

Describe the plan to cultivate future leadership capacity.

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

If applicable, describe any key professional development features that will differ from the operator’s existing schools.

Core components of Jump-Start Charter School PD plan and how those components will support effective implementation of the academic plan

No single professional-development practice, strategy, approach, method, or activity works well under all conditions. Professional development must be focused on all staffs, students, and parents and it should actively involve all stakeholders in collectively constructing and re-constructing a shared vision of effective teaching for the Jump-Start Charter School communities. As conditions change, improvement efforts at all levels should be poised to adapt.

Great teaching closes the achievement gap. All kids deserve great teaching, and at Jump-Start Charter School, we are committed to providing our students consistent highly effective teaching year after year. We believe teaching is a knowledge profession, much like medicine or law, and to excel, teachers must have regular opportunities to continually improve their practice. We only hire teachers who get this – who know that teaching is hard, that it is a huge intellectual challenge, and that they can and must constantly grow their teaching skills. We hire teachers who want to constantly improve, and then we promise them that as Jump-Start Charter School educators, they will receive support to become better teachers. We do this by articulating our beliefs on how we improve our teaching and then by committing to providing the structures that enable this growth.

Jump-Start Charter School believes that all students are capable of learning and should be respectful of others in the learning process.

➢ In addition, Jump-Start Charter School accepts that every person has something to contribute to society as a whole.
➢ People deserve to be treated with respect.
People must be held accountable for their actions and learning.
People have a need to feel safe, secure, loved, and accepted.
People have a right and responsibility to be life-long learners and to contribute positively to society.
People are unique and individual differences need to be recognized and respected.
Students are entitled to support of their learning, at home and at school.
People should be given the opportunity to learn and excel according to their individual modality and rate of learning.
People are entitled to their own views and opinions and to have the opportunity to express them in an open, courteous forum.

Teachers know that students learn in different ways; the experience in the classroom confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation. We also know that an individual learner's culture, family background, and socioeconomic level affect his or her learning. The context in which someone grows and develops has an important impact on learning. These beliefs, principles and theories have an important impact on the opportunities for success for every student in our schools. 75

At Jump-Start Charter School, our guiding belief is that we become better teachers through:

- **Collaboration** – getting a chance to work and think with other mission-driven, thoughtful colleagues who makes you a better teacher

- **Feedback and self-reflection** – talking about your teaching and getting the outside perspective of others makes you a better teacher. Similarly, watching and thinking about your own teaching, especially when coupled with a conversation with another person, makes you a better teacher

- **Access to new ideas** - observing other teachers and considering their effectiveness makes you a better teacher, as does reading professional literature on pedagogy or content.

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75 [http://education.jhu.edu/PD/newhorizons/strategies/topics/Learning%20Styles/diversity.html](http://education.jhu.edu/PD/newhorizons/strategies/topics/Learning%20Styles/diversity.html)
Because we believe in collaboration at Jump-Start Charter School

<table>
<thead>
<tr>
<th>Our commitment</th>
<th>Why this matters</th>
<th>What this will look like</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will have an opportunity to co-plan units and lessons with at least one colleague.</td>
<td>We believe that the best work comes from group sharing their thinking and pushing each other's thinking. Working with other smart, dedicated colleagues gives us all an opportunity to refine our thinking, become more articulate in our priorities, challenge each other, and share best practices.</td>
<td>You will work on a grade-level team that involves two to five people. During professional development, you will have time to co-plan a year-long scope and sequence and unit plans with that. You will have at least 7 days before the start of the school year to co-plan with your teams. During the year, you will have at least 45 minutes of dedicated co-planning time, but wherever possible, teams will have their non-teaching periods at the same time during the week and can therefore build in more co-planning time on a daily basis.</td>
</tr>
<tr>
<td>You will participate in one lesson study per year.</td>
<td>Lesson study, the Japanese model of professional development, allows teams to collaborate on the creation of a detailed lesson plan that tackles historically difficult material. Then teams receive an opportunity to present their work to observers from within the Jump-Start Charter School leadership in order to engage in a specific, focused conversation about the effectiveness of this lesson. We believe this helps us all develop the critical analysis skills that we can direct back to our own curricular planning.</td>
<td>Once during the year, teams will be given a structured series of professional development time to select a lesson study topic, consider the unit plan, receive initial feedback on the unit plan, develop a detailed lesson plan, revise the lesson plan, execute the lesson, receive feedback from viewers, and then revise the lesson plan again.</td>
</tr>
<tr>
<td>Our commitment</td>
<td>Why this matters</td>
<td>What this will look like</td>
</tr>
<tr>
<td>----------------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>You will get feedback from an instructional leader at least 20 times a year.</td>
<td>We think that teachers grow fastest when they have frequent, timely feedback based on frequent observations. Administrators’ main job is to support teachers in their own performance, and so most of their time should be spent observing teachers and giving personalized feedback to teachers. During these feedback conversations, teachers and administrators engage in conversations about purposeful choices.</td>
<td>An instructional leader will spend somewhere from 5 to 30 minutes in a classroom. Sometimes the leader will schedule these ahead of time but often they will not. Leaders will attempt to take all requests for observations, schedule permitting, and teachers are encouraged to ask to be observed on anything they would like more feedback on (such as new things they are trying or a follow-up lesson if a lesson didn’t go as expected). At least 10 of the observation feedbacks will be in-person meetings rather than just email or written exchanges.</td>
</tr>
<tr>
<td>You will be video-taped at least 10 times a year and will have a chance to reflect on that video and then engage in a conversation around the video.</td>
<td>We believe that teachers can be more reflective of their own practice when watching their teaching from a distance that is not afforded while in the act of teaching. Just like professional athletes study videos of games or matches, teachers should study videos of their classes to have a chance to observe and then discuss the video with an administrator or peer.</td>
<td>During the year, we will set up opportunities for you to be filmed by a Flip Cam. After the lesson, the person filming will upload the video to our private school’s video page. Once it is uploaded, then an instructional leader will email you to set up a time to meet the next day. Before that meeting, you should watch the video and gather any reflections to discuss. During the video conversation, you and the instructional leader will discuss the video, starting with anything that the teacher noticed while watching himself/herself.</td>
</tr>
<tr>
<td>You will get feedback from a peer at least twice a month.</td>
<td>We want to develop a professional community where teachers feel confident and comfortable engaging in personal conversations about teaching with each other. We will receive opinions from our colleagues but more importantly, we will have opportunities to engage in relevant and specific conversations about our teaching. We grow by receiving feedback from multiple sources, and peer feedback is a vital part of this growth.</td>
<td>You will be assigned a peer observation partner for each semester of the school year. During that time, you and your partner will observe each other – it is up to you two when the observations will happen. As long as arrangement has been made in advance. After those observations, you will meet to engage in a conversation around those observations. Then during the next semester period, you will either have a new partner or you will keep partners for a longer period of time to allow repeated observations.</td>
</tr>
<tr>
<td>Our commitment</td>
<td>Why this matters</td>
<td>What this will look like</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Because we believe in feedback and self-reflection at Jump-Start Charter School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You will receive unit plan feedback.</td>
<td>We want to hit the big ideas with kids and teach so that our material sticks with kids for the long-term. To do that, we need well-organized units that effectively develop an understanding of big ideas. We think our units are best when we co-plan them with others and then get an outside opinion of the logic of that plan.</td>
<td>When you complete a final unit plan (at least two days before beginning that unit), email that unit plan to the Curriculum Instruction and your Principal. Within 24-hours, you will receive written feedback from them. If you would like to meet with an instructional leader to talk further about the unit plan, please just ask for a meeting. The instructional leaders might ask to meet to talk about the unit plan.</td>
</tr>
<tr>
<td>You will have a chance to examine your own achievement data regularly (as often as weekly) and then engage in data discussions with an instructional leader and with your co-planning team.</td>
<td>We are always working hard to make sure students succeed. But without measuring our student’s success, we cannot know whether that hard work is effective. The true measure of teacher effectiveness is how much students learn. Looking at frequent interim assessment data allows us to always know and reflect upon what our students can do; it enables us to make mid-course corrections to accelerate student learning. Looking at this data in teams also helps us benchmark our achievement as a collaborative team against ourselves, our past performance, and where available, against the performance of other students in other schools. Only close and frequent examination of our interim data will enable achievement-gap-shattering results.</td>
<td>In grade levels with self-contained classrooms, grade level teams will meet weekly (Friday) with an instructional leader to discuss the results of that week’s assessment. Data will examine different disciplines each week – for instance, math might be analyzed one week, then reading the next, and then social studies the next. This is to ensure that we strike a balance between preserving instructional time and collecting accurate and frequent assessment data. During these scheduled meetings, teams will examine grade level data as well as individual class and student data to determine what should be retaught, what should be addressed in small groups, what additional support individual students need, and what we can learn from each other.</td>
</tr>
<tr>
<td><strong>Because we believe in feedback and self-reflection at Jump-Start Charter School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You will receive mid-year feedback on your mastery of our teaching standards and a chance to reflect on your level of mastery on each standard and your goals for the year.</td>
<td>Everyone needs regular opportunities to pause and reflect on progress thus far. We all get involved in the day-to-day curriculum and the immediate progress of our students, but we need built-in mechanisms to ensure that we take the time to reflect on the big picture and engage in conversation about how things are going overall. Mid-year conversations provide us the opportunity to learn from instructional leaders how he or she evaluates our teaching standards mastery and also an opportunity to reflect on our own mastery of these teaching standards.</td>
<td></td>
</tr>
<tr>
<td>You will receive student surveys at the end of the year so that you can learn how students considered your class.</td>
<td>We know that our students are watching us closely throughout the year. We value their input and gain perspective by considering their impressions of our teaching. Furthermore, we gain perspective by considering their self-reporting on their own actions, such as how often they read at home.</td>
<td>At the end of each school year, we will administer consistent student surveys for each cluster. Over the summer, the leadership team will enter that data and compile summaries of the data. During July professional development, we will learn the results of these students across the school and within clusters. Each returning teacher will also see the results for his or her individual class.</td>
</tr>
</tbody>
</table>
Because we believe in access to new ideas at Jump-Start Charter School

<table>
<thead>
<tr>
<th>Why this matters</th>
<th>What this will look like</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will get to observe a peer at least each semester.</td>
<td>During peer observations, we can glean best practices and consider how other teachers, in the same teaching community with the same values, conduct class similarly or differently from ourselves. Furthermore, observing and discussing teaching with our colleagues helps us refine our beliefs about what makes teaching effective; from watching and evaluating the teaching of others, we can develop skills that we can then direct back on our own teaching.</td>
</tr>
<tr>
<td>You will reflect on and build your capacity in the essential components of effective teaching through whole-school professional development focused on teaching standards.</td>
<td>We believe that great teaching closes the achievement gap. So we need to define great teaching, discuss great teaching, and work to develop our ability to provide great teaching. Weekly (Friday) professional development should build this capacity through direct, focused, and specific conversation about what great teaching looks like and how we can consistently provide it.</td>
</tr>
<tr>
<td>You will develop curricular proficiency through a year-long examination of a targeted achievement area.</td>
<td>Teaching is hard. We can work on it forever and never perfect it. Each year, we select an area of our curriculum where we think we can improve our achievement. Then we work in grade level clusters (ELA, and reading and math/science) to improve our achievement in this area. This constant striving for greater achievement prevents complacency and ensures that we are always working to give kids what they deserve.</td>
</tr>
<tr>
<td>You will visit another school each year and gain best practices or comparative reference through this school visit.</td>
<td>Teaching suffers when it happens in a bubble. Just like we visit each other’s classrooms to learn our own school’s best practices, we should visit other high-performing schools to learn their best practices. Visiting other schools allows us to develop our own perspective, examining what works within our model and what we can change in response to the new ideas we can take from other high-performing schools.</td>
</tr>
<tr>
<td>You will have access to any professional reading material you need or want to improve your practice.</td>
<td>As teachers with a growth mindset about our own learning, we are constantly seeking to improve our practice. There is a limit to what we can learn through feedback and reflection — some things we need to learn from experts in the field and from research studies. We constantly strive to keep current on new information about pedagogical practices and to deepen our knowledge of our content field.</td>
</tr>
</tbody>
</table>

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School’s culture and leadership team will support professional growth

Support and professional development for teachers and leaders at Jump-Start Charter School will be ongoing, processes throughout the school year and during summer time. We believe that effective professional development is not a set of workshops or training sessions; we believe that effective professional development is grounded in a positive school culture by having a transparent and fair Performance Improvement that is embedded in the work that teachers and leaders do every day in the school. There is no doubt, establishing a strong evaluation system that identifies strengths and weaknesses in teaching practice are essential for the long term success of the professional development plan. If a teacher evaluation leads to productive conferences about teaching, collaboration among teachers to learn and improve their work in classrooms, and ultimately allows expert teachers to support and train their peers, then evaluation would be a success as a professional-learning opportunity. Putting such a system in place is key to improving professional learning for teachers. 76

Performance Improvement Plans (PIP)

The quality and commitment of our teachers, school leaders, and other staff are what make the real difference in the lives of our students. While this can be a difficult task, identifying staff members who need help and taking the right steps to address their challenges is a critical part of running a successful school.

Reasons to adopt clear guidelines for performance improvement include:

- Providing a struggling staff member clear guidance on exactly what must happen in order to improve his/her performance
- Providing everyone involved (e.g., teacher, coach, principal) an additional opportunity to determine if there are optimal alternate arrangements and/or whether this role is appropriate
- Maintaining a positive school culture by having a transparent and fair Performance Improvement process
- Ensuring performance issues are dealt with in a way that meets all legal and professional standards

Sample Goal-Setting Handout

Directions: Consider sharing the information below, including the sample strong and weak goals, with each team at Jump-Start Charter School. Please revise as needed.

Step-by-Step Guide to creating SMART goals:

‘SMART’ is an acronym for five characteristics of a well crafted goal. For a goal to be SMART it must be specific, measurable, achievable, realistic, and timely. For more information on how to write SMART goals, follow the steps below and review the strong and weak sample goals at the end of this section.

<table>
<thead>
<tr>
<th>S</th>
<th>Smart</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measureable</td>
</tr>
<tr>
<td>A</td>
<td>Attainable</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
</tr>
<tr>
<td>T</td>
<td>Time-Bound</td>
</tr>
</tbody>
</table>

Step 1: Be specific.
- Determine what exactly you plan to accomplish.
- Narrowing in on the details that will clarify what needs to be accomplished and will help make the goal a reality.

Step 2: Make it measurable.
- Measurable goals are easier to track, more likely to be accomplished, and will leave goal-setters with a stronger sense of achievement when the goal is completed. When possible, goals should be quantifiable (include specific numbers).
- To determine if a goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished? Incorporate the answers to these questions into the goal.

Step 3: Be sure it is attainable.
- Keep the bar high, but realistic. Strong goals feel like a stretch, but not an impossible leap. Remember, most any goal can be met with the right planning and support.

Step 4: Make sure it is relevant.
- By identifying goals that make the difference in our professional practice, we increase our impact on our schools and our students.

Step 5: Check that it is time-bound.
- A goal should be grounded within a stated time-frame. Including a specific window of time is another way of making sure the goal is specific, measureable and attainable.
### SAMPLE SMART GOALS:

<table>
<thead>
<tr>
<th>Type of goal</th>
<th>Strong Goal</th>
<th>What makes this goal strong?</th>
<th>Weak Goal</th>
<th>What makes these goals weak?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>In order to improve the quality of student responses, each Friday afternoon, in preparation for the upcoming week, I will write daily mini-lesson plans that include at least six planned questions of varying difficulty for student response and two student engagement elements (mini-white boards, choral responses, etc.). Improvement in student responses will be evidenced by feedback from my coach.</td>
<td>This goal is strong because a specific instructional strategy is named and there are clear, time-bound actions the teacher must take to meet the goal. Progress towards this goal can clearly be tracked and measured.</td>
<td>I will write stronger lesson plans, including more planned questions.</td>
<td>• Overally general; lacking in details. &lt;br&gt; • Difficult to measure, overly reliant on qualitative comparisons. &lt;br&gt; • Attainable, but too broad to stretch the goal’s author to the next level. &lt;br&gt; • Relevant, but not as likely as the strong examples to make a huge difference. &lt;br&gt; • The lack of time parameters makes it difficult to hold the goal setter accountable or measure progress towards the goal.</td>
</tr>
<tr>
<td>Personal Organization</td>
<td>I will submit all lesson plans to my coach on time by improving my personal organization. I will create a weekly worksheet each Friday afternoon that includes specific tasks, emails, and deadlines for the following week. I will review this worksheet daily to help me stay on track.</td>
<td>This goal specifically outlines a relevant, time-bound strategy for increasing personal effectiveness. There are clear, measurable next steps necessary to meet this goal.</td>
<td>I will improve my organizational skills.</td>
<td></td>
</tr>
<tr>
<td>Coaching</td>
<td>I will support the grade level department chairs by giving each chair specific constructive feedback at least once a week.</td>
<td>This goal is strong because it states the frequency of the feedback and specifies the audience as grade level chairs.</td>
<td>I will make sure team members are developing professionally.</td>
<td></td>
</tr>
</tbody>
</table>
Schedule of professional development (PD) for School Year:
The Jump-Start Charter School professional development Calendar is shown below. Jump-Start Charter School will spend 23 full days and ~38 ½ days per year, developing teachers and leaders. This is an important part of the Jump-Start Charter School mission to reach its vision for putting time and money aside dedicated to developing great teachers and great school.

### Jump-Start Charter School Professional Development (PD) Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Type</th>
<th>Total Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>10-20</td>
<td>New teacher orientation and PD</td>
<td>8</td>
</tr>
<tr>
<td>July</td>
<td>14,15, 21, 22 and 28</td>
<td>Parents, student and teachers workshop/general school orientation</td>
<td>4 full days and ~1 ½ day</td>
</tr>
<tr>
<td>August</td>
<td>4,11,18,25 and 31</td>
<td>Professional Development and Data assessment</td>
<td>1 full day and ~4 ½ day</td>
</tr>
<tr>
<td>September</td>
<td>1,8,15,22 and 29</td>
<td>Professional Development and Data assessment</td>
<td>1 full day and ~4 ½ day</td>
</tr>
<tr>
<td>October</td>
<td>6, 20 and 27</td>
<td>Professional Development</td>
<td>~3 ½ day</td>
</tr>
<tr>
<td>November</td>
<td>3, 10, and 17</td>
<td>Professional Development</td>
<td>~3 ½ day</td>
</tr>
<tr>
<td>December</td>
<td>1, 8, and 15</td>
<td>Professional Development</td>
<td>~3 ½ day</td>
</tr>
<tr>
<td>January</td>
<td>3, 5, 12, 19 and 26</td>
<td>Professional Development and Data assessment</td>
<td>1 full day and ~4 ½ day</td>
</tr>
<tr>
<td>February</td>
<td>2, 9, 16, 20 and 23</td>
<td>Professional Development and Data assessment</td>
<td>1 full day and ~4 ½ day</td>
</tr>
<tr>
<td>March</td>
<td>2, 9, 16, 19 and 30</td>
<td>Professional Development and Data assessment</td>
<td>1 full day and ~4 ½ day</td>
</tr>
<tr>
<td>April</td>
<td>6, 13, 20 and 27</td>
<td>Professional Development</td>
<td>~4 ½ day</td>
</tr>
<tr>
<td>May</td>
<td>4, 11, 18 and 25</td>
<td>Professional Development</td>
<td>~4 ½ day</td>
</tr>
<tr>
<td>June</td>
<td>1-8</td>
<td>Professional Development and year end close out</td>
<td>6 full days</td>
</tr>
</tbody>
</table>

**Total** 23 Full Days, ~38 ½ Days
Jump-Start Charter School Summer Professional Development:

In order to ensure high performing educators and leaders, Jump-Start Charter School will have a very detailed summer orientation session for all teachers and leaders. In year 1 the orientation will be 10 days long. In subsequent years the orientation will be 10 days for new teachers, and 10 days for returning teachers. Major topics addressed during Jump-Start Charter School Summer Professional Development include planning and preparation for effective implementation of each of our academic and cultural program elements such as Response To Intervention (RTI),
Students in Special Education and the ELL Program, Leadership Development, and School Culture. During this time, teachers will receive training on foundational teaching tools and the culture and expectations of Jump-Start Charter School. Teachers will work together in instructional planning, building on the curriculum guides to create classroom assessments, units, and daily/weekly plans. They will also work together in developing, refining, and practicing systems and structures before students enter the school building – classroom routines, transitions and hallway expectations. Training will be from 8:00 a.m. – 3:30 p.m. each day for 10 days. Foundational readings will include The Together Teacher, Courageous Conversations about Race, How Children Succeed, Reading for Life, excerpts from Teach Like a Champion and Driven by Data, and The Organized Student. We will also provide teachers with a detailed Handbook that will outline instructional and cultural expectations at Jump-Start Charter School. A few of the topics covered in the Summer Orientation Sessions include:

**Response To Intervention (RTI).** School leadership will provide training in our RTI framework, ensuring teachers understand our tiered approach, all of the supports in the tiers, how students move along the continuum, and how we monitor their progress on a regular basis. We will underscore the idea that the purpose of our RTI framework, systems, and tools is to meet the individual needs of all of our students. The RTI training will integrate assessment and intervention within a multi-level prevention system to maximize student achievement. We will provide training that will help identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness.

**Students in Special Education and the ELL Program:** Teachers will participate in training providing appropriate modifications and accommodations for students in special education, review the IEPs for students in their grade level, and work with the Instructional Specialist at their grade level to plan instruction that supports students with special needs. Furthermore, teachers will be trained the best ways to use instructional strategies that will facilitate differentiation and a data-driven approach that students with special needs, such as ELL students and students with disabilities, will benefit from. The training will implement an inclusion model which will allow students to learn in the least restrictive environment with appropriate modifications made by the regular education teacher and the resource teacher. During the first year of operation, Jump-Start plans to employ one resource teacher for every 20 students who qualify for an IEP.

**Leadership Development:** Based on the curriculum map and grade level scope and sequence, teachers will engage in collaborative planning to detail specific units and lessons for the Leadership Seminar. We think that teachers grow fastest when they have frequent, timely feedback based on frequent observations. Administrators’ main job is to support teachers in their own performance, and so most of their time should be spend observing teachers and giving
personalized feedback to teachers. During these feedback conversations, teachers and administrators engage in conversations about purposeful choices.

School Culture: We will spend time to teach, practice, and provide feedback on our cultural routines and systems that will support our culture of achievement. This will include topics such as common classroom management routines, the paycheck system, Jump-Start Charter School curricular connections, and planning for community meetings. In addition, teachers will participate in trainings around engaging effectively with families through our school structures, such as Family Data Day, and on an ongoing basis. Learning how to navigate and best support the systems and structures of Jump-Start Charter School staffs would be some of the vision of the school’s leadership. To directly address this issue as well as give a forum to share best instructional practices, reflect on teaching practices and discuss issues directly related to their first year experience, new teachers will participate in Jump-Start Charter School professional development workshops.

Professional Development during the School Year
We believe that great teaching closes the achievement gap. So we need to define great teaching, discuss great teaching, and work to develop our ability to provide great teaching. Weekly (Friday) professional development should build this capacity through direct, focused, and specific conversation about what great teaching looks like and how we can consistently provide it. Each week during our professional development block, we will engage in a 45-minute session focused on developing one teaching standard. Each teaching standard module will look distinct because sessions will be tailored to develop that individual teaching standard, but they will usually involve some form of video and/or examination of student work. Most modules will last about 9 weeks. As teachers with a growth mindset about our own learning, we are constantly seeking to improve our practice. There is a limit to what we can learn through feedback and reflection – some things we need to learn from experts in the field and from research studies. We constantly strive to keep current on new information about pedagogical practices and to deepen our knowledge of our content field.

Key professional development features that will differ from the operator’s existing schools

Staff Meetings
Staff meetings will be held each Friday from 2:00-4:30 PM. A quarterly calendar will be distributed to ensure relevance of the meetings to instructional planning and practice. Also indicated on the calendar will be the location of department meetings and professional development workshops at Jump-Start Charter School Conference room.

2:15 PM – 2:45 PM Meeting Descriptions
The first portion of our common meeting time will be spent in All Staff for common planning time. This time will consist of delivering information, clarifying school priorities and discussing age-appropriate instructional strategies. However, this time will also serve to build team relationships and celebrate staff milestones or events.
Interim Assessment Data Meetings
The Friday, following the administration of ELA and Math interim assessments, teachers will attend interim assessment data meetings from 2:45-3:30 PM. On these five designated Friday, grade level meetings will occur on an as-needed basis. Within 72 hours of the administration of each interim assessment, teachers will receive complete data reports detailing class performance, individual student performance, and wrong-answer analysis to be reviewed independently before the data meetings. At the data meetings, teachers will work in teams to determine instructional takeaways and to create an informed plan for targeted tutoring.

3:30 PM – 4:30 PM Meeting Descriptions
Meetings will rotate between staff’s Grade-Level meetings, with an A (Kindergarten and 1st grades) and B (2nd, 3rd and 4th grades).

Grade-Level Meetings
Held between once and twice a month, grade level meetings are the primary way of ensuring consistency and communication between all members of a grade level team. The first half of the grade-level meeting focuses on specific student issues, concerns about individual students, grade-level planning, rubric trips and merit awards, common behavioral issues, test prep planning, etc. The second half of the meeting focuses on sharing best practices, sharing curricular ideas, establishing grade level expectations and interdisciplinary planning using standard meeting protocols. Grade level meetings will be facilitated by grade level leaders, and action plans developed to address the meetings’ focus issues. At various points throughout the year, all grade level team members may be asked to present pieces of student work or issues of concern as part of the meeting. At other points in the year, grade level team members are expected to participate in Response to Intervention (RTI) process.

Department Meetings
Department meeting agendas are generated by Department Chairs with the input of department teachers and based on particular content and instructional needs throughout the year. Meeting agendas will include the sharing of assessments, student work and instructional activities in order to get content and conceptual feedback. Each department will participate in one off-site full-day retreat, based on a topic of relevance, interest and need to each department.

Observation and Feedback
The goal of observation is feedback that can positively influence teaching and learning and raise the bar for student achievement. Observations:

- provide helpful feedback on specific areas including: instruction, management, assessment, and discipline
- provide data crucial to instruction and help teachers become better teachers
- help teachers meet their professional goals
- provide tangible data for annual reviews

Schedule of Observations:
Teachers will be observed by their principals and Curriculum of Instruction on a regular basis and on an as-needed basis by department chairs and grade level leaders. Written feedback will be placed in mailboxes by the end of the observation day. Teachers should anticipate the following observation schedule:

**Principal:** Weekly informal drop in observations (5 – 10 minutes) with immediate feedback

**Curriculum of Instruction:** Weekly informal drop-in observations (5 – 10 minutes) with immediate feedback and full class observation with set date agreed upon in advance, pre- and post- observation meeting to share detailed, written feedback, once per year (Dec. – March)

**Peer Observation:** Highly encouraged and arranged upon request and with support by the Curriculum of Instruction

**Video**

Videotaping a class or portion of a class is strongly encouraged and a required component of the Jump-Start Charter School. Videos of instruction are useful for reflecting on professional goals, clarity and effectiveness of instruction and in analyzing classroom dynamics. Videotaping can be arranged with the support of the Principal and Curriculum of Instruction.

**Jump-Start Charter School**

Learning how to navigate and best support the systems and structures of Jump-Start Charter School staffs are common vision of the school’s leadership. To directly address this issue as well as give a forum to share best instructional practices, reflect on teaching practices and discuss issues directly related to their first year experience, new teachers will participate in Jump-Start Charter School professional development workshops. The Jump-Start Charter School professional development workshops will be facilitated by the Principal and Curriculum of Instruction with seasoned Jump-Start Charter School teachers invited as guest speakers on specific topics. One of many challenges facing teachers is the lack of opportunity to learn from colleagues, particularly in a setting where there is a structure and protocol for revealing excellent teaching practices and having a group of professionals discuss and learn from them. Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching. 77

**Focus on Individual Professional Development Opportunities**

As indicated on the school calendar there are 23 days of professional development during the school year, four of which will include a one and one half hour morning workshop followed by time to plan, collaborate and incorporate workshop takeaways.

With the support of Principal, Department Chairs and Curriculum Instruction, teachers should actively pursue workshops, conferences and classes to support their teaching and professional goals.

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Jump-Start Charter School will work to the best of its ability to meet the financial commitment of desired requests.

In the future, many of our professional development days will be included spending time and visiting other schools, especially charter schools, to see other teachers and programs in action.

**Professional Development Points**

Professional Development Points (PDP’s) will be awarded at the end of each school year with one hour of professional meeting time equating to one PDP. A certificate outlining the Jump-Start Charter School provided professional development will be issued in June of each year.

**Content Area Professional Development**

In addition to participating in school-provided professional development, teachers are highly encouraged to take advantage of opportunities to attend conferences, courses, seminars, workshops and exhibits that support developing and expanding their content-area knowledge and expertise. Opportunities for content-area professional development will be posted by Principals, Curriculum Instruction and Department Chairs; teachers should consult with their principal in advance of registering. Teachers should set a goal of spending at least one day out of the building per semester on content-area development.

**Course Reimbursement at Jump-Start Charter School**

Any staff member who would like to take a course that directly supports his/her work in carrying out his/her responsibilities more effectively can seek reimbursement from Jump-Start Charter School:

- for up to ½ of the course’s tuition cost;
- up to a maximum of $400;
- One time per year between July 1st and June 30th (fall, spring, or summer courses).

Reimbursement approval must be given by the Principal and Curriculum of Instruction in advance of the course start date. Reimbursable summer courses may be taken by returning staff only. Reimbursement to the staff member can be given either before or after the course’s successful completion. Proof can be in the form of a certificate of completion, a grade report, a letter from the offering institution, or a course registration receipt verifying that the staff member has enrolled in the course. Tuition reimbursement covers only the cost of tuition. It does not include the cost of any fees, books, or any other non-tuition, course-related costs.

**2.6 - Insurance**

Charter schools must have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), and sexual abuse. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements.
Include a letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application as Attachment K. Note: if the proposed school intends to have sports teams, additional liability coverage will be required.

Jump-Start Charter School will have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers), and sexual abuse. See the attached K coverage.

2.7 Transportation

If applicable, outline your proposed transportation plan as follows:

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

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

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

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

TRANSPORTATION PLAN

Jump-Start Charter School believes that transportation can be a barrier for some students to succeed at high levels. As a result, we have decided to provide an effective and efficient transportation service for our students.

Jump-Start Charter School will contract with a private transportation service. The contract and relationship with the contracted service provider will be overseen and managed by the Operation Manager, ensuring that the focus of the Principal will remain on increasing academic achievement and student learning. We will contract with a transportation service which can also provide services to students with disabilities as required by applicable law and have assumed the cost of these services within the overall assumptions.

Based on our market analysis, we anticipate providing transportation services to approximately 50% of our students each year (324 students in Year 1, 432 students in Year 2, 540 students in Year 3, 540 students in Year 4 and 540 students in Year 5. At approximately 50 students per bus, we will start with 4 buses in Year 1, increasing the number based on the needs, but will assume two more buses in year 2 and year 3. Assuming a cost of $50,000 per bus per school year, the anticipated Jump-Start Charter School investment with respect to its transportation costs will be
$200,000 in year 1 and increasing to 6 buses in Year 5 which will cost approximately $300,000 per year.

Jump-Start Charter School will ensure that it selects a transportation contractor that has the capability to provide services to students with disabilities as required by applicable law and have assumed the cost of these services within the overall assumptions presented above. If we find that more students will need transportation services than our market analysis predicted we will ensure that all students that need transportation to school are serviced.

Jump-Start Charter School also understands that it must abide by state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. As a result, we will work with our transportation contractor, both during the initial negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school even if temporarily living outside of the general boundaries that transportation services are provided. In this way, Jump-Start Charter School endeavors to minimize the impact of homelessness, as it is defined in the McKinney-Vento Homeless Assistance Act, as a barrier to a sustained high-quality education.

### 2.8 - Food Service

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

- A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.

- Include any plans to meet the needs of low-income and academically low-achieving students.

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

- If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.

- How the school will ensure compliance with applicable state and federal regulations.

**FOOD SERVICE PLAN**

Jump-Start Charter School will provide a food service program in accordance and compliance with the nutrition regulations outlined in T.C.A. §§ 49-6-2301--2307. The school will offer all students the opportunity to participate in the school breakfast and lunch program. The school will provide its food service program on a contracted basis with the Executive Director overseeing and managing the appropriate vendor. Jump-Start Charter School will seek bids from local food service providers, all of which will include a price per meal, including the following: a reimbursable meal including milk, condiments applicable to the menu, serving utensils if applicable, packaging and containers needed to transport food in a sanitary manner, and transportation to and from the school. Any vendor must submit milk in a variety of fat contents as defined by current regulations of the National School Lunch Program.
Sample contract provisions and expectations include:

- Maintaining Tennessee Health Department Bi-Annual Inspection with a Passing Score
- Having a HACCP program in place and be able to provide proof of such
- Maintaining Daily Individual Meal Food Production Records
- Maintaining Daily Individual Meal Component Documentation
- Maintaining a “Buy American” Provision
- Maintaining 21-day Monthly Cycle Menus
- Making accommodations for Food Allergies
- Insuring hot meals maintained at 140 degrees or above and cold meals at 40 degrees or below prior to and during transport and delivery
- Providing meals that are individually packaged and sealed.
- All meals will be priced as a unit, which meet USDA requirements
- Any provider shall implement the “Traditional Menu Planning Approach”
- All meals and menus will be appropriate to the age of Purpose Prep students
- The provider substitute food components for a student with disabilities (7 C.F.R. Section 15b) if their disability restricts their diet.

### Collecting Free and Reduced Price Meal Information

In addition, the Operation Manager will be responsible for working in concert with the Administrative Assistant and the Registrar to ensure that all parents and guardians complete the federal Free-and-Reduced Price Lunch Program to determine eligibility. The school will employ various strategies to ensure completion of appropriate forms by including them in initial student documentation, orientation, and other school events and through individual communication with parents. We will establish a system by which we will annually distribute and collect qualifying information for free and reduced-price lunch. All qualified students will receive free or reduced-price lunch and breakfast.

### 2.9 - Additional Operations

Describe the school’s plan for supporting operational needs of the following:

**Technology:**
- Describe how the school will ensure student access to technology required for state mandated assessments, include infrastructure requirements and costs in budget section.
- Describe how technology will be integrated into the school’s academic plan.

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

**School health and nursing services:**
- Describe your plan for compliance with the Coordinated School Health Program, including the plan to hire a School Nurse and a description of his/her role in the school. Include who at the
school will supervise the School Nurse and his/her role in ensuring compliance with health regulations.

Safety and security:
Describe your plan for safety and security for students, staff, guests, and property.

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

Any additional operations as applicable.
If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please detail:

The name of the CMO or other partner organization if known.
Selection process and criteria.
Division of roles between the board and the service provider, and how conflicts of interest will be checked.
How performance of the provider will be measured.
Conditions for renewal and termination of the agreement.
Any monetary obligations of the CMO agreement.
Include a copy of the CMO agreement as Attachment L if available.

Technology:
Student use of the internet and electronic communications has vast potential to support curriculum and student learning. The Jump-Start Charter School believes they should be used in schools as a learning resource to educate and to inform and enhance students learning.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, and use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the Jump-Start Charter School shall take reasonable steps to protect students from accessing material and information that is illegal, obscene, pornographic, or otherwise intentionally harmful to students. Students shall take responsibility for their own use of Jump-Start Charter School computers and computer systems to avoid contact with material or information that may be harmful.

**Blocking or filtering obscene, pornographic and harmful information**
A system that blocks or filters material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board, shall be installed and maintained on the network for all Jump-Start Charter School computers having Internet or electronic communications access. In the event that inappropriate material is accessed, the students shall be reported to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

**Unauthorized and unacceptable uses**
Students shall use Jump-Start Charter School computers and computer systems in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of Jump-Start Charter School computers and computer systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

**No student shall access, research, create, transmit, retransmit or forward material or information:**

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that is not related to Jump-Start Charter School education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as images or text
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the Jump-Start Charter School's nondiscrimination policies
- for personal profit, financial gain, advertising, commercial transaction or political purposes
- that plagiarizes the work of another without express consent
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law or district policy, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account, with or without written permission from that individual
- that impersonates another.
Security

Security on Jump-Start Charter School computer systems is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Students should not demonstrate the problem to other users.

Students shall not:

- use, capture, or reveal another person's password or any other identifier
- use a computer that the student has not logged into personally
- encrypt files or network traffic unless authorized in writing
- gain or attempt to gain unauthorized access to district computers or computer systems either through:
  - vandalizing
  - disrupting or attempting to disrupt service
  - exposing research vulnerabilities of otherwise damaging technology systems or possessing software that is designed to do the same.
- alter, delete or copy electronic communications of other system users
- attempt to bypass the filtering system or other security controls
- disconnect or modify the network connection to any district computer or install wireless access points or switches.

Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications.

Vandalism

Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the Jump-Start Charter School or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or Jump-Start Charter School–owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized software

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed to the software owner. Students may not install software on Jump-Start Charter School computers without written authorization from the school administrator.

Assigning student projects and monitoring student use

The Jump-Start Charter School will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate
among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals.

**Student use is a privilege**

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in school disciplinary action, including suspension or expulsion, and/or legal action. The Jump-Start Charter School may deny, revoke or suspend access to Jump-Start Charter School technology or close accounts at any time. A parent or guardian shall be required to sign the Jump-Start Charter School’s Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

**Jump-Start Charter School makes no warranties**

The Jump-Start Charter School makes no warranties of any kind, whether express or implied, related to the use of Jump-Start Charter School computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the Jump-Start Charter School of the content, nor does the Jump-Start Charter School make any guarantee as to the accuracy or quality of information received. The Jump-Start Charter School shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

**TELEPHONES**

Children will be allowed to use the phone with permission from classroom teacher or office staff. Arrangements for after school activities need to be made at home instead of at the last minute on the school phone. Students will also be discouraged from calling home to request forgotten items. This, we believe, facilitates the development of responsibility and a clear understanding of the natural consequences of one’s behavior.

Cell phone use by students during the school day is prohibited. A student may have a cell phone but it needs to be turned off during the school day or it will be removed and kept at the school office during school time.

**Student information management:**

The school maintains important files of information on each student. Students and parents or guardians may review those records at any time with reasonable advance notice to the school. Parents and students over 18 years of age have the right to challenge any educational record on the grounds that it is inaccurate or misleading. School officials may obtain access to your records for educational purposes. The use of student information data is vital to ensuring the best
education for our children. However, the benefits of using student data must always be balanced with the need to protect students’ privacy rights. Students and their parents should expect that their personal information is safe, properly collected and maintained and that it is used only for appropriate purposes and not improperly disclosed. It is imperative to protect students’ privacy to avoid discrimination, identity theft or other malicious and damaging criminal acts. The Family Educational Rights and Privacy Act (FERPA) prohibits a school from disclosing personally identifiable information from students’ education records without the consent of a parent or eligible student, unless an exception to FERPA’s general consent rule applies. In some emergency situations, Jump-Start Charter School may only need to disclose properly designated “directory information” on students that provide general contact information. In other scenarios, school officials may believe that a health or safety emergency exists and more specific information on students should be disclosed to appropriate parties. Understanding the options available under FERPA empowers school officials to act quickly and decisively when concerns arise.

**School health and nursing services:**

Jump-Start Charter School will have a full time licensed nurse assigned to Jump-Start Charter School within two years. The school leader will facilitate through Mehary Medical School or other Medical institutions to provide us a contract base service for the first year and second. The school nurse staff functions individually as a member of the school site staff with responsibility for promotion of health & safety, facilitation of positive student development, and intervention with actual and potential health issues through active collaboration with school staff. The school nurse staff will work with community agencies to bring services to the students as needed. The Nurse will regularly attend state and regional professional development opportunities and serve as trainers for school site health related initiatives. The nursing staff participates in school health team processes, crisis management team implementation of school safety procedures, and school intervention team functions. Daily responsibilities may include:

- Assess students to determine the presence of acute or chronic health problem
- Monitor and treat students with chronic health problems
- Care for sick and injured students and staff
- Assess and exclude students showing evidence of communicable disease
- Provide counseling and education for pupils, families, and staff
- Maintain student health records
- Review and enforce state requirements for mandatory immunizations
- Coordinate dental van operations
- Conduct screening for hearing, vision, blood pressure, and scoliosis.
- Participate in Child Find screening
- Support Exceptional Student Services
- Participate in planning process for district health and safety programs
Organize opportunities to promote wellness activities
Provide relevant information to staff including review of universal precautions and blood borne pathogens

**Illness Guidelines**

Illness Guidelines for Jump-Start Charter School Students with one or more of the following symptoms will be excluded from school until symptoms have resolved:

- Temperature of 100.5 Fahrenheit or higher. Temperature must be normal for 24 hours without the aid of anti-febrile medications before returning to school.
- Flu-like symptoms – should be free of symptoms for 48 hours before returning to school.
- Constant runny nose.
- Abnormal color or consistency of nasal or eye discharge.
- Uncontrolled cough or unusual cough.
- Frequent sneezing other than allergy related.
- Lung or nasal discharge.
- Vomiting or diarrhea in the last 24 hours. Symptoms must be resolved for 24 hours before returning to school.
- If antibiotics are prescribed, student must receive the antibiotics 24 hours before returning to school.
- Undiagnosed skin rashes and/or open lesions.

**PERMISSION TO ADMINISTER MEDICATIONS FORM**

The parent/guardian of ___________________________ ask that school staff give the (name of child) following medication _____________________________ at____________________ (name of medications and dosage) (times) to my child, according to the Health Care Provider’s signed instructions on the lower part of this form.

Prescription medications must come in the original container labeled with child’s name, name of medicine, time medicine is to be given, dosage, date medicine is to be stopped, and licensed health care provider’s name. Pharmacy name and phone number must also be included on the label.

Over-the-Counter medications must be labeled with child’s name. Dosage must match the signed health care provider authorization, and medicine must be packaged in original container.

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent/guardian. In consideration of the acceptance of the request to perform this service by any person employed by Jump-Start Charter School, the undersigned parent/guardian hereby agrees to release Jump-Start Charter School and its personnel from any legal claim which they now have or may hereafter have arising out of the administration of or failure to administer medication to the student.
By signing this document, I give permission for my child’s health care provider to share information about the administration of this medication with the nurse or school staff delegated to administer medication. I understand it is my responsibility to furnish the medicine.

____________________________________
Parent/Legal Guardian’s Printed Name Parent/Legal Guardian’s Signature and Date

Work Phone Home Phone Cell Phone/Pager

Health Care Provider Authorization to Administer Medication in School

Child’s Name: ________________________________

DOB: ________________________________

Medication: ________________________________

Dosage: ________________________________

Route: ________________________________ To be given at following times: ________________________________

Special Instructions: ______________________________________________________________

Purpose of medication: ______________________________________________________________

Side effects that need to be reported: ______________________________________________________

Starting date: ________________________________ Ending date: ________________________________

____________________________________
Signature of Health Care Provider with Prescriptive Authority License Number

____________________________________ Phone Number Date

Safety and security:

With the number of possible threats to the school safety, both natural and human, it is easy to feel overwhelmed. But with the right approach and supporting technologies, we can keep people and assets protected across our school while getting the most out of our existing investments. The Safety/Security officer provides professional security services and serves as liaisons with the school resource deputies/officers assigned to district schools. Safety Officers are committed to enhancing our security measures in order to maintain a safe and secure learning environment.

Respond to calls for service from schools, buses, bus stops, other district facilities.

- Coordinate law enforcement assignments and provide security at athletic events.
- Issue employee and contractor identification badges.
- Provide technical assistance and on-going staff training.
- Coordinate and assist with emergency drills at district schools and facilities.
- Coordination and emergency planning with local law enforcement, emergency management and public safety communications.
- Maintain the security camera systems at all schools and facilities.
- Monitor and utilize the security camera system to identify safety concerns, and to investigate security issues and criminal incidents.
- Provide equipment checks on emergency communications devices.
- Provide security at meetings and at special events.
- Close patrols and directed patrols of schools.
- Assist law enforcement with criminal investigations and other issues involving the school.
- Assist the school with safety and security issues/concerns.
- Assists Transportation Department in maintaining safe and secure transportation for all students riding buses.
- Develop and implement procedures to ensure a safe school environment.
- Evaluate existing procedures, and safety and security systems to determine their effectiveness and to implement improvements when necessary.

Jump-Start Charter School will use a comprehensive approach to safety and security like the six-step process shown below. More detailed to come before the school doors are opened.

![Strategic Process in Designing a Safe School](image)

Source: office of justice program 78

**Characteristics of a Safe School 79**

- Focuses on academic achievement
- Involves families in meaningful ways
- Develops links to the community

- Emphasizes positive relationships among students and staff
- Discusses safety issues openly
- Treats students with respect
- Creates ways for students to share their concerns
- Helps children feel safe expressing their feelings
- Has a system to refer children who have been abused or neglected
- Offers extended day programs for children
- Promotes good citizenship and character
- Identifies problems and assesses progress toward resolving them
- Supports students in making the transition to adult life and work

**School maintenance**

School facility operations and maintenance exist to support the primary purpose of Jump-Start Charter School: quality learning. The core responsibility is to ensure that through the provision of quality custodial and maintenance services- administrators, teachers, and students have an environment that is safe, healthy, and responsive to educational programming. A comprehensive facility custodial and maintenance program is a Jump-Start Charter School’s foremost tool for protecting its investment in school facilities. Moreover, preventive maintenance is the cornerstone of any effective maintenance initiative. School facility operations services include the day-to-day running of the school facilities. These services include but are not limited to: energy management, HVAC, cleaning, inspections, opening and closing school; boiler operation; responding the daily emergencies; mowing grass; and generating work requests to maintenance. School plant maintenance provides for the repair, replacement and renewal of failed infrastructure elements. There is no one way to maintain schools – they are a gamut of size, age, structural systems, etc. A well designed facility management system generally encompasses four categories of maintenance: emergency (or response) maintenance, routine maintenance, preventive maintenance, and predictive maintenance. The one everyone dreads is emergency maintenance (the air conditioner fails on the warmest day of the year or the main water line breaks and floods the lunchroom). When the pencil sharpener in Room 5 finally needs to be replaced, it is routine maintenance. Preventive maintenance is the scheduled maintenance of a piece of equipment (such as the replacement of air conditioner filters every 10 weeks or the semiannual inspection of the water fountains). Finally, the cutting edge of facility management is now predictive maintenance, which uses sophisticated computer software to forecast the failure of equipment based on age, user demand, and performance measures. A good maintenance program is built on a foundation of preventive maintenance.

80 [https://www2.ed.gov/admins/lead/safety/actguide/action_guide.pdf](https://www2.ed.gov/admins/lead/safety/actguide/action_guide.pdf)
It begins with an audit of the buildings, grounds, and equipment. When planning preventive maintenance, decision-makers should consider how to most efficiently schedule the work—i.e., concurrently with academic breaks or other planned work. For example, preventive maintenance work such as boiler pipe replacements can be conducted while the boiler is out of commission for routine maintenance (such as when cleaning the scale and mud from inside the boiler or cleaning the manhole and handhold plates). Whereas emergency events demand immediate attention whenever they occur, preventive maintenance activities can be scheduled at a convenient time. Because a rigorous preventive maintenance system results in fewer emergency events, it tends to reduce disruptions to the school schedule.

2.10 - Waivers

Jump-Start Charter School shall operate in accordance with all Metropolitan Nashville Public Schools policies and regulations and all applicable and local laws, rules and regulations, unless specifically waived. In order for Jump-Start Charter School to ensure its students meet or exceed local state and national academic standards, it must have flexibility to give its students a greater amount of time on task. Jump-Start Charter School’s governance and leadership needs flexibility in its initial structure to overcome potential barriers in fulfilling its mission and goals. We formally request a waiver from the laws, rules and regulations listed below. This request includes all laws, rules, and regulations covering the same subject matter as those listed below and a waiver of all rules and regulations that come into force following the date of submission of this charter proposal.

A. PERSONNEL WAIVERS

1. COMPENSATION – LICENSED PERSONNEL SALARIES

TN Education Statute: §49-3-306(a)
State Board Rule: 0520-1-2-02
Rationale for Waiver: While we ensure that public monies will be used properly and all personnel will be paid adequately and timely, it is critical to our program that the Jump-Start Charter School payroll system reflects our individual school’s purpose and philosophy. At Jump-Start Charter School we believe academic results should be a factor in determining total compensation.

2. COMPENSATION – LONGEVITY PAY

TN Education Statute: §8-23-206(a)
State Board Rule:
Rationale for Waiver: While we ensure that public monies will be used properly and all personnel will be paid adequately, it is critical to our program that Jump-Start Charter School’s payroll system reflects our individual school’s purpose and philosophy. Upon approval by the Board of Directors, Jump-Start Charter School will offer incentive pay that compensates them for years of consistent student performance and professional development growth, not just years of service.
3. HOURS AND BENEFITS – TEACHER ASSIGNMENT
TN Education Statute: §49-5-401
State Board Rule:
Rationale for Waiver: Jump-Start Charter School utilizes an extended schedule, including increased instructional and professional development hours. Teachers receive compensation commensurate with the increased work hours.

4. HOURS AND BENEFITS – SCHOOL TERM VACATIONS AND OTHER NON-INSTRUCTIONAL DAYS
TN Education Statute: §49-6-304A (2)-D
State Board Rule: 0502-1-3-.03(4)
Rationale for Waiver: Jump-Start Charter School operates with an extended school year of 190 days and an extended school day 7:45 a.m. to 3:45

5. PROMOTION AND EVALUATION – CAREER LADDER
TN Education Statute: 49-5-5002-5010, 49-5-5206-5209, 49-5-5301, 49-5-5304, 49-5-5401, 49-5-5405, 49-5-5406, 49-5-5501, 49-5-5504-5506
State Board Rule: 0520-2-2
Rationale for Waiver: No need or funding is currently available for career ladder initiatives

6. PROMOTION AND EVALUATION – GENERAL REQUIREMENTS FOR EVALUATION
TN Education Statute: 49-5-5205
State Board Rule: 0520-1-1-.01
Rationale for Waiver: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we are able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in yearly contracts that are developed for Jump-Start Charter School personnel.

7. PROMOTION AND EVALUATION – THIRD-YEAR APPRENTICE EDUCATORS
TN Education Statute: 49-5-5205
State Board Rule: 0520-2-1-.03
Rationale for Waiver: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we are able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. The guidelines and performance expectations are outlined specifically in yearly contracts that are developed for Jump-Start Charter School personnel.

8. TENURE – EVALUATION CONTRACTS AND EMPLOYMENT TERMINATION
a. TN Education Statute: 49-5-408-409
b. State Board Rule: 0520-2-2(2)  
c. Rationale for Waiver: The key to our success is being able to attract and retain a staff that is committed to our vision and to provide them with the motivation necessary to get the job done. It is essential that we are able to design hiring, pay, benefits, promotion and evaluation systems that are aligned with our mission and goals. Every teacher will be assessed based on their performance. Teachers, who attain the required levels of performance, as outlined in their contracts, will be offered another contract.

9. TENURE - TENURE  

a. TN Education Statute: 49-5-501-513  
b. State Board Rule:  
c. Rationale for Waiver: As a charter school, Jump-Start Charter School will be results-driven. Accordingly, Jump-Start Charter School employees will be “at-will.”

10. STAFFING REQUIREMENTS – LICENSED PRINCIPALS  

TN Education Statute: 49-5-101(a)  
State Board Rule: 0520-1-2-.03(6)  
Rationale for Waiver: Jump-Start Charter School would like to be able to recruit the most qualified candidates around the country to fulfill its mission.

11. STAFFING REQUIREMENTS – LIBRARY INFORMATION CENTER PERSONNEL  

a. State Board Rule: 0520-1-3-.07(2)  
b. Rationale for Waiver: A substantial library is available to students at the nearest Nashville Public Library. Jump-Start Charter School students will have continuous access to a substantial classroom library.

B. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS

1. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS – SCHOOL YEAR COMMENCEMENT  

a. TN Education Statute: 49-6-3004  
b. State Board Rule:  
c. Rationale for Waiver: Jump-Start Charter School utilizes an expanded school year calendar. For this reason, the school will start before Labor Day.

2. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS – LOCAL FISCAL ACCOUNTING  

a. TN Education Statute: 49-3-316  
b. State Board Rule:  
c. Rationale for Waiver: While we ensure that public monies will be used properly, that all regulations will be met and that all of our operations will stand up to a financial audit, it is critical to our program that our management systems reflect our individual school’s purpose and philosophy.
3. SCHOOL MANAGEMENT/OPERATIONAL WAIVERS – FORMULATION AND ADMINISTRATION OF BEHAVIOR AND DISCIPLINE CODES

a. TN Education Statute: 49-6-4012(b)
b. State Board Rule:
c. Rationale for Waiver: While parents and students will undergo due process, it is important that the discipline practices of Jump-Start Charter School provide a safe and effective learning for students.

C. EDUCATION WAIVERS

1. CURRICULUM – HEALTH, PHYSICAL AND WELLNESS EDUCATION

a. TN Education Statute:
b. State Board Rule: 0520-1-3-.05
c. Rationale for Waiver: Students will be involved in physical education activities each week as part of Focused Fitness each day. The Principal will oversee these classes and work to ensure that the PE curriculum meets state content standards, despite the use of non-certified instructional personnel.

2. CURRICULUM - FINE ARTS

a. TN Education Statute:
b. State Board Rule: 0520-1-3-.05
c. Rationale for Waiver: Students will be involved in fine arts activities during Intersession. Fine arts classes may be taught by volunteers. The Principal will oversee these classes and work to ensure that the fine arts curriculum meets state content standards, despite the use of non-certified instructional personnel.

3. CURRICULUM – USE OF UNAPPROVED TEXTBOOKS

a. TN Education Statute: 49-6-2206
b. State Board Rule:
c. Rationale for Waiver: To meet the potential of our school, it is essential that we tie our curriculum and instructional approaches to our individual school’s mission and goals. Jump-Start Charter School will use both state-approved textbooks and other unapproved instructional materials.

D. CAPITAL OUTLAY WAIVERS

1. CAPITAL OUTLAY

a. TN Education Statute: 49-3-311
b. State Board Rule:
c. Rationale for Waiver: Preparing a charter school facility will be one of our greater challenges. Because we finance our own buildings and do not have the power to raise taxes to fund capital outlay, it is critical that we gain freedom from non health and safety standards for the school site and have control of the facility vested in our board, rather than the city board of education.
Having this freedom will allow us to use our school site resources most effectively and efficiently and align our building choices with our mission and goals.

In addition to the specific waiver requests listed above, we request waivers of any additional rules and regulations that are waived for existing or future charter schools authorized by Metro Nashville Public Schools. We reserve the right to supplement this request or make additional waiver requests in the future. To request waivers of MNPS District Standard Operating Procedures (DSOP), Jump-Start Charter School understands the process outlined in the Standard Operating Procedure Outline (Policy Reference No. SBO 1.106) required when requesting a waiver of a policy within MNPS and will do the following:

- Submit all waiver requests in writing to the Chartering Authority no later than sixty (60) days prior to the school’s intention to implement the waiver, if granted.
- Provide a waiver request that explicitly lists the specific DSOP requested to be waived.
- Provide a waiver request that includes detailed documentation of the grounds for requesting the waiver and specific evidence showing how the DSOP currently inhibits or hinders the proposed charter school’s ability to reach its goal or comply with its mission statement.
- Ensure that all waiver requests filed with the Chartering Authority contain information on other waiver requests filed with the TN Commission of Education and including the status of those waiver requests.

3. FINANCIAL PLAN AND CAPACITY

The budget worksheet and narrative should be provided as Attachments P and Q.

3.1 Planning and Budget Worksheet (Attachment P)

The budget and financial plan for the charter school must include all anticipated revenues and expenditures. Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year.

3.2 Budget Narrative (Attachment Q)

Introduction

Jump-Start Charter School funds are derived primarily from three sources: Basic Education Program reimbursements, Federal programs funding and State program reimbursements. Overwhelmingly, funding occurs through State Basic Education Program reimbursements from which Jump-Start Charter School draws students. This includes funding for both Regular and Special Education students, the latter of whom comprise approximately 10% of the school’s student population. Additionally, federal grants, including Title and IDEA programs, are available to assist Jump-Start Charter School in supporting specialized programs for At-Risk and Special Education students, respectively. See the attachment.
ATTACHMENT A: Annual School Academic Calendar

Jump-Start Charter School DRAFT Annual Calendar 2017-2018
Attachment A

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: 190 Total Instructional Days.  : 23 full Professional Development Days and ~38½ Days

**Keys**
- Professional Development Interim Assessment
- Orientation / Student / Parent Activity / Parent/Teacher Conference
- No School
- Students in school
- Progress Reports issued / Report cards issued
- Fall, Thanksgiving, Winter, and Spring Breaks-No School
- First/Last Day of School

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### ATTACHMENT A: Annual School Academic Calendar

#### Jump-Start Charter School Detailed Annual Calendar 2017 - 2018

<table>
<thead>
<tr>
<th>Month</th>
<th>Day/Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>July, 2017</strong></td>
<td></td>
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<tr>
<td>Friday, 14 and Sat, 15</td>
<td>Parent Welcome Workshop/Orientation – 10 a.m. to 2 p.m. with lunch provided</td>
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<tr>
<td>Friday, 21 and Sun, 22</td>
<td>Parent Welcome Workshop/Orientation – 10 a.m. to 2 p.m. with lunch provided</td>
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<tr>
<td>Monday-Friday, 26-30</td>
<td>Teacher In-Service Room 10-20 Preparation, 8 a.m. to 4 p.m.</td>
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<tr>
<td>Monday, 24</td>
<td>Half Day School with Students</td>
<td></td>
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<tr>
<td>Tuesday, 25</td>
<td>Full Day School</td>
<td></td>
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<tr>
<td>Friday, 28</td>
<td>Student Dismissal 1:45 p.m.</td>
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<tr>
<td>Saturday, 29</td>
<td>Student/Parent Activity Day 9 a.m. to noon</td>
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<tr>
<td><strong>August</strong></td>
<td></td>
<td></td>
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<tr>
<td>Thursday, 10</td>
<td>Parent Workshop 6 - 8 p.m.</td>
<td></td>
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<tr>
<td>Sunday, 13</td>
<td>Week of August 14  Student Assessments</td>
<td></td>
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<tr>
<td>Saturday, 26</td>
<td>Student/Parent Activity Day 9 a.m. to noon</td>
<td></td>
</tr>
<tr>
<td>Monday, 28</td>
<td>Student Progress Report Issued</td>
<td></td>
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<tr>
<td>Thursday, 31</td>
<td>Professional Development – No Student</td>
<td></td>
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<tr>
<td><strong>September</strong></td>
<td></td>
<td></td>
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<tr>
<td>Monday, 4</td>
<td>Labor Day – No School</td>
<td></td>
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<tr>
<td>Thursday, 15</td>
<td>Parent Workshop 6 - 8 p.m.</td>
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<tr>
<td>Monday, 29</td>
<td>Professional Development – No Student</td>
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<tr>
<td>Saturday, 30</td>
<td>Student/Parent Activity Day 9 a.m. to noon</td>
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<tr>
<td><strong>October</strong></td>
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<tr>
<td>Monday, 2</td>
<td>1st Student Report Cards Issued</td>
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<tr>
<td>Thursday, 9</td>
<td>Parent Teacher Conferences Students will NOT REPORT</td>
<td></td>
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<tr>
<td>Tuesday-Friday, 10-13</td>
<td>Fall Break for Teachers and Students - No School</td>
<td></td>
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<tr>
<td>Monday, 16</td>
<td>Return to School</td>
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<tr>
<td>Saturday, 28</td>
<td>Student/Parent Activity Day 9 a.m. to noon</td>
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<tr>
<td><strong>November</strong></td>
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<tr>
<td>Monday, 4</td>
<td>Student Progress Report Issued</td>
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<tr>
<td>Thursday, 16</td>
<td>Parent Workshop, 6-8 p.m.</td>
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<tr>
<td>Wednesday, 22-24</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Saturday, 25</td>
<td>Student/Parent Activity Day 9 a.m. to noon</td>
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<tr>
<td>Week of Nov. 27</td>
<td>Student Assessments</td>
<td></td>
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<tr>
<td><strong>December</strong></td>
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<tr>
<td>Monday, 4</td>
<td>2nd Student Report Cards Issued</td>
<td></td>
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<tr>
<td>Thursday, 8</td>
<td>Multi-Culture Celebration 5-7 p.m. Parents Invited</td>
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<tr>
<td>Thursday, 15</td>
<td>Student Program 2 p.m. Parents Invited</td>
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<tr>
<td>Monday, 18-Wed, 4 Jan 2, 2018</td>
<td>Winter Break</td>
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<td><strong>Jan, 2018</strong></td>
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<tr>
<td>Wednesday, 3</td>
<td>Professional Development – No Student</td>
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<tr>
<td>Thursday, 4</td>
<td>Professional Development – No Student</td>
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<tr>
<td>Friday, 5</td>
<td>Students Return to School</td>
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<tr>
<td>Monday, 8</td>
<td>Student Progress Report Issued</td>
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<tr>
<td>Monday, 15</td>
<td>Martin Luther King Day  NO SCHOOL</td>
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<tr>
<td>Thursday, 18</td>
<td>Parent Workshop 6-8 p.m.</td>
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<tr>
<td>Saturday, 27</td>
<td>Student/Parent Activity Day</td>
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ATTACHMENT B: Student Discipline Policy

STUDENT DISCIPLINE POLICY
Jump-Start Charter School is committed to ensuring that our schools are safe, secure and orderly environments in which teaching and learning take place each day. A safe, supportive school environment depends on a well developed Disciplinary Policy, on the cooperation of students, staff and parents in promoting the expectations for student behavior and the provisions of the Policy, and a climate of mutual respect among all parties.

STANDARDS OF BEHAVIOR: ACCOUNTABILITY AND SUPPORT
All members of the school community — students, staff and parents — must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. Principal, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or interferes with the learning environment or other school-related activities. This Disciplinary Policy provides a comprehensive description of unacceptable behavior. The Policy includes the range of permissible disciplinary and intervention measures the school may use to address student behavior. The policy applies to all students, including those with disabilities.
In providing a range of permissible disciplinary measures, the policy is intended to ensure both consistency and equitable treatment for all students and enable the administration to exercise its discretion and educational judgment. Guidance interventions are included because inappropriate behavior or violations of the policy may be symptomatic of more serious problems. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. The standards set forth in the policy apply to behavior in school during school hours, before and after school, while on school property, at all school-sponsored events, during school-related transportation and on other-than school property when such behavior may negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

**PROMOTING POSITIVE STUDENT BEHAVIOR**

Jump-Start Charter School seeks to promote a positive and supportive school climate and culture in which our students may grow both academically and socially. Jump-Start Charter School takes a proactive role in nurturing students’ pro social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. We believe such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students’ academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults mitigates against negative behaviors. Examples may include: providing students with meaningful opportunities to share ideas and concerns and participate in school wide initiatives; student leadership development; periodic recognition of students’ achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills, and support they need to thrive.

**REWARDS – CHARACTER CURRENCY SHARES**

We will implement a token economy revolving around a paycheck system. This system will allow teachers to reward students for positive behavior and penalize students for exhibiting behavior that does not uphold the school’s Values and Dignity Act Policy (DAP). Each week, students will receive 5 shares of CHARACTER CURRENCY stock valued at $10 each. Individual classroom teachers are then responsible for awarding or deducting CHARACTER CURRENCY stocks from students throughout the week. The worth of our CHARACTER
CURRENCY stocks has been determined by our Character Strengths. Students can earn new CHARACTER CURRENCY shares only by exhibiting all of character strengths. At the end of each week, the grade level teacher will tally the week’s awards and deductions using the school’s culture management system and print CHARACTER CURRENCY Account statements. These statements will be distributed to students on Fridays during Connections time. Students must bring these paychecks home, have a parent or guardian review the paycheck and sign it, and bring it back to school the following day. Students must maintain a certain weekly paycheck average in order to qualify to go on Study Trips.

Eligible students may redeem their pay checks once a week on Fridays during Connections pursuant to Jump-Start Charter School’s Currency Redemption Plan, which allows for the redemption of shares in exchange for the receipt of mission-appropriate materials (school notebooks, pens, and t-shirts) and school supplies. Eligible students must have an average daily balance in their CHARACTER CURRENCY share account of $2,500 and have earned no fewer than 5 CHARACTER CURRENCY shares during the preceding week (Friday – Thursday).

PREVENTION AND INTERVENTION

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student’s school experience and encourage adherence to the code. They are also responsible for addressing behaviors which disrupt learning. Administrators, teachers, counselors and other school staff are expected to engage students, including students with disabilities, in intervention and prevention strategies that address a student’s behavioral issues and discuss these strategies with the student and his/her parent. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution/peer mediation/negotiation, anger management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, the School suspects that a student’s difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Jump-Start Charter School review committee to determine whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan.

PARENTS AS PARTNERS

Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models,
parents and school staff should exhibit the behaviors which they would like to see students emulate. To ensure that parents become active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the student discipline policy. Educators are responsible for timely informing parents about their child’s behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child’s teacher and other school staff issues that may affect student behavior. It is important that there be maximum consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, the student’s parent, and one or more of the student’s teachers are an effective means of encouraging parental input and should be held with students where appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact the school.

**ATTENDANCE AND LATENESS**

**Attendance Requirements**

Attendance is crucial to student’s success at Jump-Start Charter. Students demonstrate their professionalism and preparedness to learn by showing up to school every day and on time. Students cannot master the content and skills of our rigorous academic program without being here every day. To that end, we have very clear attendance requirements. Students MUST bring in a note after each day they are absent. The note must include:

- The date of the absence
- The reason for the absence
- A phone number where a parent or guardian can be reached
- The parent/guardian signature

**Excused and Unexcused Absences**

We realize that there are times when students will not be in school, but Jump-Start Charter School strongly believes that your student’s education should be his or her priority. Jump-Start Charter will only count as excused the following reasons for absence from school:

- A note from a doctor explaining an illness or injury that prevents the student from attending school
- A death in the immediate family or other significant family crisis
- Religious holidays
- Suspension from school

All other absences will be unexcused.

Students who have fifteen or more unexcused absences will be automatically referred for retention in the current grade at the end of the academic year. Advisors will contact families of students with attendance issues.

After three unexcused absences the advisor will remind the student and the family of Jump-Start Charter School’s attendance policy in a phone call.
After six unexcused absences, the advisor, along with the school leader, will arrange a meeting with the family and the student to address the situation and help develop a plan of action to ensure the student’s attendance at school.

Lateness

All students are expected to arrive at school no later than 7:45 am. If a student reports to school after 8:00, they will be considered late. Late students receive a Demerit, which is deducted from their Character Currency account, and are placed in Lunch Detention that school day. They must also publicly apologize to the community in that morning All School Meeting.

STUDENT RIGHTS:

All Jump-Start Charter School Students are entitled to:
1. Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to, or witness this behavior;
2. Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, sexual orientation, physical and/or emotional condition, disability, marital status, economic status and political beliefs;
3. Receive a written copy of the school’s policies and procedures, including the Discipline Policy;
4. Receive professional instruction;
5. Be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
6. Be notified in a timely manner of the possibility of being held over in the grade or of failing a course; parent/adult in parental relationship and eligible student;
7. Be provided with the Discipline policy and rules and regulations of the school;
8. Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare within the school.

STUDENT RESPONSIBILITIES

All Jump-Start Charter School Students are responsible for:
1. Attending school regularly and punctually and make every effort to achieve in all areas of their education;
2. Being prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
3. Following school regulations regarding entering and leaving the classroom and school building;
4. Helping maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
5. Behaving in a manner that contributes to a safe learning environment and which does not violate other students’ right to learn;
6. Sharing information with school officials regarding matters which may endanger the health and welfare of members of the school community;
7. Respecting the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. Showing respect for school property and respect the property of others, both private and public;
9. Being polite, courteous and respectful toward others;
10. Behaving in a polite, truthful and cooperative manner toward students, teachers and other school staff;
11. Promoting good human relations and build bridges of understanding among the members of the school community;
12. Using non-confrontational methods to resolve conflicts;
13. Participating and voting in student government elections;
14. Providing positive leadership by making student government a meaningful forum to encourage maximum involvement;
15. Working with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
16. Observing ethical codes of responsible journalism;
17. Refrain from obscene and defamatory communication in speech, writing and other modes of expression in their interactions with the school community;
18. Expressing themselves in a manner which promotes cooperation and does not interfere with the educational process;
19. Assembling in a peaceful manner and respect the decision of students who do not wish to participate;
20. Bringing to school only those personal possessions which are safe and do not interfere with the learning environment;
21. Adhering to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
22. Being familiar with the Policy and abiding by school rules and regulations;
23. Providing leadership to encourage fellow students to follow established school policies and practices;
24. Keeping parents informed of school-related matters, including progress in school, social and educational events, and ensuring that parents receive communications that are provided by school staff to students for transmittal to their parents.

DIGNITY ACT POLICY:
Jump-Start Charter School will not tolerate harassment, intimidation, coercion, bullying, or cyber bullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his/ her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment, intimidation, coercion and bullying include, but are not limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender or sex. Jump-Start Charter School considers isolating another student on the basis of any of these actual or perceived statuses to be a form of harassment and bullying. Gender means the actual or perceived sex of an individual and includes a person’s gender identity or expression. Cyber bullying means coercion, intimidation, harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

Dignity Act Officer
Jump-Start Charter School has a Dignity Act Officer (DAO). The DAO’s name and contact information will be available to students through posting on the school website at https://www.jumpstartcharterschool.org/home.html. The DAO will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender and sex). The DAO serves as the point person for all Dignity Act issues at Jump-Start Charter School and works to ensure that all students are provided with a safe, supportive and positive school climate free from harassment or discrimination on any of the bases described above and generally. Any incident of harassment or bullying may be reported to the DAO or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

Reports and Investigations of Discrimination and Harassment
Students should report violations of the student discipline policy and Dignity Act Policy immediately to the Principal or DAO. This is true whether the student is a victim of bullying, cyber bullying, harassment, coercion, isolation or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after
an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations. The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

INFRATIONS AND POSSIBLE DISCIPLINARY RESPONSES

Jump-Start Charter School recognizes that it may become necessary to discipline a student for the student’s conduct and behavior, and that such discipline may result in suspension, (in some extreme cases) expulsion, or any discipline that may result in the removal of the student from the educational setting. In recognition of the constitutional and legal rights of Jump-Start Charter School students, and in order to ensure compliance with those rights, this policy and procedure document outlines: (1) examples of inappropriate and prohibited conduct; (2) the general range of penalties; (3) what steps must be taken before a student may be disciplined; (4) the protections provided a suspended student to ensure that the right to public education is not infringed; (5) additional protections afforded students with disabilities to ensure compliance with federal and state laws; and (6) the appeals process. Students are prohibited from engaging in the following conduct while traveling to/from school, during the school day and at all Jump-Start Charter School functions whether on or off school grounds. Students may be subjected to discipline for engaging in prohibited conduct even if it takes place off school grounds if it may endanger the health or safety of pupils within the school or adversely affect the educational process or orderly administration of the school:

SCHEDULE OF OFFENSES

Our discipline system is defined by clarity, consistency, and consequences. Students will be receiving consequences for doing any of the following:

Minor Offenses:
Arriving Late to School/Class, Being out of Uniform, Being Unprepared for Class, Disengaged, Improper Use of Student Planner, Lack of Organization, Inappropriate Noise, Making Excuses, Misuse of Resources, No Pass in Hall, Not Following Faculty Directions, Not Tracking Speaker, Poor Attitude, Poor Posture.

Moderate Offenses:
Chewing Gum, Eating Candy, Chips; Chronic Tardiness, Deliberately Disrupting Class, Disrespecting a Fellow Student; Disrespecting Faculty, Staff; Disrespecting School Property, Drinking Soda, Engaging in Horseplay, Failure to Return a Signed Progress Report, Ignoring/Refusing, Littering, Pharmaceuticals w/o Prescription, Profanity, Receiving 3 Demerits in One Week.

Serious Offenses:
Cheating, Cutting Class or School, Damaging, destroying or stealing Personal or school property or attempting to do so, disrupting Saturday detention through gambling, gross Disrespect of Faculty, Staff or Gross disrespect of fellow students, Leaving school grounds without
permission, Making verbal or physical threats, empty or otherwise, Plagiarizing or Forging, Skipping all or a portion of Homework, setting off false alarms, Sexual, racial or any form of harassment or intimidation, Using abusive, vulgar or profane Language.

LEVELS OF DISCIPLINARY ACTION

Any time a student does not meet Jump-Start Charter School’s behavioral expectations and an infraction to the school’s Code of Conduct has been incurred, swift, decisive and consistent disciplinary action will ensue. These disciplinary actions follow a model of escalating consequences, and may include, but are not limited to:

Once students graduate from Jump-Start Charter School, they are expected to conduct themselves like Jump-Start Charter School Patriots and they are held accountable for performing in accordance with the school’s policy. The staff works together during summer professional development to norm responses to student behavior. In all circumstances, intervention for misbehavior or doing the wrong thing begins with a nonverbal correction but escalates to the consequences below as necessary to protect instructional minutes and deliver on our promise of uninterrupted learning.

Students who commit minor offenses receive a demerit as a first level of correction. This is the second level of correction for all students. Any student who receives a Reflection sheet in class is assigned to Principal Office Hours from 3:45 - 5:00pm. This is the third level of correction for all students. An in-school suspension is defined as the suspension of a student from Jump-Start Charter School for a period not exceeding three (3) school days that occurs on school grounds. An in-school suspension occurs when students repeatedly commit moderate offenses. Once the student returns to school, the student must issue a Public Apology in order to be welcomed back into the Jump-Start Charter School community. Except in the case of an emergency situation, in which the Principal has determined there is a clear and present danger to the lives, health and safety of students or school personnel, any suspension will be preceded by a conference conducted by Executive Director and the Principal. This pre-suspension conference will include the student and, if possible, the teacher(s) or other school personnel involved in the matter. At this conference, the student will be informed of the reason for the contemplated disciplinary action, the evidence against him or her and evidence in support of his or her defense. After the pre-suspension conference, the Principal will be empowered to suspend the student for a period of one (1) to ten (10) school days, in the event that the Principal determines that the student has committed one of the serious offenses named above.

Before the student returns to class, the student, his or her parent or guardian, the Curriculum and Instruction and/or the Principal will meet in order to address the student’s behavior and plan for improvement. Suspensions may not be appealed. Once the student returns to school, the student must issue a Public Apology in order to be welcomed back into the Jump-Start Charter School.
A student who is expelled will be subject to due process under Tennessee state law. At Jump-Start Charter School the due process will be as follows (subject to legal review and Board approval):

• Principal will follow standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
• If the Principal believes it is warranted, the student will be expelled.
• The Executive Director and the Principal shall report to the Nashville Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309.
• Following the Principal’s decision to expel, there is an appeal process:
  • The Principal will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
  • All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
  • The parent/guardian, the student or a teacher requested by the student can appeal the decision.
  • Absent a timely request for appeal, the decision of the Principal will be final. The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Principal and a teacher who chooses to file an appeal.
  • The Executive Director and the Governing Board of Directors may affirm the decision of the Principal, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Executive Director and the Governing Board of Directors is final.

Jump-Start Charter School shall include in each application to the Tennessee Department of Education for assistance under the Elementary and Secondary Act the following report of expulsions imposed in accordance with this policy as it applies to the Gun Free Schools Act:

• the name of the school concerned,
• the number of students expelled from the school, and
• the types of weapons concerned.

The Jump-Start Charter School policies and administrative rules and regulations pertaining to student conduct shall be filed with the Commissioner of Education.

Discipline and Special Education

In the case of a special education student, or a student who receives 504 accommodations, Jump-Start Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities.
Prior to recommending expulsion for a Section 504 student or special education student, the Principal will convene a review committee to determine whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan.

If it is determined that the student’s misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the student’s IEP, the student may be expelled.

The enumerated infractions above are not all-inclusive. Students who engage in misconduct not listed above are subject to appropriate disciplinary measures by the teacher or the administration based on violation of school rules and expectation for appropriate behavior.

**Potential Consequences**

Depending on the severity of the infraction, disciplinary responses may include, but are not limited to:

- Verbal and written warnings to the student and notice to parents/guardians
- Removal from class or reassignment to another class
- Before or after-school detention
- Reprimand
- Peer mediation
- Learning and behavioral contracts between or among the school, parent/guardian and student
- Exclusion or suspension from athletic, social, extra-curricular activities or other privileges
- In-school suspension
- Out-of-school suspension
- Expulsion

For minor infractions, Jump-Start Charter School aims to determine an appropriate in-school course of action in consultation with the teacher, parent/guardian and administration. Students displaying inappropriate or disruptive behavior may be asked to participate in a conference with the teacher, parent/guardian and principal.

The intent and purpose of such conference will be to modify the behavior, avoid further infractions, and imposition of more severe discipline.

The list of potential penalties, while detailed, is not exhaustive, nor does it preclude in any way the referral to law enforcement personnel of any matter believed to violate federal, state or local law or where the conduct is required by applicable law or regulation to be reported to law enforcement agencies, including, but not limited to, the Gun Free Schools Act or applicable State law.

**ATTACHMENT C: Student Enrollment Policy**

**Enrollment Policy**
As required by state law, participation in the lottery for Jump-Start Charter School will be based on parental choice and will be open to all MNPS students who qualify for charter school admission under Tennessee Code Annotated (T.C.A.) §49-13-106(a)(1), which states 
(1) Public charter schools authorized by an LEA may be formed to provide quality educational options for all students residing within the jurisdiction of the chartering authority; provided, however, an LEA may authorize charters to enroll students residing outside the LEA in which the public charter school is located pursuant to the LEA out-of-district enrollment policy and in compliance with § 49-6-3003 and § 49-6-403(f).

Jump-Start Charter School’s recruitment plan and admissions policies support our mission and goals of ensuring that all of our students enter and excel in college and in life. We will work actively recruit the students who are most at need and ensure that all students that are eligible (either at a failing school or failing themselves) can apply and be enrolled in Jump-Start Charter School in a fair and equitable manner.

OUTREACH

The recruitment and enrollment process is an extensive, city-wide outreach effort that includes advertisement and formal, public information sessions. Jump-Start Charter School does not discriminate on the basis of race, color, national origin, sex, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, and special need, proficiency in English language or foreign language, or prior academic achievement. To inform parents of this educational option, Jump-Start Charter School will widely publicize the nature and mission of the school to the surrounding community. To promote a diverse applicant pool, Jump-Start Charter School will post notices in places such as neighborhood bulletin boards and local libraries. Attendance of Orientation Sessions is strongly encouraged for students and their families.

Jump-Start Charter School will strive to make accommodations for families with individual hardships. In an effort to serve the diverse population of Jump-Start Charter School communities, the outreach program specifically targets the following groups:
A. Special education students
B. Limited English-proficient students
C. Students eligible for free lunch
D. Students eligible for reduced price lunch
E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations for the previous two years)
F. Students at risk of dropping out of school
G. Students who have dropped out of school
H. Other subgroups of students who should be targeted to eliminate the achievement gap.

ENROLLMENT CONFIRMATION
Families will be notified by phone to set appointment to complete the processes or by mail of their admission status (acceptance or placement on waiting list). Families whose children are being offered enrollment will receive a form on which to indicate acceptance of the school’s offer and a form with guidelines for proof of residency. If a student is accepted through March, that family must confirm by April 2 that the student will attend the school. To ensure that the student is able to enroll, the family must fill out and submit the acceptance statement and proof of residency no later than April 2. Additional forms will be due during the course of the summer, and assistance in completing these will be provided on an as needed basis.

Application Period – Jump-Start Charter School will begin to accept applications starting October 1, 2016 and will end at 5pm on March 15, 2017.

Enrollment Deadlines – All applications must be received in hand by 5:00pm on March 15, 2017. Any applications received after this time and date will be placed at the end of the waitlist.

Receipt and processing of applications – All applications must be delivered in person to guarantee a placement into the lottery. Parents are welcome to mail their application to P O BOX 17625, NASHVILLE, TN. 37217. An acknowledgement will be emailed upon receipt of the email application, but if a family does not receive or keep this receipt Jump-Start Charter School is not responsible for claims that an application was sent by mail by not received by the deadline (we will track all receipts as well and it is highly unlikely we will lose the record, but we cannot take responsibility if the family does not keep their record in the rare case that an application cannot be located). All applications received in person will receive a receipt.

Lottery - If there are more applications than seats available in a grade level, then the school will have a public lottery. The lottery will have the following preferences:
1) Students of employees or Board members of Jump-Start Charter School (not to exceed 25 students or 10% of enrolled students, whichever is less)
2) Siblings of students currently enrolled or graduated from Jump-Start Charter School
3) If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school.

Parents will be mailed the official results on the Monday following the Saturday lottery (late March).

Parents will have fourteen days beyond the lottery notification date to submit a letter of intent. After this date, Jump-Start Charter School will attempt to verify personally with each parent by phone or at home that they are indeed forfeiting their seat at Jump-Start Charter School. If we are unsuccessful in contacting the family for verification we will then give up their seat and place them on the waitlist. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up. If there are still seats available after the lottery, we will accept applications on an ongoing basis, and students will be admitted to the school on a first come-first served basis until all seats are filled. In all
cases, Jump-Start Charter School will adhere to any and all schedules and requirements of Metropolitan Nashville Public Schools concerning the recruitment and enrollment of students. Waitlist, withdrawals, re-enrollment, transfer policies – Below are the policies on these important issues.

• Waitlist will start one week after Acceptance Day (day noted in letters from Lottery that families must officially accept their seat) and last until end of second week of school.
• Waitlist then expires and anyone who wishes to transfer must re-apply. Applications after the expiration date are taken in order and a new waitlist is built.
• Transfer lotteries held at discretion of Executive Director during semester, and at end of 1st and 2nd semester if spaces available. Transfer lotteries will be advertised on the website and at school.
• Dis-enroll - If a student dis-enrolls during a semester but then decides to return they must re-apply like anyone else. Exceptions to this can be clarified in an expulsion agreement (i.e., an expelled student may be enrolled at the end of a school year if they meet the requirements of the expulsion rehabilitation plan)

**Student Application 2017-2018. Please clearly PRINT all information.**
Dear Families,

Welcome to the Jump-Start Charter School community! We are excited that you and your student have chosen Jump-Start Charter School. Jump-Start Charter School is founded upon the belief that families are our partners in the work of meeting our mission and we look forward to the successes of our students. Within a seamless elementary to high school, our students receive a high quality college preparatory education that equips them to excel in selective colleges, earn professional opportunities, and demonstrate positive leadership. In the Jump-Start Charter School elementary school (K-4), students learn the foundational skills needed to master rigorous literacy and math curriculum. In Jump-Start Charter School elementary coursework will continue with more rigor and challenging courses – Advanced Placement courses in core subjects. Our students will be armed with the academic knowledge and leadership skills needed to make smart choices in the future and have positive impact in their community.

We want to highlight the section of this handbook that discusses your role in your student’s experience at Jump-Start Charter School. Our mission states: “Jump-Start Charter School will address the needs of a diverse group of students, their families, and communities by building on the strength of the students’ cultural heritage and life experiences. Jump-Start Charter School students will be educated and enlightened to become successful lifelong learners and valuable members of the global community. Our ELL program provides instruction for academic and linguistic competence.” In order for us to realize our mission, we need your help. We believe that parents and guardians are critical partners to ensure their student’s success. Whether through formal or informal discussions, school events or volunteer activities, we hope that we see and hear from you throughout the year.

We look forward to working closely with you.

Sincerely,

The Staff of Jump-Start Charter School

FAMILY INVOLVEMENT AND COMMUNICATION

I. FAMILY PARTNERS IN EDUCATION

We welcome every opportunity to work with parents. Jump-Start Charter School will host a Family Partners in Education (FPE) Committee that will be comprised of volunteers who are...
adult family members of our students. The FPE will meet monthly with school leaders to discuss issues that arise as they relate to families. Through these meetings, the FPE will be able to assume an important role in helping to relay information from the school to students’ families and vice-versa. The FPE will also be intimately involved in the development of family workshops, family fundraisers, and will help to coordinate family volunteer opportunities at the school.

Within the first six months of the school year, Jump-Start Charter School will invite one parent of a Jump-Start Charter School student to the Board of Directors. Specific information about the selection process will be distributed to families in students’ homework folders in September, 2017.

II. COMMUNICATION

We believe that it is incredibly important that families become part of our school’s effort to promote their children’s academic success, and the possible academic success of all students. As a Jump-Start Charter School family, you can expect the following from Jump-Start Charter School staff:

FAMILY COMMUNICATION CYCLE

**Homework:** HW is assigned to students five times per week (every day except Wednesday evenings). Parents of Jump-Start Charter School students sign off on homework assignments DAILY, checking for completion only.

**Family Literacy Night:** Jump-Start Charter School team will hosts Family Literacy Nights at the grade level three times per year - families learn best strategies for holding their children accountable for and supporting them in their independent reading.

**Phone Calls:** We communicate with families DAILY about mandatory Homework Center assignments, morning Tutoring sessions, Detention, and other time sensitive scheduling matters. All families have the professional phone and email contacts for all staff to communicate efficiently and well.

**Morning Coffee with Principal:** MONTHLY, we host morning coffee hour - a forum for families to communicate concerns, ask questions, get to know one another, and receive pertinent information from the school.

**Syllabi:** Every Monday, students receive WEEKLY syllabi, outlining all assignments for the week. All parents sign weekly syllabi and return to school as part of HW requirement.

**Parent University:** New families are introduced ANNUALLY to the school through three 90-minute summer sessions, where parents learn about the systems, culture, and expectations. All families receive copy of the Student and Family Handbook.

**Character Currency Statements:** Every Monday, students receive WEEKLY CC Statements progress report to share with family, a snapshot of academics/behavioral and HW completion.

**Home Visits:** Family Orientation process concludes with 30-minute home visit before school year begins. Conducted ANNUALLY, staff begins relationship with every family.
Newsletter: Families are part of our community and most important partners. All families receive MONTHLY newsletter detailing academic highlights with a focus on academic growth, student achievement, and school successes.

Personalized Learning Plan Conferences: EACH FALL, you will meet with your student’s faculty mentor and plan for the year by setting goals with your student.

III. COUNSELING SERVICES

The elementary school counselors are trained in understanding child development and in offering comprehensive programs to enhance success at school. Guidance activities are conducted on a regular basis for all students throughout the year in classroom presentations. The curriculum includes study skills, bully proofing, social skills, conflict resolution, decision making, personal responsibility, coping abilities and drug prevention education. The counselor also offers individual and small group counseling for those children needing additional assistance for specific concerns. Group sessions give students the opportunity to discuss problems, learn new skills, consider alternatives and consequences, and take responsibility for their choices. Parent permission is required for students to participate in group sessions. In some instances, children may meet with the counselor by referral or self-initiated contact. Parent permission is not required in these situations. Our elementary counseling program includes student observations, assessments, intervention plans, parenting education, teacher and parent consultations, and crisis management and follow-up. Counseling services are delivered through collaboration among students, parents, teachers and administrators. School counselors are advocates for children. The goal is for every student to reach his or her educational, personal and social potential. The privacy rights of students must be respected. However, counselors shall inform parents of information that may jeopardize the health, safety, and welfare of the student or others. If parents have any concerns regarding confidentiality or any counseling services, they are encouraged to contact our counselor. Parents have the right to refuse counseling services for their child. If parents do not want their child to access counseling services, they need to write a letter which indicates their preference.

ACADEMIC RESPONSIBILITIES

I. PROFESSIONALISM

A. ATTENDANCE AND LATENESS

Attendance Requirements

Attendance is crucial to student’s success at Jump-Start Charter School. Students demonstrate their professionalism and preparedness to learn by showing up to school every day and on time. Students cannot master the content and skills of our rigorous academic program without being here every day. To that end, we have very clear attendance requirements. Students MUST bring in a note after each day they are absent. The note must include:

• The date of the absence
Excused and Unexcused Absences

We realize that there are times when students will not be in school, but Jump-Start Charter School strongly believes that your student’s education should be his or her priority. Jump-Start Charter School will only count as excused the following reasons for absence from school:

- A note from a doctor explaining an illness or injury that prevents the student from attending school
- A death in the immediate family or other significant family crisis
- Religious holidays
- Suspension from school

All other absences will be unexcused.

Students who have fifteen or more unexcused absences will be automatically referred for retention in the current grade at the end of the academic year. Office will contact families of students with attendance issues. After three unexcused absences the advisor will remind the student and the family of Jump-Start Charter School’s attendance policy in a phone call. After six unexcused absences, the teacher, along with the school leader, will arrange a meeting with the family and the student to address the situation and help develop a plan of action to ensure the student’s attendance at school.

Lateness

All students are expected to arrive at school no later than 7:45 am. If a student reports to school after 8:00, they will be considered late. Late students receive a Demerit, which is deducted from their Character Currency account, and are placed in Lunch Detention that school day. They must also publicly apologize to the community in that morning All School Meeting.

B. CALENDAR AND SCHEDULE

Calendar

The Tennessee Public Charter Schools Act of 2002 requires that charter schools meet, at a minimum, the state’s requirement for instructional time in other public schools (TCA 49-13-105). The Jump-Start Charter School year has 190 instructional days, divided into three trimesters and a week-long student orientation at the beginning of the school year. Prior to the start of the school year, the Executive Director and School Principal meets with families three times once students are enrolled at a series of events called Parent University, which prepare families for the Jump-Start Charter School experience. In addition to our extended day and year, we also provide approximately 11 days of Saturday Academy for students that need additional...
time to achieve mastery of curriculum in preparation for TCAP exams and end-of-year comprehensive assessment and also for behavior support.

C. STUDENT SUPPLIES

Being a Jump-Start Charter School student means being prepared for class with the necessary supplies; this is an important component of being ready to learn. If students do not have pens, pencils, or paper, they may ask to borrow supplies from other students before class begins. Students without the required materials may receive a Demerit. Repeated occurrences of unpreparedness will result in a phone call home and Lunch Detention. All materials listed below can be purchased from Jump-Start Charter School during Parent University and throughout the year as needed.

• A 1 ½ inch three ring binder for each class
• Jump-Start Charter School Academic Planner
• Supply of pencils and black ink pens (two of each should be in hand each day)
• Supply of 8 ½-by-11 inch loose leaf white notebook paper (about 200 sheets, placed in binder)
• Plastic pocket for pens and pencils (placed in binder)
• Colored pencils, crayons, or markers
• Glue stick
• Small pair of scissors
• Erasers
• Personal pencil sharpener with cover
• Workbooks and textbooks
• Calculators (for use at school only)
• Index cards, ruled and unruled (for making flash cards)
• Pocket folders (If you get a folder with two pockets, label one “keep at home” and the other “bring back to school” to help your child organize his papers.)

II. EXCELLENCE

A. HOMEWORK POLICIES AND EXPECTATIONS

Homework completion is mandatory for academic success. The following expectations apply for all Jump-Start Charter School Students:

A. It is the student’s responsibility to record his or her homework each day in their Jump-Start Charter School Academic Planner.

B. Completed homework must be reviewed and the homework planner must be signed nightly by the child’s parent or guardian, or the child will face a CHARACTER CURRENCY stock deduction.

C. In order for a homework assignment to be considered complete, it must:
   1. Be written in complete sentences
   2. Have the correct heading, including the student’s first and last name
3. Have no skipped questions – all questions must be attempted. If a child really is confused, he or she may restate the question and attempt to answer it.

4. If a child completes every question on a homework assignment, it will be considered complete; however, teachers will still grade assignments. As such, children may still receive a low grade even on a complete assignment.

- If a child needs assistance with his or her homework, he or she must do the following, in the order listed:
  1. Ask his or her parent or family member for assistance.
  2. Contact his or her teacher and leave a specific message. Children may only call their teacher one time. Multiple calls and calls with no message are unacceptable.
  3. Even if a child does not successfully reach any of the above resources, he or she must still complete every question on his or her assignment in order for it to be considered complete.

A child who does not turn in his or her homework assignments or receives a grade below 70% on any assignment will be required to attend Homework Center. Once a child is identified as needing Homework Center, his or her attendance is mandatory. Homework collection and grading is completed by no later than 12:00 noon each day, and the Office Coordinator contacts the parents of those students required to attend Homework Center by 1:00 pm. Note that Homework Center attendance does not change the daily pm pickup time unless the student must attend Homework Center on a day he or she would otherwise attend off-site enrichment.

B. ASSESSMENT

We remediate academic gaps and challenge students with high levels of rigor using our cycle of assessments, which calls for frequent assessment and immediate intervention based on their results. Prior to the start of the school year and during the first week of orientation, students take baseline diagnostic assessments so that teachers can structure curriculum and instruction to meet students where they are and ramp them up quickly. Throughout the year students are assessed on four-week cycles of assessments and are quizzed weekly on course content to provide multiple data points for teachers, students, and families. Data allows us to know what to re-teach and how students are moving toward master of course content. Near the end of the year, students at 4th grade level take TCAP exams in English Language Arts, Math, Science and Social Studies to measure mastery of grade standards.

C. GRADING POLICY

Students at Jump-Start Charter School will earn grades based on their demonstration of mastery of Jump-Start Charter School curriculum standards, which have been informed by Tennessee State Standards, the Common Core, and as needed supplemented by Massachusetts Curriculum Frameworks exams. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area.
We outline below the ways in which letter, percentage, and rubric grades will be used at Jump-Start Charter School and what these grades mean in terms of a student’s level of mastery of the State Content Standards.

For each standard, students will be assessed on a scale much like the one established by the Tennessee Comprehensive Assessment Program (TCAP).

1. **BELOW BASIC** – Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.

2. **BASIC** – Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.

   *Note:* Percentile scores within this range can be very broad in scope. Depending on the subject and grade level, students scoring as low as the 20th percentile or as high as the 60th percentile can be rated as BASIC.

3. **PROFICIENT** – Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.

4. **ADVANCED** – Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.

Students in Grades K-1 will receive E, S, N, U grades on class work and tests based on the following scale:

- 92-100 – E
- 80-91 – S
- 69-79 – N
- Below 69 – U

A similar grading scale will exist for students in grades 2-4 with grades of A, B, C, D, and F with 92-100 comprising a grade of A, 83-91 B, 74-82 C, 69-73 D, and below 69 F.

**D. PROMOTION AND RETENTION POLICY**

We believe that students should only be promoted when they have demonstrated mastery of our academic standards.

Jump-Start Charter School is founded upon the understanding that promoting students to the next grade because of their age, not their readiness to do the work, is not beneficial to students. Thus, one of the most critical and distinctive aspects of Jump-Start Charter School’s academic program
is its promotion policy. To build a culture of learning and achievement, and to hold students accountable for their own efforts in their education, Jump-Start Charter School uses a strict and simple promotion policy: in order to be promoted to the next grade, students must pass each core academic course in each semester with a minimum C- average.

We believe that students must take responsibility for their educational futures, and give us the opportunity to support them as they pursue academic success. In keeping with this thinking, students should maintain a 95% attendance rate in order to be considered for promotion to the next grade. Any student who has fifteen or more unexcused absences from school will be automatically referred for retention in the current grade at the end of the academic year.

III. TEMPERANCE

A. CLASS PARTICIPATION
Jump-Start Charter School students have affirmative responsibilities in the classroom regarding participation. 100% of our students are expected to be engaged in classroom instruction. In order to educate every student to become excellent readers and speakers of English language, our classrooms are designed to be literacy-rich environments with high-levels of student interaction and discussion. Students receive Merits and Demerits for classroom participation.

B. BEING A POSITIVE MEMBER OF THE COMMUNITY
Jump-Start Charter School students have affirmative responsibilities to be contributors to an achievement-oriented school community. Students will have numerous opportunities to hone reading and math, leadership skills and volunteer in and around the school to enhance school culture. Students have affirmative responsibilities to help each other and to be respectful to others.

IV. KINDNESS

A. OUR PHILOSOPHY TOWARDS DISCIPLINE
We believe that a structured and disciplined school environment is a key driver of academic progress and student success. Learning cannot occur in the midst of chaos and distraction. To that end, we place a high value on discipline and order, and believe that it is the responsibility of every adult in the building to work collectively as one voice in order to ensure that students understand, without any doubt or confusion, exactly what the expectations for behavior are and how the school will respond to infractions.

B. REWARDS – CHARACTER CURRENCY SHARES
We will implement a token economy revolving around a paycheck system. This system will allow teachers to reward students for positive behavior and penalize students for exhibiting behavior that does not uphold the school’s Values and Character Strengths. Each week, students will receive 5 shares of CHARACTER CURRENCY stock valued at $10 each. Individual classroom teachers are then responsible for awarding or deducting CHARACTER CURRENCY stocks from students throughout the week. The worth of our CHARACTER CURRENCY stocks has been determined by our Character Strengths. Students can earn new CHARACTER
CURRENCY shares only by exhibiting all of character strengths. At the end of each week, the grade level Teacher will tally the week’s awards and deductions using the school’s culture management system and print CHARACTER CURRENCY Account statements. These statements will be distributed to students on Fridays during Connections time. Students must bring these paychecks home, have a parent or guardian review the paycheck and sign it, and bring it back to school the following day. Students must maintain a certain weekly paycheck average in order to qualify to go on Study Trips.

Eligible students may redeem their pay checks once a week on Fridays during Connections pursuant to Jump-Start Charter School’s Currency Redemption Plan, which allows for the redemption of shares in exchange for the receipt of mission-appropriate materials (school notebooks, pens, and t-shirts) and school supplies. Eligible students must have an average daily balance in their CHARACTER CURRENCY share account of $2,500 and have earned no fewer than 5 CHARACTER CURRENCY shares during the preceding week (Friday – Thursday).

C. SCHEDULE OF OFFENSES

Our discipline system is defined by clarity, consistency, and consequences. Students will be receiving consequences for doing any of the following:

Minor Offenses:
Arriving Late to School/Class, Being out of Uniform, Being Unprepared for Class, Disengaged, Improper Use of Student Planner, Lack of Organization, Inappropriate Noise, Making Excuses, Misuse of Resources, No Pass in Hall, Not Following Staff Directions, Not Tracking Speaker, Poor Attitude, and Poor Posture.

Moderate Offenses:
Chewing Gum, Eating Candy, Chips; Chronic Tardiness, Deliberately Disrupting Class, Disrespecting a Fellow Student; Disrespecting Faculty, Staff; Disrespecting School Property, Drinking Soda, Engaging in Horseplay, Failure to Return a Signed Progress Report, Ignoring/Refusing, Littering, Pharmaceuticals w/o Prescription, Profanity, Receiving 3 Demerits in One Week.

Serious Offenses:
Cheating, Cutting Class or School, Damaging, destroying or stealing Personal or school property or attempting to do so, disrupting Saturday detention through gambling, gross Disrespect of Faculty, Staff or Gross disrespect of fellow students, Leaving school grounds without permission, Making verbal or physical threats, empty or otherwise, Plagiarizing or Forging, Skipping all or a portion of Homework, setting off false alarms, Sexual, racial or any form of harassment or intimidation, Using abusive, vulgar or profane Language.

D. LEVELS OF DISCIPLINARY ACTION

Any time a student does not meet Jump-Start Charter School’s behavioral expectations and an infraction to the school’s Code of Conduct has been incurred, swift, decisive and consistent
disciplinary action will ensue. These disciplinary actions follow a model of escalating consequences, and may include, but are not limited to:

Once students graduate from Jump-Start Charter School, they are expected to conduct themselves like Jump-Start Charter School Patriots and they are held accountable for performing in accordance with the school’s Code of Conduct. The staff works together during summer professional development to norm responses to student behavior. In all circumstances, intervention for misbehavior or doing the wrong thing begins with a nonverbal correction but escalates to the consequences below as necessary to protect instructional minutes and deliver on our promise of uninterrupted learning.

Students who commit minor offenses receive a demerit as a first level of correction. This is the second level of correction for all students. Any student who receives a Reflection sheet in class is assigned to Principal Office Hours from 3:45 - 5:00pm.

This is the third level of correction for all students. An in-school suspension is defined as the suspension of a student from Jump-Start Charter School for a period not exceeding three (3) school days that occurs on school grounds. An in-school suspension occurs when students repeatedly commit moderate offenses. Once the student returns to school, the student must issue a Public Apology in order to be welcomed back into the Jump-Start Charter School community. Except in the case of an emergency situation, in which the Principal has determined there is a clear and present danger to the lives, health and safety of students or school personnel, any suspension will be preceded by a conference conducted by Executive Director and the Principal.

This pre-suspension conference will include the student and, if possible, the teacher(s) or other school personnel involved in the matter. At this conference, the student will be informed of the reason for the contemplated disciplinary action, the evidence against him or her and evidence in support of his or her defense. After the pre-suspension conference, the Principal will be empowered to suspend the student for a period of one (1) to ten (10) school days, in the event that the Principal determines that the student has committed one of the serious offenses named above.

Before the student returns to class, the student, his or her parent or guardian, the Director of Curriculum and Instruction and/or the Principal will meet in order to address the student’s behavior and plan for improvement. Suspensions may not be appealed. Once the student returns to school, the student must issue a Public Apology in order to be welcomed back into the Jump-Start Charter School community.

A student who is expelled will be subject to due process under Tennessee state law. At Jump-Start Charter School the due process will be as follows (subject to legal review and Board approval):

• Principal will follow standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
• If the Principal believes it is warranted, the student will be expelled.
• The Executive Director and the Principal shall report to the Nashville Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309.
• Following the Principal’s decision to expel, there is an appeal process:
  • The Principal will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
  • All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
• The parent/guardian, the student or a teacher requested by the student can appeal the decision.  
• Absent a timely request for appeal, the decision of the Principal will be final. The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Principal and a teacher who chooses to file an appeal.
• The Executive Director and the Governing Board of Directors may affirm the decision of the Principal, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Executive Director and the Governing Board of Directors is final.

Jump-Start Charter School shall include in each application to the Tennessee Department of Education for assistance under the Elementary and Secondary Act the following report of expulsions imposed in accordance with this policy as it applies to the Gun Free Schools Act:
• the name of the school concerned,
• the number of students expelled from the school, and
• the types of weapons concerned.

The Jump-Start Charter School policies and administrative rules and regulations pertaining to student conduct shall be filed with the Commissioner of Education.

**Discipline and Special Education**

In the case of a special education student, or a student who receives 504 accommodations, Jump-Start Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities.

Prior to recommending expulsion for a Section 504 student or special education student, the Principal will convene a review committee to determine whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan.

If it is determined that the student’s misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of
the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

A. TRANSPORTATION ELIGIBILITY
Transportation eligibility is determined on the basis of the student's grade level and the distance between the student's residence and school.

We will work with every family to ensure that you have a safe and timely ride to school each day and will work with parents to coordinate car pools and other transportation solutions for neighborhood families.

B. BUS SERVICE AND STOPS
We partner with our transportation providers to ensure that transportation is safe, timely, and consistent with our school culture.
1. Students can receive merits and demerits for bus behavior.
2. Students must be silent on the bus at all times unless instructed otherwise.
3. Students cannot work on school assignments on the bus that require a pencil, pen, or other writing instrument to complete them for safety reasons. Any student caught completing homework on the way to school will receive Lunch Detention.
4. Students may not deboard the bus upon arrival to school until a member of the Jump-Start Charter School staff boards the bus to begin morning procedures.
5. Students who frequently misbehave on the bus, committing moderate offenses (more than 3 times) will be ineligible for transportation services for the remaining school year. Students, who misbehave on the bus, committing any serious offense, will be ineligible for transportation services.

DRESS CODE

A. GENERAL POLICY
Clothing worn by students at Jump-Start Charter School should emphasize the fact that the school is both a community and a place of work. Students should dress in a way that expresses their membership in the community and that suits the standards of a workplace. Their attire should be neat and tidy and should conform to the Jump-Start Charter School uniform at all times. A safe and disciplined learning environment is essential to a quality educational program. Jump-Start Charter School wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school safety. The Board recognizes that students have a right to express themselves through dress and personal appearance, and that student dress has an effect on behavior, work quality and school pride. Students are not permitted to wear apparel that is disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

The following shall not be worn in school buildings, on school grounds or at school activities:
Any clothing, paraphernalia, grooming, jewelry, accessories, or body adornments that are disruptive or potentially disruptive to the educational environment as determined by the school administrator, including but not limited to items that:
• refer to drugs, tobacco, or alcohol;
• are obscene, profane, vulgar or defamatory in design or message;
• advocate drug use, violence, or disruptive behavior;
• threaten the safety or welfare of another person;
• reveal all or part of the stomach, buttocks or chest;
• are backless;
• reveal underwear;
• are inappropriately sheer, short, tight or low-cut.
All tops worn to school must have a shoulder strap at least 3 fingers wide and the armholes must be regular size. Shorts and skirts must be at least fingertip length. Be sure clothing is appropriate for the weather conditions.

EMERGENCY CLOSING PROCEDURES
SCHOOL CANCELLATION:
If the decision is made to cancel school, local radio stations will be asked to announce that the Jump-Start Charter School will be closed. Local radio stations and TVs will be informed of this decision by 5:30 a.m. An Alert Message will be delivered to all families through email, phone call, or text message.
TWO-HOUR DELAYED START:
If adverse conditions appear to be developing during the 5:30 a.m. decision time frame, the Executive Director and the school principal may delay the start of school for two hours. Local radio stations and TVs will be informed by 5:30 a.m. that the starting time will be delayed by two hours. The decision relative to whether schools will be open or closed will be made prior to 7:30 a.m. If the decision is to hold school, the two-hour delayed start will be honored and no additional radio announcements will be made. If the decision is to cancel school, local radio stations and TVs will be informed by 7:30 a.m. Again, an alert Message will be delivered to all families through email, phone call, or text message.
EARLY RELEASE:
If school is in session and a storm develops during the day, a decision may be made to send students home early.
The procedure will be as follows:
On the days when the weather at 5:30 a.m. may not be bad enough to cancel school, but weather reports and other indications are that perhaps a storm may develop during the school hours, bus drivers will be notified that it is a “storm alert” day. Each driver will have this information by the time he/she completes the morning bus run. If the decision is to release early, each bus driver will be notified. School will be dismissed approximately two hours early, and bus drivers will
Local radio stations and TVs will be asked to announce between 7:00 a.m. and 9:00 a.m. that the School is on storm alert. If there is an early release, local radio stations and TVs will be asked to announce the releasing early of the students. An alert message will be delivered to all families.

PARENTS SHOULD HAVE A PLAN IN PLACE SO THAT THEIR CHILDREN WILL HAVE A PLACE TO GO IF THERE IS NO ONE AT HOME ON EARLY RELEASE DAYS. PLEASE NOTIFY YOUR CHILD’S TEACHER OF YOUR PLAN.

FIELD TRIPS

1. Background checks: All parents serving as chaperones on a field trip are required to complete a background check. The Parent and Non-Parent Volunteer forms are in the office. The classroom teacher will let you know if you need to complete a background check.

2. Chaperones: Being a chaperone on a field trip is voluntary. Therefore, a parent will pay for admission to the venue and his/her share of the bus fee. In special circumstances a parent may be required to go because of health or behavior issues of an individual child. If this is the case, the parent’s fees would be waived.

3. Parents riding the bus: It is our recommendation that parents ride the bus if they are chaperoning a field trip. We understand that there are circumstances where parents need to drive their own vehicles due to lack of space on the buses or pre-field trip training. However, it will be our practice that chaperones ride the bus.

4. Parents attending field trips who aren’t chaperones: Parents will not attend field trips if they are not chaperones. A field trip is an extension of the classroom. Therefore, just as we would not have a classroom full of parents during instructional time, we would not have extra parents with the class on a field trip.

5. Younger siblings on field trips: Additional children/family members (i.e. non-school age siblings) are not allowed on field trips. Again, a field trip is an extension of the classroom so other children should not attend.

6. Parents driving their own child(ren) on field trips: All students will ride the bus for a field trip. However, there are special circumstances where a parent may ask for permission to be allowed to drive their own child for a field trip. Field trips provide the opportunity for students to build relationships with other students while riding the bus.

7. Fees and permission forms: Prior to the field trip, the classroom teacher will send home a permission form for you to complete along with the cost of the trip. The teacher may also send an additional paper that gives more detailed information about the field trip. The document is the district permission form for field trips with the Jump-Start Charter School Field Trip Expectations are on the opposite side. The form needs to be signed by a parent or guardian and returned by the due date with payment for the trip. We accept cash or checks made out to Jump-Start Charter School. We also are able to offer scholarships for field trips if there is a financial
need. Please inform the classroom teacher or an administrator if you are unable to cover the cost or part of the cost of a field trip.

ILLNESS/IMMUNIZATIONS/INJURY

THE INFORMATION YOU PROVIDE IN INFINITE CAMPUS WILL BE USED IF YOUR CHILD BECOMES SICK OR INJURED AT SCHOOL. PLEASE KEEP THIS INFORMATION CURRENT.

Illness Guidelines for Jump-Start Charter School Students with one or more of the following symptoms will be excluded from school until symptoms have resolved:
1. Temperature of 100.5 Fahrenheit or higher. Temperature must be normal for 24 hours without the aid of anti-febrile medications before returning to school. Flu-like symptoms – should be free of symptoms for 48 hours before returning to school.
2. Constant runny nose.
3. Abnormal color or consistency of nasal or eye discharge.
4. Uncontrolled cough or unusual cough.
5. Frequent sneezing other than allergy related.
6. Lung or nasal discharge.
7. Vomiting or diarrhea in the last 24 hours. Symptoms must be resolved for 24 hours before returning to school.
8. If antibiotics are prescribed, student must receive the antibiotics 24 hours before returning to school.
9. Undiagnosed skin rashes and/or open lesions.

LIBRARY POLICIES

All Jump-Start Charter School students visit the library on a regular basis. Students are encouraged to check out books appropriate for their individual reading levels, along with books to enjoy with their families at home and resources for projects and/or research.

LOST BOOKS: If a book is lost, the student will be billed for the replacement cost of that book. If payment has been made for a lost book and the book is then found, the library will refund the amount paid.

ACCELERATED READER PROGRAM: The Accelerated Reader Program (ARP) is an enrichment reading program. It allows teachers to measure individual student progress in reading comprehension. Students do not receive a grade for participation, but are encouraged to reach individual goals. Jump-Start Charter School’s library has many ARP designated books. Students earn points on every book read by taking a computerized test. Students must be able to read and answer the questions without any assistance from parents, teachers or peers. Students may take AR tests on their classroom computers and on designated computers in the library. Library computers are available for testing from 8:15 a.m. to 3:45 p.m. daily. If you accompany your child to the library for an AR test, we ask that you wait elsewhere in the library and not interact with your child during testing. All Jump-Start Charter School AR books are listed in the school.
library and on the Jump-Start Charter School’s web site under the Parent or Student Dial Pad – “Links”.

**LUNCH PROGRAM** Jump-Start Charter School Children may have a hot lunch (including drink) or bring a lunch. Students eat by grade level in the cafeteria. Jump-Start Charter School recognizes that students do best in school if they have eaten a nutritious and balanced meal. Jump-Start Charter School participates in the National School Lunch Program which provides free or reduced price lunches to eligible students. In addition, the food service program meets all state and federal requirements relating to meal and menu records, fiscal controls and accountability, free and reduced-price meals, civil rights compliance, sanitation and safety. Applications for free or reduced lunches are available from the school office and are confidential.

**MEDICATION**

When at all possible, please schedule medications to be given at home. If medications need to be administered at school, we will follow the Jump-Start Charter School guidelines. Medication will be given to students only upon the specific written request of the student’s parent or guardian and written permission or prescription from the student’s physician or dentist. For prescription medication, the label shall state the student’s name, name of the medication, when and/or how often it is to be given, the dosage, the name of the prescribing physician, and the date of the prescription. Medication shall be contained in the original or pharmacy-labeled container. MEDICATION WILL NOT BE GIVEN IF IT COMES IN A BAGGIE, PLAIN BOTTLE, ENVELOPE, ETC. COUGH DROPS, THROAT LOSENGES AND OTHER OVER-THE-COUNTER MEDICATION ARE INCLUDED IN THIS REQUIREMENT.

The Jump-Start Charter School “Permission to Administer Medications” form must accompany all medication. This form can be found in the appendix of the handbook or obtained from the school office. We feel in fairness to those responsible for giving the medications and for the safety of your child, these policies must be followed strictly. MEDICATION MUST BE BROUGHT TO SCHOOL ONLY BY AN ADULT –NEVER BY A CHILD. If your child has kept medication in the school office during the school year (inhalers, etc.), please plan to pick it up at the end of the school year. We are not allowed to store it during the summer and will be discarded if not picked up.

**NEWSLETTERS/WEEKLY EMAIL MESSAGES**

The school will be sending weekly email messages informing parents of school events, notices, and important information along with Parent Teacher Association (PTA) announcements. The PTA also publishes a monthly newsletter that is attached to the email message at the beginning of the month. The PTA newsletter is also posted on the Jump-Start Charter School web site. Other important dates and information along with spotlighting programs and/or students can be found on the Jump-Start Charter School web site.
PARENT/TEACHER CONFERENCES AND REPORT CARDS
Parent/teacher conferences are scheduled with all parents at the end of the first and third quarters (check school calendar for dates) and on a need and/or request basis throughout the remainder of the year. Conferences are scheduled in October and March. These conference times are very important in helping you maintain a strong understanding of your child’s progress and needs. You learn so much more in a face-to-face conference than you can by just looking at the report card. You will be notified by the school as to the time and date of your conference. Please make these conference times a priority.

Report cards are given out at the end of each nine weeks. The report cards will be viewed through the Gradespeed Portal. If you need a paper copy of your child’s report card, please request one from your child’s teacher or the front office.

PETS AT SCHOOL
PLEASE DO NOT BRING YOUR PETS ON CAMPUS WHEN YOU COME TO DROP OFF OR PICK UP YOUR CHILDREN.
The noise and movement of excited children can startle even the gentlest of pets. A child could very easily be injured under these circumstances. The safety of our students is our number one priority. We have several students and staff members that are allergic to various types of animals.

PICKING UP STUDENTS
If you come to pick up your child during school hours, please come to the office to sign out your child. We will call him/her to the office to meet you. Students will not be released to parents at the classroom or playground. If your child returns to school during school hours, please come to the office to sign them back in. If you pick up your child at the end of the day, please pick a spot outside or in the front hallway for a place to meet your child.

RECESS
Outdoor play during scheduled recesses is expected of all children unless weather conditions are severe. Students will not go outside if the temperature is below 20 degrees with or without wind chill. Please make sure your child comes to school appropriately dressed for Tennessee weather.

RIGHT TO INDIVIDUAL DIGNITY
Each and every person is entitled to be treated with respect and dignity regardless of his or her race, color, ethnicity, religion, gender, social status, disability or age. The dignity of each individual is best served when all concerned – students, parents and school personnel alike – treat one another as they would like to be treated.

In particular sexual harassment and bullying behaviors are not tolerated in Jump-Start Charter School and at school activities, nor are such behaviors tolerated on buses or at bus stops.

RIGHT TO BE FREE FROM SEXUAL HARASSMENT
Sexual harassment is defined as sexually oriented remarks, behavior or jokes that make you so uncomfortable for a significant period of time that you consider not coming to school, or a particular class or activity. Your responsibility is to clearly indicate that the remarks, behavior etc. is not welcome and is offensive to you. This is not an easy thing to do, but you must make it clear to the people who are making you uncomfortable that this is the case. If it does not stop, you need to report it to an adult such as the Dignity Act Officer, counselor, a teacher or the school administration.

RIGHT NOT TO BE BULLIED
Bullying is any written or verbal expression, physical act or gesture that is intended to cause distress. It can be direct or indirect. Direct bullying can be physical in nature, such as hitting, kicking, pushing, or choking. Or, it can be verbal, such as name-calling, threatening, teasing, etc. Indirect bullying is subtle and may be difficult to detect. It can take many forms such as social isolation, intentional exclusion, making faces, staring, obscene gestures, manipulating friendships, etc. Each building has a bully prevention and education program that you can access as well.

RIGHT TO PRIVACY IN STUDENT RECORDS
The school maintains important files of information on each student. Students and parents or guardians may review those records at any time with reasonable advance notice to the school. Parents and students over 18 years of age have the right to challenge any educational record on the grounds that it is inaccurate or misleading. School officials may obtain access to your records for educational purposes. All individually identifiable educational information is confidential except for “directory” information. Directory information includes the student’s name, date of birth, place of birth, participation in officially recognized sports and activities, height and weight (for athletic teams), dates of attendance, degrees and other honors awarded.

SCHOOL VISITS
Parent visitations are welcomed and encouraged at Jump-Start Charter School. Please contact the teacher of the classroom you would like to visit in advance. When entering the building, sign in at the office and wear the name tag you are given. Children not enrolled at Jump-Start Charter School cannot be sent with a regular Jump-Start Charter School student to visit.

TECHNOLOGY
Student use of the internet and electronic communications has vast potential to support curriculum and student learning. The Jump-Start Charter School believes they should be used in schools as a learning resource to educate and to inform and enhance students learning. Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, and use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of
and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the Jump-Start Charter School shall take reasonable steps to protect students from accessing material and information that is illegal, obscene, pornographic, or otherwise intentionally harmful to students. Students shall take responsibility for their own use of Jump-Start Charter School computers and computer systems to avoid contact with material or information that may be harmful.

Blocking or filtering obscene, pornographic and harmful information

A system that blocks or filters material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board, shall be installed and maintained on the network for all Jump-Start Charter School computers having Internet or electronic communications access. In the event that inappropriate material is accessed, the students shall be reported to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

Unauthorized and unacceptable uses

Students shall use Jump-Start Charter School computers and computer systems in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of Jump-Start Charter School computers and computer systems cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No student shall access, research, create, transmit, retransmit or forward material or information:

• that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
• that is not related to Jump-Start Charter School education objectives
• that contains pornographic, obscene or other sexually oriented materials, either as images or text
• that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the Jump-Start Charter School's nondiscrimination policies
• for personal profit, financial gain, advertising, commercial transaction or political purposes
• that plagiarizes the work of another without express consent
• that uses inappropriate or profane language likely to be offensive to others in the school community
• that is knowingly false or could be construed as intending to purposely damage another person's reputation
• in violation of any federal or state law or district policy, including but not limited to copyrighted material and material protected by trade secret
• that contains personal information about themselves or others, including information protected by confidentiality laws
• using another individual's Internet or electronic communications account, with or without written permission from that individual
• that impersonates another.

Security

Security on Jump-Start Charter School computer systems is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Students should not demonstrate the problem to other users.

Students shall not:
• use, capture, or reveal another person's password or any other identifier
• use a computer that the student has not logged into personally
• encrypt files or network traffic unless authorized in writing
• gain or attempt to gain unauthorized access to district computers or computer systems either through:
  • vandalizing
  • disrupting or attempting to disrupt service
  • exposing research vulnerabilities of otherwise damaging technology systems or possessing software that is designed to do the same.
  • alter, delete or copy electronic communications of other system users
  • attempt to bypass the filtering system or other security controls
  • disconnect or modify the network connection to any district computer or install wireless access points or switches.

Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to the Internet and electronic communications.

Vandalism

Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the Jump-Start Charter School or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or Jump-Start Charter School –owned software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized software

Students are prohibited from using or possessing any software that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees owed.
to the software owner. Students may not install software on Jump-Start Charter School computers without written authorization from the school administrator.

Assigning student projects and monitoring student use
The Jump-Start Charter School will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals.

Student use is a privilege
Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in school disciplinary action, including suspension or expulsion, and/or legal action. The Jump-Start Charter School may deny, revoke or suspend access to Jump-Start Charter School technology or close accounts at any time. A parent or guardian shall be required to sign the Jump-Start Charter School’s Acceptable Use Agreement annually before Internet or electronic communications accounts shall be issued or access shall be allowed.

Jump-Start Charter School makes no warranties
The Jump-Start Charter School makes no warranties of any kind, whether express or implied, related to the use of Jump-Start Charter School computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the Jump-Start Charter School of the content, nor does the Jump-Start Charter School make any guarantee as to the accuracy or quality of information received. The Jump-Start Charter School shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

TELEPHONES
Children will be allowed to use the phone with permission from classroom teacher or office staff. Arrangements for after school activities need to be made at home instead of at the last minute on the school phone. Students will also be discouraged from calling home to request forgotten items. This, we believe, facilitates the development of responsibility and a clear understanding of the natural consequences of one’s behavior.
Cell phone use by students during the school day is prohibited. A student may have a cell phone but it needs to be turned off during the school day or it will be confiscated and kept at the school office during school time.

**TOBACCO FREE SCHOOL DISTRICT AND WORKPLACE**

The goal of Jump-Start Charter School is to promote healthy lifestyles and choices for students, faculty, and staff. With regard to tobacco products, to the extent that funds are approved by the Board, the Jump-Start Charter School will operate and maintain educational programs to assist students, faculty and staff to avoid and/or discontinue the use of tobacco at Jump-Start Charter School. The Board may seek and accept gifts, donations, or grants of any kind from any private or charitable sources or any government agency to meet the expenses required by this policy, and account for such funds separately.

**For purposes of this policy, the following definitions shall apply:**

1. "School property" shall mean all property owned, leased, rented, or otherwise used by any Jump-Start Charter School, including, but not limited to, the following:
   a. All interior portions of any building or other structure used for instruction, administration, support services, maintenance, or storage. The term shall not apply to buildings used primarily as residences.
   b. All school grounds over which the school exercises control, including areas surrounding any building, playgrounds, athletic fields, recreation areas, and parking areas.
   c. All vehicles owned or used by the Jump-Start Charter School for transporting students, staff, visitors, or other persons.
2. "Tobacco" shall include cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and all other kinds and forms of tobacco prepared in such a manner as to be suitable for chewing, smoking, or both. "Tobacco" shall include cloves or any product packaged for smoking.
3. "Use" shall mean lighting, chewing, inhaling, or smoking any tobacco product.

This policy shall be published in student and employee handbooks, posted on bulletin boards, and announced in staff meetings. Signs shall be posted in prominent places on all school property to notify students, staff, and the public that smoking or other use of tobacco products is prohibited in accordance with state law and Board policy.

Students and employees found to be in violation of this policy shall be subject to appropriate disciplinary action. Any member of the general public considered to be in violation will be asked to cease the violation. If the banned behavior continues, the individual shall be instructed to leave school property.

**VOLUNTEERS**

Because we believe the educational process is a partnership between home and school, we welcome and encourage volunteer participation. There are three requests we make of volunteers. First, please sign our volunteer roster in the office each day when you come in and out. Second, to maintain the academic rigor in the classrooms and to allow you to give your complete
attention to the child or children you are working with, we ask that you not bring younger children with you to volunteer. This includes during your volunteer time on field trips and at class parties. Third, attend a volunteer training session presented by a member of the Jump-Start Charter School staff. Thank you for your support in this very important effort.

Every room in the building is used for instructional purposes, including the library and computer lab. Please respect these areas the same as a grade level classroom.

**PERMISSION TO ADMINISTER MEDICATIONS**

The parent/guardian of ___________________________ ask that school staff give the (name of child) following medication _____________________________ at____________________ (name of medications and dosage) (times) to my child, according to the Health Care Provider’s signed instructions on the lower part of this form.

Prescription medications must come in the original container labeled with child’s name, name of medicine, time medicine is to be given, dosage, date medicine is to be stopped, and licensed health care provider’s name. Pharmacy name and phone number must also be included on the label.

Over-the-Counter medications must be labeled with child’s name. Dosage must match the signed health care provider authorization, and medicine must be packaged in original container.

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent/guardian. In consideration of the acceptance of the request to perform this service by any person employed by Jump-Start Charter School, the undersigned parent/guardian hereby agrees to release Jump-Start Charter School and its personnel from any legal claim which they now have or may hereafter have arising out of the administration of or failure to administer medication to the student.

By signing this document, I give permission for my child’s health care provider to share information about the administration of this medication with the nurse or school staff delegated to administer medication. I understand it is my responsibility to furnish the medicine.

__________________________________________
Parent/Legal Guardian’s Printed Name

__________________________________________
Parent/Legal Guardian’s Signature and Date

Work Phone    Home Phone    Phone Cell Phone/Pager

Health Care Provider Authorization to Administer Medication in School

Child’s Name: ____________________________

DOB: ________________________________

Medication: ____________________________

Dosage: ______________________________

Route: _______________________________ To be given at following times: ________________________________
Special Instructions:____________________________________________________________________
Purpose of medication:____________________________________________________________________
Side effects that need to be reported:________________________________________________
Starting date:_______________________________ Ending date:_________________________
__________________________________________________ _________________________
Signature of Health Care Provider with Prescriptive Authority License Number
__________________________________________________ _________________________
Phone Number Date
ATTACHMENT E: Pledged Support from Prospective Partners

March 24, 2016

Jump-Start Charter School:

This engagement letter is to commemorate the start of our business relationship and our interest in working with Jump-Start Charter School.

In this preliminary portion of your charter process, American Charter Development (ACD) will help Jump-Start Charter School in its pre-development process. Some of the services that we provide during this time may include:

- Guidance with a facility plan
- Guidance with the “Facility” portion of the charter application
- Site selection
- Site demographics

Once the school is officially approved and Jump-Start Charter School has signed a binding letter of commitment, ACD would typically provide:

- Site due diligence
- Property acquisitions
- Permitting and approvals
- Site development
- Building construction
- Development financing
- A lease with an option to purchase

Please be aware that this is an informational letter. Once the school is approved and the decision has been made, mutually, to work together, a binding letter of commitment will be signed and subsequently a lease.

We look forward to the opportunity to work with you.

Regards,

Russell
760.485.8515

Russell Jackson
American Charter Development, LLC
775 West 1200 North, Suite 100
Springville, Utah 84663
Office 801.489.9535 Fax 801.489.8493
Email russell@amercd.com
www.amercd.com

Jump-Start Charter School Application 181 of 280
ATTACHMENT F: Letters of Support / MOUs / Contracts

Gatiuak Thach, PhD
Nashville International Center for Empowerment
417 Washwood Dr. # 100
Nashville, TN 37211

Mr. Bane Yagol, MBA, EdD Candidate
Executive Director
Jump-Start Charter School

Dear Mr. Yagol,

Nashville International Center for Empowerment (NICE) is pleased to support a Jump-Start Charter School in Nashville, Tennessee to build a strong and quality education for all of Nashville's children, regardless of zip code, race, or socioeconomic status. In South Nashville, 17.5% of families (including individuals) live below the poverty level. Public school teachers face the staggering obstacle of overcrowded classrooms, which consequently hinders children from receiving a quality education.

The Jump-Start Charter School – with a deep understanding of child development – will work to recognize and value each child as an individual with unique talents and needs as this is a core principle in its mission as a balanced approach to education nurtures for all dimensions of the human beings so that thinking, feeling, and doing are integrated of capable of functioning to help the unfolding children meet their full potential. NICE supports Jump-Start Charter School to be opened in the fall of 2017, beginning with grades K-1 and eventually growing to a K-4 school.

MNPS is working very hard to improve the outcomes of its public schools, and I believe that having an additional school like Jump-Start Charter School as part of the public school system here in Nashville is a good decision for our kids will be critically beneficial.

We are enthusiastic about Jump-Start Charter School and encourage approval of its application. NICE ensures refugees and immigrants achieve their full potential now and for generations to come. NICE vision is to have strong, prosperous and peaceful community enriched by diversity and that could only be realized through support of outstanding educational institution as Jump-Start Charter School.

Thanks again,

Dr. Gatiuak Ter Thach
President & CEO

Jump-Start Charter School Application 182 of 280
Board of Directors  
Metropolitan Nashville Public Schools  
2601 Bransford Ave.  
Nashville, TN 37204

Dear Board of Directors,

I am writing to express my support for the approval of the Jump-Start Charter School proposal. I am a resident of the Davidson County and I believe that the Jump-Start Charter School will be an incredible asset to the Davidson County and of great benefit to the children, families, and local community for the following reasons:

- Jump-Start Charter School will fill a long-standing need in our community for an alternative to traditional public education.
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- However, as families have attempted to sustain something outside of the public school system it has proved financially difficult for many families.
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- Jump-Start Charter School will work to collaborate with existing public schools in the Davidson County to unite and enrich local students in the Metro Nashville Public School. Potential areas for partnership include: sports programs, music and fine arts programs, and community celebrations.

I support the approval of the Jump-Start Charter School to serve students in our community. I value the Jump-Start Charter School’s mission and would be happy to see a school of choice in our community.

Sincerely,

Name (print full name) Steven NcLons  
Title Facilities Manager
Email Address (optional) steven.nclons@nashville.n
Phone (optional) (615) 869-8445
Signature
Date 3/10/14

Mission:
Jump-Start Charter School will address the needs of a diverse group of students, their families and their communities by building on the strengths of the students' cultural heritage and life experiences. Jump-Start Charter School students will be educated and enlightened to become successful, lifelong learners and valuable members of the global community. Our English Language Learner (ELL) Program will provide instruction for academic and linguistic competence. Such competence will enable students to achieve on the same basis as native speakers of English and to participate successfully in the mainstream of American society.
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Sincerely,

Name (print full name) Beth Buchanan
Title Director Cedarcrest Schoolhouse Academy
Email Address (optional) b.bee@live.com
Phone (optional) 615-333-0405
Signature Beth Buchanan
Date March 29, 2014

Mission: Jump-Start Charter School will address the needs of a diverse group of students, their families and their communities by building on the strengths of the students’ cultural heritage and life experiences. Jump-Start Charter School students will be educated and enlightened to become successful, lifelong learners and valuable members of the global community. Our English Language Learner (ELL) Program will provide instruction for academic and linguistic competence. Such competence will enable students to achieve on the same basis as native speakers of English and to participate successfully in the mainstream of American society.
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Sincerely,

Name (print full name) Ram Chamlagai
Title Refugee Elder’s Program Manager
Email Address (optional) rchamlagai@centerforrefugees.org
Phone (optional) 615-566-6868
Signature
Date 03/29/2016

Mission:
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Sincerely,

Name (print full name) Rachelle Wright
Title Property Manager
Email Address (optional) Chelleylgirlz2001.com
Phone (optional) (615) 777-1308
Signature
Date 3-09-3008

Mission:
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Sincerely,

Name (print full name) 
Title
Email Address (optional)
Phone (optional)
Signature
Date

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Sincerely,

[Signature]

Name (print full name): [Signature]
Title: [Signature]
Email Address (optional): [Signature]
Phone (optional): [Signature]
Signature: [Signature]
Date: [Signature]

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Letter of Support for Jump-Start Charter School
Board of Directors  
Metropolitan Nashville Public Schools  
2601 Bransford Ave.  
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Sincerely,

Name (print full name)  
Kane Jamie

Title  
Manager

Email Address (optional)  
AHHFood@Hotmail.com

Phone (optional)  
615-469-8074

Signature  
Kane Jamie

Date  
03-29-2016

Mission:
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Sincerely,

[Signature]

Name (print full name)  
Ahsinia Restaurant  
Title  
Manager  
Email Address (optional)  
Phone (optional)  
615-823-7880  
Date  
03/12/2016  

Mission:  
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Sincerely,

Name (print full name) Chasim Hussein
Title
Email Address (optional) Chasim@state.com
Phone (optional) 615-753-8529
Signature
Date 3-29-16

Mission:
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## ATTACHMENT G: Board Governance Documents

### G1: Articles of Incorporation

**CHARTER NONPROFIT CORPORATION (SS.4418)**

<table>
<thead>
<tr>
<th>Division of Business Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tre Hargett, Secretary of State</td>
</tr>
<tr>
<td>State of Tennessee</td>
</tr>
<tr>
<td>312 Rosa L. Parks AVE. 6th FL</td>
</tr>
<tr>
<td>Nashville, TN 37243-0102</td>
</tr>
<tr>
<td>(615) 741-2386</td>
</tr>
</tbody>
</table>

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Jump-Start Reading and Math Academic

2. Name Consent: (Written Consent for Use of Indistinguishable Name)

   - [ ] This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: School Organization - Exempt

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:

   - BARE YOGOL
   - 1708 ARTHUR AVE
   - NASHVILLE, TN 37208-2139
   - DAVIDSON COUNTY

5. Fiscal Year Close Month: December  
   Period of Duration: Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is: Jan 1, 2015 12:00AM (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:

   - This corporation is a [ ] public benefit corporation / [x] mutual benefit corporation.
   - Not a religious corporation.
   - This corporation will [ ] have members / [x] not have members.

9. The complete address of its principal executive office is:

   - 1708 ARTHUR AVE
   - NASHVILLE, TN 37208-2139
   - DAVIDSON COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)
Jump-Start Reading and Math Academic  
BARE YOGOL  
PO BOX 17625  
NASHVILLE, TN 37217-0625  

June 24, 2015

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

Control #: 779041  
Status: Active  
Filing Type: Nonprofit Corporation - Domestic

Document Receipt

Receipt #: 002117073  
Filing Fee: $20.00

Payment-Check/MO - LEWIS D. BRIDGES, ANTILOC, TN  
Filing Fee: $20.00  

Amendment Type: Articles of Amendment  
Filed Date: 06/24/2015 10:56 AM  
Image #: B0111-7392

This will acknowledge the filing of the attached articles of amendment with an effective date as indicated above. When corresponding with this office or submitting documents for filing, please refer to the control number given above.

You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee.

Processed By: Kelli Wiggins

Field Name  
Registered Agent Middle Name  
Changed From: No Value  
Changed To: M.
ARTICLES OF AMENDMENT
TO THE CHARTER
(Nonprofit)

Corporate Control Number (If Known) 000779041
Pursuant to the provisions of section 48-60-105 of The Tennessee Nonprofit Corporation Act, the undersigned corporation adopts the following articles of amendment to its charter:

1. Please insert the name of the corporation as it appears of record:
   Jump-Start Reading and Math Academic
   If changing the name, insert the new name on the line below:

2. Please check the block that applies:
   - Amendment is to be effective when filed by the secretary of state.
   - Amendment is to be effective, __________________________ (month, day, year)
   (Not to be later than the 90th day after the date this document is filed.) If neither block is checked, the amendment will be effective at the time of filing.

3. Please insert any changes that apply:
   a. Principal address: 1708 Arthur Ave Nashville TN Davidson 37208
   b. Registered agent: BARE M. YOGEL
   c. Registered address: 1708 Arthur Ave Nashville TN Davidson 37208
   d. Other changes: Amend Articles 13 and 14 - SEE ATTACHED

4. The corporation is a nonprofit corporation.

5. The manner (if not set forth in the amendment) for implementation of any exchange, reclassification, or cancellation of memberships is as follows:

6. The amendment was duly adopted on 6-24-15 (month, day, year)
   by (please check the block that applies):
   - The incorporators without member approval, as such was not required.
   - The board of directors without member approval, as such was not required.
   - The members

7. Indicate which of the following statements applies by checking the applicable block:
   - Additional approval for the amendment (as permitted by §48-60-301 of the Tennessee nonprofit corporation act) was not required.
   - Additional approval for the amendment was required by the charter and was obtained.

President
Signer's Capacity
Date
Signature

Filing Fee: $20
RDA 1678
ATTACHMENT

To
ARTICLES OF AMENDMENT TO THE CHARTER
Of
Jump-Start Reading and Math Academic

Article 13. Dissolution:

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for payment of all the liabilities of the corporation, dispose of the residual assets of the corporation exclusively for exempt purposes of the corporation in such manner, or to one or more organizations which themselves are exempt as organizations described in Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or corresponding Sections of any future Internal Revenue Code. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, for such purposes or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article 14. Other provisions:

The purposes for which the corporation is organized are:

a. Jump-Start Reading and Math Academic is organized for exclusively religious, charitable, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Law, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under said Section 501(c)(3) of the Internal Revenue Code of 1986. Specifically, the organization will provide educational programs to those in need.

b. Notwithstanding any other provision of these Articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Law or by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

c. No substantial part of the activities of the corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.

d. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.
G2. Proof of non-profit and tax exempt status

The name of the corporation is: Jump-Start Reading and Math Academic

10. The complete mailing address of the entity (if different from the principal office) is:

   BARE YOGOL
   PO BOX 17825
   NASHVILLE, TN 37217-0625

11. List the name and complete address of each incorporator:

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Business Address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bare Yogol</td>
<td>1708 ARTHUR AVE</td>
<td>NASHVILLE, TN 37208-2139</td>
</tr>
</tbody>
</table>

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

   - [ ] I certify that pursuant to T.C.A. §48-2-611, this nonprofit corporation is exempt from the $100 filing fee required by T.C.A. §48-51-303(a)(1).
   - [ ] This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
   - [ ] This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:

   In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

   (Note: Pursuant to T.C.A. §10.7.503 all information on this form is public record.)

   Nov 21, 2014 1:47PM

   Signature Date

   Electronic

   Incorporator’s Signature

   Bare Yogol

   Incorporator’s Name (printed or typed)
501(c)(3) Application Process

***MUST READ THESE DETAILED INSTRUCTIONS***

The Situation

You have just received your completed 501(c)(3) application. **You must take action to file the application with the IRS.** There are a number of items that need to be included in this package prior to mailing to IRS. Please examine your package to make sure it includes:

- Certified copy of Articles of Incorporation (Charter) (already included for you)
- Copy of Amendment to Articles of Incorporation (if any, already included for you)
- Copy of bylaws- (already included for you)
- Any other materials such as resumes or program materials already included

What Happens First

It is time to file your 501(c)(3) application with the IRS. **It is imperative that you follow our instructions precisely.**

1) Review and Sign your application: You will need to review your application, turning page by page and signing in the following places only if a name is already typed in:
   - Form 8821 (bottom left corner of page above printed name)
   - Form 1023 (Pg. 12, middle of page, before printed name)
   - Please sign any included resolution or statement pages that we added to the application for compliance.

2) Return signature pages to Foundation Group: Once all pages have been signed, fax those signed pages back to The Foundation Group for our files at (615)361-0429 or upload them to our site.

3) Mail your application to the IRS. Follow mailing instructions below. Per our terms and conditions agreement under client responsibilities, the client agreed to: file all documents prepared by Foundation Group, Inc. with the respective agencies (including required filing fees) per Foundation Group, Inc.'s written instructions in a timely manner. Timely is hereby defined as 60 days. Prepared documents not filed within 60 days of completion usually require updating by Foundation Group, Inc. before being filed. Such updates may incur additional charges at the discretion of Foundation Group, Inc. Please do not delay in filing your completed application so that information does not get stale and require updating.

Mail application along with IRS filing fee* to:

Internal Revenue Service
P.O. Box 12345
Covington, KY 41012-0192

To file using a private delivery service, mail to:

201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

- The appropriate filing fee level to be submitted with your application will be marked by question 2 or 3 on pg 12. *Per notice on IRS website at [http://www.irs.gov/pub/irs-pdf/f1023.pdf](http://www.irs.gov/pub/irs-pdf/f1023.pdf) User Filing Fees have increased in 2010. See copied information below. You will be sending either $400 or $850 with the application.
- Make cashier's check or money order payable to the US Treasury.

**NOTE:** Applications are handled by the IRS in the order they are received.

The Foundation Group, Inc.
1321 Murfreesboro Pike, Suite 610, Nashville, TN 37217 USA
Phone: (888) 361-9445 Fax: (615) 361-9429 Email: mail@foundationgroup.com
www.501c3.org
Form 1023 Checklist
(Revised June 2006)
Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
  - Form 1023 Checklist
  - Form 2848, Power of Attorney and Declaration of Representative (if filing)
  - Form 8821, Tax Information Authorization (if filing)
  - Expeditious request (if requesting)
  - Application (Form 1023 and Schedules A through H, as required)
  - Articles of organization
  - Amendments to articles of organization in chronological order
  - Bylaws or other rules of operation and amendments
  - Documentation of nondiscriminatory policy for schools, as required by Schedule B
  - Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
  - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
  - You must provide specific details about your past, present, and planned activities.
  - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
  - Describe your purposes and proposed activities in specific easily understood terms.
  - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either “Yes” or “No” below.

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G3: By-laws

BYLAWS
OF
JUMP-START CHARTER SCHOOL

ARTICLE 1
NAME AND PURPOSE
The name of this corporation shall be JUMP-START READING AND MATH ACADEMIC. The business of the corporation may be conducted as JUMP-START CHARTER SCHOOL. JUMP-START READING AND MATH ACADEMIC is a non-profit corporation and shall be operated exclusively for educational purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code. Within these limitations, the corporation is formed 1) to be operated in accordance with Tennessee law, including the provisions of Tennessee Code Annotated, Title 49, Chapter 13 and all other Tennessee laws applying to charter schools; and 2) to receive and disburse funds and other property incident to or necessary for the accomplishment of its purposes and do any and all acts incidental to the transaction of its business or expedient for the attainment of the purposes stated herein.

ARTICLE II
OFFICES
The registered office of the Corporation in the State of Tennessee is as stated in the Articles of Incorporation. The Corporation may have such other offices within the State of Tennessee as the Board of Directors may determine or as the affairs of the Corporation may require. The registered office may be, but need not be, identical with the principal office in the State of Tennessee.

ARTICLE III
MEETINGS OF THE BOARD
Section 1, Regular Meetings: Regular meetings of the Board of Directors shall be held at call of the Board chair, at the request of a majority of Directors by written notice received by mail, in person or by facsimile at least five days (5) prior to the meeting, and at least four (4) times during the school year. The notice shall designate the time, place and date of such meeting. All meetings will be in accordance to the Open Meeting Law, (Title 8, chapter 44, part 102 (a) of the Tennessee code). A schedule of the regular meetings of the Board of Directors will be kept on file at the Corporation’s primary offices and will be posted on the School website.

Section 2, Special Meetings: Any director may ask the Chair to call a special meeting for a particular purpose. The Chair will honor such a request, provided that the requested date, time,
and place of the special meeting are reasonable and that a regular or special meeting of the Board is not already scheduled to be held at or around the same time. The Chair, or a designee, must give three days’ advance notice of the meeting to each director. Any director who appears at a meeting waives the right to assert that adequate notice of the meeting was not provided, unless the director states at the beginning of the meeting that his or her appearance is solely for the purpose of asserting the illegality of the meeting. The Board, or its designee, must post and deliver written notice of the date, time, place, and purpose of a special meeting in accordance with the Open Meeting Law, (Title 8, chapter 44, part 102 (a) of the Tennessee code).

**Section 3. Emergency Meetings:** When circumstances require the immediate consideration of an issue, the Board of Directors may call an emergency meeting in accordance with the procedures set forth in the Open Meeting Law (Title 8, chapter 44, part 103 (b) of the Tennessee code).

**Section 4. Quorum and Adjourned Meeting:** Except as expressly provided in these Bylaws or applicable law, a quorum is required to hold a Board meeting and to transact any business at a Board meeting. A majority of the directors constitute a quorum for the transaction of business at any meeting of the Board of Directors. If less than a majority of the directors are present at a meeting, a majority of those directors who are present may adjourn the meeting from time to time until a quorum is present. If a quorum is present when a duly called meeting is convened, and enough directors leave the meeting early so that less than a quorum remains, the remaining directors present may not continue to transact business and must adjourn the meeting.

**Section 5. Voting:** The Board must take action by the affirmative vote of a majority of directors who are present and entitled to vote at a duly held meeting, except in those cases, if any, where these Bylaws require the affirmative vote of a larger proportion. Only current directors on the Board may vote at a meeting, and each director may cast only one vote per motion.

**ARTICLE IV**

**BOARD OF DIRECTORS**

**Section 1. General Powers:** The Board of Directors is responsible for governing, managing, and directing the affairs of the Corporation. Toward that end, the Board of Directors is authorized to exercise all corporate powers except as limited by law, the Articles of Incorporation, or these Bylaws.

**Section 2. Number, Tenure, and Qualifications:** The number of directors constituting the Board shall be at least five, with the exact number to be determined from time to time by resolution of the Board. Current board members whose terms are ending have the right to run for an elected position along with other eligible candidates. All terms will be for a three-year period unless they are replacements for vacant seat.

**Section 3. Classification; Term:**
(a) The directors shall be divided into two classes, designated Class I, Class II. Each class shall consist, as nearly as may be possible, of one-half of the total number of directors constituting the
entire Board of Directors. At the 2015 election of directors, Class I directors shall be elected for a term ending at the 2018 election of directors, Class II directors shall be elected for a term ending at the 2019 election of directors. Thereafter, all directors shall be elected for a three-year term.

(b) Each director will remain on the Board until expiration of the term for which the director was elected or appointed and until a successor is elected and qualified, or until the death, resignation, removal, or disqualification of the director, whichever occurs first.

Section 4. Election of Directors:
(a) The Board must hold an election in a manner that the Board sees fit to determine which candidates will be elected to the Board. The following individuals may vote in the election: staff members who are employed by the Corporation, including teachers providing instruction under a contract with a cooperative; students enrolled at Jump-Start Charter School who are at least 18 years of age; and all parents and legal guardians of children enrolled at Jump-Start Charter School.

Section 5. Resignation and Removal:
Directors may resign at any time, effective immediately or at a specified later date, by giving written notice to the Board Chair or the Secretary of the Corporation. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A director may be removed at any time, with or without cause, by a two-thirds (2/3) vote of a majority of all remaining directors of the Corporation. Failure to attend two (2) quarterly meetings shall constitute cause.

Section 6. Removal of Elected Directors: A director who has been elected to the Board may be removed at any time, with or without cause, by a two-thirds vote of the following individuals: staff members who are employed by the Corporation, including teachers providing instruction under a contract with a cooperative; students enrolled at Jump-Start Charter School who are at least 18 years of age; and all parents and legal guardians of children enrolled at Jump-Start Charter School.

Section 7. Removal of Appointed Directors: A director who has been appointed to the Board may be removed at any time, with or without cause, by majority vote of the other directors on the Board.

Section 8. Filling Vacancies: If a seat on the Board becomes vacant before the director who held the seat completes his or her term on the Board, the vacancy may be filled by the affirmative vote of a majority of the directors on the board, provided that the vote occurs at a properly noticed meeting of the Board of Directors. A director who is appointed to fill a vacancy will hold office for the unexpired term of the vacant seat, subject to his or her earlier death, disqualification, resignation, or removal.

Section 9. Compensation: Directors will not receive compensation for their services as a director. However, directors may be reimbursed for actual, necessary, and reasonable out-of-
pocket expenses incurred while rendering services to the Corporation. Subject to any limitations imposed by law, the Board of Directors may determine whether out-of-pocket expenses are necessary and reasonable, and whether such expenses were incurred while rendering services to the Corporation.

**Section 10. Committees of the Board:** In addition to other actions relating to committees, the Board of Directors may: (1) establish standing or ad hoc committees as it sees fit; (2) define the powers and responsibilities of any committee that it has established; (3) designate and determine the members of any committee that it has established; (4) select or provide a method for selecting a chairperson for a committee; (5) designate one or more individuals to replace any absent or disqualified member of a committee; (6) direct and oversee any committee that it has established; and (7) disband any established committee as it sees fit, regardless of whether the committee is a standing committee or an ad hoc committee. An ad hoc committee is considered disbanded once its designated task has been completed.

(a) Authority of Committees. Unless the Board affirmatively acts by majority vote to provide a committee with decision-making authority, the committee must be deemed to be advisory only, such that it has no decision-making authority. In the event that the Board gives a committee decision-making authority, the meetings of that committee must be posted and held in accordance with the Open Meeting Law. A committee that has been given decision-making authority may exercise that authority only though the affirmative vote of a majority of the total members of the committee.

(b) Procedures for Conducting Committee Meetings. The activities of all committees of the Corporation must be conducted in a manner that will advance the best interest of the Corporation. Each committee must fix its own rules of and must act in a manner that is consistent with the Articles of Incorporation, these Bylaws, and the policies of the Corporation. The Chair will be an ex-officio member of all committees, unless the Chair also serves as a member of such committee.

(c) Limitation on Authority of Committees. Every committee that is established by the Board will be subject to the direction and control of the Board. The actions and decisions of any of decision-making committee that has been established by the Board are subject to review, ratification, modification, or reversal by the Board.

**ARTICLE V**

**CONFLICTS OF INTEREST**

**Section 1. Conflicts of Interest Prohibited:** No director may violate any common law or statutory prohibition on conflicts of interest. Abstaining from a vote, or abstaining from participating in a discussion of the Board relating to a vote, does not cure a statutory conflict of interest. Any director who has a personal financial interest in a transaction that is being contemplated by the Board, or who has a relationship with any person who may be involved in such a transaction, must fully disclose to the Board the existence of the interest or relationship
before the transaction is initiated. Directors must comply with all conflict-of-interest policies adopted by the Board of Directors and must submit any annual statement required by such policies.

**Section 2. Compensation:** A director who receives compensation, directly or indirectly, from the Corporation may not vote or participate in any Board discussion pertaining to his or her compensation. Similarly, a voting member of a committee who receives compensation, directly or indirectly from the Corporation may not vote or participate in any committee discussion pertaining to his or her compensation. Furthermore, the officers and employees of the Corporation may be paid such reasonable compensation, if any, for their services rendered to the Corporation in such capacity, and may be reimbursed for reasonable out-of-pocket expenses, as the Board of Directors from time to time determines to be directly in furtherance of the purposes and in the best interests of the Corporation.

**Section 3. Confidentiality:** Absent a court order, a director may not disclose to any third person information that was discussed in closed session or information that relates to the Board’s negotiation strategy or competitive bargaining position with respect to any transaction, sale, purchase, lease, agreement, or contract.

**ARTICLE VI**

**OFFICERS AND EMPLOYEES**

**Section 1. Officers and Terms:** The Corporation will have the following officers: (1) President; (2) Vice-President; (3) Treasurer; and (4) Secretary. The President is also referred to as the Chair, and the Vice-President is also referred to as the Vice-Chair, which shall consist of at least 5 directors and no more than 10 directors. Within these limits, the board may increase or decrease the number of directors serving on the board, including for the purpose of staggering the terms of directors. By majority vote of a quorum of the Board, the Board may appoint any director to serve as an officer of the Corporation. Each officer will serve a two-year term, which will begin on the date of appointment and will end two-year later, or when a successor is duly elected and qualified, whichever occurs later.

**Section 2. Vacancies:** A vacancy in any office of this Corporation occurring by reason of death, disqualification, resignation or removal shall be filled for the unexpired portion of the term by appointment of a successor by the Board of Directors.

**Section 3. Chair:** The Chair is the principal officer of the Corporation. The Chair must perform the duties of the Corporation’s President in accordance with the Tennessee Nonprofit Corporation Act. Accordingly, among other things, the Chair must:
(a) have general active management of the business of the Corporation;
(b) call and, when present, preside at regular, special, and emergency meetings of the Board;
(c) see that the orders and resolutions of the Board are carried into effect;
(d) sign and deliver in the name of the Corporation deeds, mortgages, bonds, contracts, or other instruments that have been approved by majority vote of the Board, except in such cases in
which the authority to sign and deliver is required by law to be exercised by another person or is expressly delegated by the Board to another officer or agent of the Corporation;
(e) maintain records of the Board and, when necessary, certify proceedings of the Board;
(f) perform other duties prescribed by the Board.

Section 4, Vice-Chair: The Vice-Chair must assume the duties of the Chair when the Chair is absent or unable to act, and must perform such other duties as the Board of Directors may prescribe.

Section 5, Treasurer: The Treasurer must perform the duties of the Corporation’s treasurer in accordance with the Tennessee Nonprofit Corporation Act. Render to the Board Chair and the Board of Directors, whenever required, an account of all of this transactions as Chief Financial Officer and of the financial condition of the Corporation; In addition, the Treasurer must perform such other duties and have such other powers as may be prescribed by the Board of Directors or by the Board Chair.

Section 6, Secretary:
The Secretary must record all proceedings of the minutes of the members, Board of Directors and committees in a book to be kept for that purpose; Preserve all documents and records belonging to the Corporation; Maintain a list of all members of the Corporation in good standing; Give or cause to be given notice of all meetings of the members and all meetings of the Board of Directors and committees; and Perform such other duties as may be prescribed by the Board of Directors or the Board Chair from time to time.

Section 7, Bond: The Board of Directors of this Corporation shall from time to time determine which, if any, of the officers, agents or employees of this Corporation shall be bonded and the amount of each bond.

Section 8, Removal of Officer: Any officer may be removed from office at any time, with or without cause, by majority vote of the Board of Directors.

Section 9, Resignation: Any officer may resign from office at any time by giving written notice to the Board of Directors. Such resignation will be effective upon delivery of the notice to any other officer of the Corporation, unless a later effective date is specified in the written notice. The Board is not required to accept a resignation in order for it to become effective. Any director who resigns from the Board shall be deemed, without any further action, to have resigned from all offices held by that director.

ARTICLE VII

DISTRIBUTION OF ASSETS
Section 1, Right to Cease Operations and Distribute Assets: By a two-thirds vote of all directors at a meeting held for the specific stated purpose of considering the question of dissolution, the Board of Directors may adopt a resolution requiring that the Corporation cease operations and voluntarily dissolve in accordance with all applicable laws.
Section 2. Cessation and Distribution: When cessation of operations and distribution of assets has been called for, the Board of Directors and the designated officers shall cause the Corporation to discontinue its regular business activities and operations as soon as practicable, and shall liquidate and distribute all the Corporation’s assets in accordance with all applicable laws. Notice of intent to dissolve shall be filed with the Tennessee Department of State and the Attorney General as required by law.

ARTICLE VIII

INDEMNIFICATION

Section 1. Indemnification: The Corporation shall defend, indemnify, and hold harmless its directors, officers, employees, and committee members to the fullest extent permitted by Tennessee State Codes Section 48-18-507 and any amendments thereto.

Section 2. Insurance: The Corporation shall purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, representative, or agent of the Corporation, or member of a committee of the Board of Directors, against any liability asserted against and incurred by such person in his or her official capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against liability.

ARTICLE IX

AMENDMENTS

These Bylaws may be amended, altered, or repealed and new bylaws adopted upon proper notice and a two-thirds vote of the Board of Directors. No change to the Bylaws shall be adopted which would alter the purpose of the Corporation away from being a non-profit, tax-exempt corporation with voting members.

Section 1. Procedure to Amend: the Bylaws of the Corporation may be amended in the following manner: Any director may propose an amendment to the Bylaws by a resolution setting forth the proposed amendment and directing that it be submitted for adoption at a regularly scheduled meeting of the directors or a meeting of the directors called for such purpose. Notice of the meeting of directors to consider the proposed amendment, stating the proposed wording, shall be given to each director At such meeting, the proposed amendment may be adopted by an affirmative majority vote of the directors present. In lieu of the foregoing, the Bylaws may be amended by action without a meeting if authorized in a writing signed by all of the directors.

ARTICLE X

FINANCIAL MATTERS

Section 1. Contracts: By majority vote of a quorum, the Board of Directors may authorize officers or agents of the Corporation to enter into any contract or to execute and deliver any instrument in the name of, and on behalf of, the Corporation. Any such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors or these Bylaws, no officer, agent, or employee shall have any power or authority to bind the Corporation.
by any contract or engagement, or to pledge its credit or to render it financially liable for any purpose or to any amount.

Section 2. Loans and Pledges: No loans shall be contracted nor pledges or guarantees given on behalf of the Corporation unless specifically authorized by the Board of Directors.

Section 3. Authorized Signatures: All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such person or persons and in such manner as shall from time to time be determined by the Board of Directors or these Bylaws.

Section 4. Deposits: All funds of the Corporation shall be deposited to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may designate and shall be disbursed under such general rules and regulations as the Board of Directors may from time to time determine.

Section 5. Corporate Seal: The Corporation shall not have a corporate seal.

Section 6: Documents Kept at Registered Office. The Board of Directors shall cause to be kept at the registered office of the Corporation originals or copies of:
(a) approved minutes and records of all proceedings of the Board of Directors and all committees;
(b) records of all votes and actions of the members;
(c) all financial statements of the Corporation; and the Fiscal year of the Corporation which shall run from July 1st of one calendar year to June 30th of the following calendar
(d) the Articles of Incorporation and Bylaws of the Corporation and all amendments and restatements thereof.
(e) Accounting System and Audit. The Board of Directors shall cause to be established and maintained, in accordance with generally accepted accounting principles applied on a consistent basis, an appropriate accounting and financial reporting system for the Corporation. The Board shall cause the records and books of account of the Corporation to be audited at least once each fiscal year and at such other times as it may deem necessary or appropriate, and may retain such person or firm for such purposes as it may deem appropriate.
G4. Code of Ethics

CODE OF ETHICS FOR JUMP-START CHARTER SCHOOL
The Jump-Start Charter School Governing Board (the board) desires to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Governance Structure
1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the Jump-Start charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Strategic Planning
1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the Jump-Start charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

**Board and Community Relations**

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and Jump-Start charter school programs.

**Policy Development**

1. Work with other board members to establish effective policies for the Jump-Start charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on Jump-Start charter school programs and performance.

**Board Meetings**

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the Jump-Start charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the Jump-Start charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

**Personnel**

1. Consider the employment of personnel only after receiving and considering the recommendation of the Executive Director.
2. Support the employment of person who is best qualified to serve as employees of the Jump-Start charter school and insist on regular and impartial evaluations of Jump-Start charter school staff.

3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the Jump-Start charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.

2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.

4. Take no private action that will compromise the board or Jump-Start charter school administration.

5. Participate in all required training programs developed for board members by the board or the State Board of Education.

6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.

2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will have thirty (30) days’ notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.
Certifications of adaption of Code of Ethics, the above stated CODE OF ETHICS were approved and signed on February 28, 2015 by the Jump-Start Reading and Math Academic.

**G5. Conflict of Interest Policy**

**CONFLICT OF INTEREST POLICY AND AGREEMENT**

**ARTICLE I**

**PURPOSES**

It is important for Jump-Start Charter School directors, officers, and staff to be aware that both real and apparent conflicts of interest or dualities of interest sometimes occur in the course of conducting the affairs of the corporation and that the appearance of conflict can be troublesome even if there is in fact no conflict whatsoever. Conflicts occur because the many persons associated with the corporation should be expected to have, and do in fact generally have multiple interests and affiliations and various positions of responsibility within the community. In these situations a person will sometimes owe identical duties of loyalty to two or more corporations. The purpose of the conflict of interest policy is to protect the corporation’s tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or might result in a possible excess benefit transaction. The policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.
Conflicts are undesirable because they potentially or eventually place the interests of others ahead of the corporation’s obligations to its charitable purposes and to the public interest. Conflicts are also undesirable because they often reflect adversely upon the person involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, the long-range best interests of the corporation do not require the termination of all association with persons who may have real or apparent conflicts that are harmless to all individuals or entities involved.

Each member of the board of directors and the staff of the corporation has a duty of loyalty to the corporation. The duty of loyalty generally requires a director or staff member to prefer the interests of the corporation over the director’s/staff’s interest or the interests of others. In addition, directors and staff of the corporation shall avoid acts of self-dealing which may adversely affect the tax-exempt status of the corporation or cause there to arise any sanction or penalty by a governmental authority.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

**ARTICLE II**

**DEFINITIONS**

2.1 Interested Person
Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.2 Financial Interest
A person has a financial interest if the person has, directly or indirectly, thorough business, investment, or family:
(a) An ownership or investment interest in any entity with which the corporation has a transaction or arrangement,
(b) A compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.
Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

**ARTICLE III**

**PROCEDURES**

3.1 Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2 Determining Whether a Conflict of Interest Exists
After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflict of Interest
(a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
(b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
(c) After exercising due diligence, the governing board or committee shall determine whether the corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
(d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy
(a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
(b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV
RECORDS OF PROCEEDINGS
4.1 Minutes
The minutes of the governing board and all committees with board delegated powers shall contain:
(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V

COMPENSATION
5.1 A voting member of the governing board who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.
5.2 A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation for services is precluded from voting on matters pertaining to that member's compensation.
5.3 No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

ANNUAL STATEMENTS
Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
(a) Has received a copy of the conflicts of interest policy,
(b) Has read and understands the policy,
(c) Has agreed to comply with the policy, and
(e) Understands that the corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII

PERIODIC REVIEWS
To ensure the corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
(b) Whether partnerships, joint ventures, and arrangements with management corporations conform to the corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurnment, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Certifications of adaption of Conflict of Interest, the above stated CONFLICT OF INTEREST were approved and signed on February 28, 2015 by the Jump-Start Reading and Math Academic
G6. Board member resumes

Dr. Lewis David Bridges, President
Dr. Lewis David Bridges brings his experience to the Jump-Start Reading and Math Academic Academy as a prior elementary school educator, as well as, a higher education facilitator. He has taught grades K-6, and presently teaches as an Adjunct Professor with Trevecca Nazarene University’s Skinner School of Business. His full time position with Trevecca Nazarene University is Graduate Education Enrollment Specialist for the School of Education. Dr. Bridges earned a Doctorate of Education with a concentration in Educational Administration and Leadership from Argosy University. He earned a Master of Arts in teaching from Trevecca Nazarene University, with a concentration in teaching K-6; he also earned a second masters in Educational Leadership from Trevecca Nazarene University with a concentration in Administration. Dr. Bridges earned a Bachelor of Arts degree from Southern IL University with a concentration in Business Management and he earned an Associate in Arts/liberal Arts with concentration in Business Administrations. Dr. Bridges is dedicated to committing his time and efforts toward making this project a success. He believes his passionate for students and their learning, as well as, his extensive training and experience in the educational field, make him a valuable asset toward achievement of the success for the proposed charter school. As demonstrated through his own life; he is a strong believer in the concept of a lifelong learning, and the essential core attributes of learning (Reading & Mathematics) should be built at the k-4 grades level.

Dr. Mohamed A. Ali, Vice-President
Dr. Mohamed A. Ali. I earned my doctor of philosophy in Curriculum and Instruction at Ohio University, Athens, Ohio. Among the universities I have taught for the last 8 years include Middle Tennessee State University, as an assistant professor and Jones International University as an adjunct professor. I have also decade of experiences in teaching, teacher’s professional development activities and school administration.
I now teach for Grand Canyon University at College of Doctoral Studies. My research project at the moment is Sense of Coherence of Muslim Students in Tennessee—with an IRB approval first from MTSU two years ago and now Delta State University. Another research project, which was partially funded, and has report ready for submission, is “Fragmented Lives and Social Integration: A Study of Kurdish and Somali Refugee High School Students.”

Salaad Nur, Treasure
Experience: Salaad has joined LBMC on September 2014 with over 10 years’ experience in organizational management, accounting, and financial management. Salaad has diversified experience with a variety of industries and has significant experience in software and non-profit. His previous experience includes positions as Deputy Director, Controller, and as a Senior Consultant in local and national firms. Salaad’s depth of experience in accounting and business
process, and commitment to successful adoption of technology, allows him to see how technologies affect companies as a whole, work on alignment of technology with business objectives, and provide consulting and training on the successful use of technology to achieve business objectives.

Salaad is a Certified Intacct Consultant, and have over 4 years’ experience in the implementation of Salesforce CRM. He has also worked with integration with numerous systems including Salesforce, Intacct and QuickBooks Online.

Education: Salaad is a Master of Business Administration graduate of Middle Tennessee State University. He has studied Economics and Finance, and continues to keep himself apprised of developments in his area of study pertinent to his work. He partakes in year training on Intacct and Salesforce, and is planning to complete the Microsoft CRM training.

Personal/Community: Salaad is active in his community, and volunteers with the Nashville immigrant community organization in language and financial trainings. Salaad resides in Nashville, TN which is his adopted hometown.

Mrs. Naomi Jansen, Secretary
Mrs. Naomi Jansen has been working with non-profit organizations since 2002. In the last 13 years, she has served on various boards as Secretary, Treasurer, and Administrator. Her passion is to provide education in order to raise the standard of living for the poor in communities around the world. Her background is in Education, Psychology/Counseling, Communications, and Management.

Dr. Natalie J. Cureton, Board Member
Born in Lewisburg, Ohio to Elijah and Jossie Ison, Dr. Natalie J. Cureton joined the Ison family as the tenth child. She graduated from Tri-County North High School and moved to Nashville, Tennessee. Once in Nashville, she attended Welch College (formerly Free Will Baptist Bible College), double majoring in Psychology & Learning with K-6 teaching licensure as well as Biblical Studies. During her four years of teaching at Jere Baxter Middle School, she completed her Masters in Teaching English Language Learners at Lipscomb University. She went on to teach at Caldwell Enhanced Option Elementary School while beginning her Doctor of Education program in Learning Organizations & Strategic Change at Lipscomb University. After taking a year off to finish her dissertation on Response to Intervention: Training, Perceptions, and Fidelity of Implementation, she became the English Language Development specialist at Antioch High School, where she currently teaches. Dr. Cureton has been a board member for Love in a Big World (LBW), an educational nonprofit, for over a year and is on the board of directors for Jump-Start Charter School.

Mr. Mohamoud Elmi, Board Member
today. I graduated from Tennessee State University with Chemist in major on December 2005. I also do court and medical interpretation. I tutor students from primary to college level.

**Beth Blankenship Buchanan, Board Member**

Educational Background: BS June 1971 Murray State University, Murray, KY
Professional Associations: NCTE, TANAS, Southern Association of Middle School Principals

**WHO'S WHO AMONG AMERICAN TEACHERS 2004-2005 VOLUME 5**

**Shannon L. Crutcher, Board Member**

Mr. Crutcher, born in 1975 and a native of Williamson County, is an attorney in Nashville, Tennessee, and concentrates his practice on domestic relations, general civil litigation and criminal defense. Mr. Crutcher resides with his wife and two children in Fairview, Tennessee, where he was elected to the Board of Commissioners in November 2014. As a member of the local legislative body, Mr. Crutcher serves on the Beer Board, Board of Zoning Appeals and Board of Adjustment and Appeals.

Mr. Crutcher received a Bachelor of Arts in Management and Human Relations from Trevecca Nazarene University in 2005. Upon graduating from Trevecca, he enrolled at Nashville School of Law. At the time, Mr. Crutcher was employed by Marlowe Law Offices as a paralegal. While working full time and attending law school, Mr. Crutcher received a Master of Business Administration from Trevecca Nazarene University in 2008. The following spring, Mr. Crutcher received a Juris Doctor from Nashville School of Law and passed the bar exam in July 2009.

Mr. Crutcher is currently a member of the Nashville Bar Association and Tennessee Bar Association.

**Faisal Mohamed, Board Member**

**EXPERIENCE:**
Open Communication International, Nashville, TN June 2007 – Present
Interpreter: Provide Somali/English interpretation.
Refugee & Immigrant Service (RMS), Auckland, New Zealand July 2004 – June 2006
Interpreter: Provide Somali/English and Amharic/English interpretation.
Progressive Save, Auckland, New Zealand September 2003 – December 2004
Night Assistant Manager: Took Inventory and placed orders to restock store.
Managed staff and ensured that the store ran smoothly.
Parking Save, Auckland, New Zealand November 2002 – August 2003
Checkout Casher: Totaled customer purchases & gave correct change.
Ethiopian Postal Services, Jigjiga, Ethiopia 1998 - 2000
Counter Clerk: Weighed customer’s letters, packages & determined postal rates. Sold postage to customers. Totaled customer’s purchases and dispensed correct change.

EDUCATION:
Auckland University of Technology, Auckland, New Zealand 2005
Diploma in English
Makelawi High School, Jigjiga, Ethiopia 1998
High School Diploma

LANGUAGES:
Somali: Native, English: Excellent, Amharic: Excellent, Arabic: Good

G7. Board policies, including policies on open meetings and open records

OPEN MEETINGS AND PUBLIC RECORDS POLICY

I. ADOPTION AND INTRODUCTION
The Tennessee Open Meetings Act declared it to be the policy of the state that the formation of public policy and decisions shall not be conducted in secret. Because the Jump-Start Charter School will make public decisions, meetings of its Board of Directors and its records, as appropriate, will comply with Tennessee Code Annotated § 49-13-105 and 111.

II. OPEN MEETINGS DEFINED
"Meeting" means the convening of the Jump-Start Charter School Board of Directors for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. "Meeting" does not include any on-site inspection of any project or program.
Nothing in this policy shall be construed as to require a chance meeting of two (2) or more members of the Jump-Start Charter School Board of Directors to be considered a public meeting. No such chance meetings, informal assemblages, or electronic communication shall be used to decide or deliberate public business in circumvention of the spirit or requirements of this part.

III. NOTICE OF PUBLIC MEETINGS
Notice of Regular Meetings: Any regular meeting of the Jump-Start Charter School Board of Directors will be posted not less than five (5) business days prior to its commencement at the principal business location of the Jump-Start Charter School Board of Directors and on the Jump-Start Charter School website.
Notice of Special Meetings: Any special meeting of the Jump-Start Charter School Board of Directors not scheduled by statute, ordinance or resolution, or for which notice is not already provided by law will be posted not less than twenty-four (24) hours prior to its commencement at
the principal business location of the Jump-Start Charter School Board of Directors and on the Jump-Start Charter School website. Notices of Regular and Special Meetings will minimally include the following: date of the meeting, time of the meeting, location of the meeting, purpose of the meeting and instructions on how to inspect public records that result from the meeting. The notice requirements of this part are in addition to, and not in substitution of, any other notice required by law.

**IV. MEETING MINUTES**

The minutes of a meeting of the Jump-Start Charter School Board of Directors will be promptly and fully recorded, and be open to public inspection, and shall include, but not be limited to, a record of persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of roll call. The minutes of any meeting will be available for public inspection not less than fifteen (15) business days following their approval by the Jump-Start Charter School Board of Directors. All votes of any such meeting of the Jump-Start Charter School Board of Directors will be by public vote or public ballot or public roll call. No secret votes, or secret ballots, or secret roll calls will be allowed. A "public vote" is defined for the purposes of this policy as the "aye" faction vocally expresses its will in unison and in which the "nay" faction, subsequently, vocally expresses its will in unison.

Any action taken at a meeting in violation of this policy shall be void and of no effect; provided, that this nullification of actions taken at such meetings shall not apply to any commitment, otherwise legal, affecting the public debt of the entity concerned.

**V. PARTICIPATION IN OPEN MEETINGS BY ELECTRONIC AND OTHER MEANS**

The Jump-Start Charter School Board of Directors may, but is not required to, allow participation by electronic or other means of communication for the benefit of the public and the Jump-Start Charter School Board of Directors in connection with any meeting authorized by law; provided, that a physical quorum is present at the location specified in the notice of the meeting as the location of the meeting. If a physical quorum is not present at the location of a meeting of the Jump-Start Charter School Board of Directors, then in order for a quorum of members to participate by electronic or other means of communication, the Jump-Start Charter School Board of Directors must make a determination that a necessity exists. Such determination, and a recitation of the facts and circumstances on which it was based, will be included in the minutes of the meeting. "Necessity" means that the matters to be considered by the Jump-Start Charter School Board of Directors at that meeting require timely action by the body, the physical presence by a quorum of the members is not practical within the period of time requiring action, and that participation by a quorum of the members by electronic or other means of communication is therefore necessary.

**VI. ELECTRONIC COMMUNICATION**
The Jump-Start Charter School Board of Directors can, but is not required to, allow electronic communication between members by means of a forum over the Internet only if the Board:
(1) Makes sure the forum through which the electronic communication is conducted is available to the public at all times other than that necessary for technical maintenance or unforeseen technical limitations;
(2) Provides adequate public notice of the Board’s intended use of such electronic communication forum;
(3) Controls who may communicate through the forum;
(4) Controls the archiving of the electronic communications to ensure that the electronic communications are publicly available for at least one (1) year after the date of the communication; provided, that access to the archived electronic communications is user-friendly for the public; and
(5) Provides reasonable access for members of the public to view the forum at the local public library, the building where the governing body meets, or other public building.

Electronic communications posted to a forum shall not substitute for decision making by the Jump-Start Charter School Board of Directors in a meeting held in accordance with this policy. Communications between members of the Jump-Start Charter School Board posted to a forum complying with this policy shall be deemed to be in compliance with the open meetings laws.

Prior to the Jump-Start Charter School Board of Directors initially utilizing a forum to allow electronic communications by its members which meets the requirements of applicable law, the Jump-Start Charter School Board of Directors shall file an appropriate plan with the office of open records counsel.

ATTACHMENT H: School Leaders Resumes

Bare M Yogol
P.O. BOX 17625 Nashville, TN 37217
615-512-7593
byogol@yahoo.com

Bare Yogol, Founder and Executive Director of Proposed Jump-Start Charter School and Advisory Member of the Jump-Start Board of Directors has twenty years of experience in working with nonprofit organizations. He is a compassionate educator with excellent interpersonal and communication skills. He has dedicated his time to fostering a working environment that encourages collaboration and optimizing team performance. Mr. Yogol, has worked with the Tennessee Foreign Language Institute as a contractor to bridge the gap between
the immigrant community and the hosting community, particularly regarding the language barrier. Mr. Yogol has an aptitude for addressing cultural diversity.

**Education**

- Ed. D, Doctor of Education in Leadership and Management Candidate at Capella University from April 2015, Minneapolis, MN. U.S.A.
- MBA. Summa Cum Laude Human Resource Management, GPA 3.848 Trident University international, Cypress, CA. U.S.A.
- B.A. Management and Human Relations, Trevecca Nazarene University, Nashville, Tennessee, U.S.A.
- CPhT Pharmacy Technician II Harcourt Learning Direct, 925 Oak Street Scranton, PA. U.S.A.
- Rule 31 General Civil Mediation, Certificate Nashville Conflict Resolution Center, Nashville, TN, U.S.A.

**PROFESSIONAL EXPERIENCE**

**School Director/Teacher, August 2007 - Present**
Al-Farooq Home School, Nashville, Tennessee U.S.A
- Manage the school budget and its staff on a daily basis and teach Social Studies and Science from 2nd thru 8th grade
- Oversee the school curriculum, teachers’ schedule, and fund raising for the school as a volunteer

**Certified Pharmacy Technician II, August 1999 – Present**
Saint Thomas West Hospital Pharmacy, Nashville, Tennessee U.S.A
- Provide training to new technicians and participate in error reduction programs in order to comply with the hospital safety standards
- An active member of the hospital committees for employee recognition and rewards program
- Supply Compounding Intravenous medicine for inpatients
- Fill orders
- Dispense medications
- Answer phone calls
- Annually inventory medicine
- Participate in discussions on how to reduce the waste and promote the financial savings for the pharmacy

**Hospital Administrator/Logistic, March 1992 - November 1998**
Médecins Sans Frontières/Doctors Without Borders, Dadaab, Kenya
- Created policies in the area for clock-in times, promotions, tardiness and employees dress codes
- Created new rules for the implementations of new outpatient units at the Maternal and Child Health post (MCH) in Ifo Hospital, Kenya
- Provided guidelines to other departments for the best ways to recruit new hires, published classified ads for job openings, and reviewed qualifications for professional and other staff positions, both internal and external
- Conducted the administration of employee benefits in health, annual leave (vacation), sick leave, and leave of absence
- Evaluated employee job performance and created performance management
- Evaluated employee wages and benefits, provided surveys to the employees about benefits then analyzed the results for decision making
- Coached and provided career development and training for new hires

ADDITIONAL INFORMATION
Due to my professional experience, I am well-informed of the labor relations and equal employment opportunity in business particularly the nonprofit sector.

At work, I received the best attitude award and a star award of the month.


I have attended a public events hosted by Doctors Without Borders and was the main speaker in Nashville, TN. U.S.A. in 2006 and in Minneapolis, MN, U.S.A. in 2007.

I volunteered for the medical mission at the Catholic Charities of Tennessee and worked as a volunteer to help new immigrants by interpreting for them.

I have worked with the Tennessee Foreign Language Institute as a contractor from May 2006 to May 2014.

Served at Saint Thomas Health Associate Recognition Committee: from January 2014 to December 2014. I have worked at the Sub-committee on the Formal Recognition.

The purpose of the Associate Recognition Committee is to promote collaboration, communication and idea sharing across campuses in order to set strategy for recognition at Saint Thomas Health, in partnership with our leadership teams, and to encourage a culture where staff are honored and valued for their gifts.

ATTACHMENT H: School Leaders Resumes Continues

Mrs. Melanie J. Collins
798 Walnut Ridge Drive
La Vergne, TN 37086
615-213-8333 home
615-425-1467 cell
melaniecollins@tds.net e-mail

PROFILE
 Executive Administrator of Jump-Start Charter School - Current
 Administrative licensure and endorsement, Pre-K through 12
 Classroom teaching experience; current Tennessee teacher’s license
 Higher education teaching experience
 Training in teaching reading
 Strong background in writing and editing

EDUCATIONAL PREPARATION
Covenant College  Lookout Mtn., GA – M. Ed. Administration and
Supervision, 1997, 3.8 averages
University of Tennessee  Knoxville, TN – B.S. Elementary Education
1979 with honors
DuPont High School  Hermitage, TN – 1972 graduate

PROFESSIONAL EXPERIENCE
August, 2013-April 2015 – Kindergarten/First Grade Teacher – Al Farooq Home School,
Nashville
June, 2013 – Early Retirement from Metro Nashville Public Schools
Reading Specialist  Metropolitan Nashville Public Schools
Bordeaux Enhanced Option Elementary
August, 2004 to May, 2011
  ➢ Work with students who are below reading level in an effort to raise reading
    scores
  ➢ Teacher training and observation
  ➢ Implementation of balanced literacy program
  ➢ Involved in planning of reward/recognition programs for students excelling in
    reading
  ➢ Plan Parent Reading Nights held during the school year
  ➢ Served as principal designee four years
  ➢ Faculty Advisory Committee (2006 to 2010)
  ➢ Leadership Committee (2005 to 2011)
  ➢ Sunshine Committee (Chairman 2006, and 2011-2012)
First Grade Teacher  Metropolitan Nashville Public Schools
Bordeaux Elementary School, 2011-2013
  ➢ First Grade Team Leader, 2012-2013
    Gateway Elementary School, 2002 – 2004
  ➢ Served as teacher representative on PTA
  ➢ Served on Faculty Advisory Committee
Teacher  Federal grant position with Rutherford County Schools
Roy Waldron Elementary, LaVergne, TN
February 4, 2002 – May 31, 2002
- Worked with at-risk third grade students in reading

**Teacher**  Interim position with Rutherford County Schools
Wilson Elementary School
November 26, 2001 – February 1, 2002

- Second grade

**Teacher**  Lighthouse Christian School, Blue Hole Road, Nashville, TN 1999-2001

- First grade

**Teacher**  Woodbine Christian School, Nashville, TN 1998-1999

- Fifth grade teacher
- Cheerleading coach for students in grades 5-8

**Principal**  Lord’s Chapel Christian Academy, Nashville, TN 1995-1998

- Prepared annual budget for review and approval by school board
- Observed/evaluated classroom teachers
- Drafted student/parent handbook for approval by school board
- Drafted teacher handbook for approval by school board
- Responsible for teacher training and in-service activities
- Built relationships with teachers, students, parents, and the community at large through collaboration.
- School administrator and instructional leader


- Kindergarten teacher
- Cheerleading coach & sponsor, grades 7-12

**Substitute teacher**  Metro Schools, Rutherford County Schools, Private Schools in Nashville and Davidson County
Interim position in 6th grade from March to end of school, 1992, at Donelson Christian Academy

**Part-time Instructor**  Branell Business College, Nashville, TN

- Secretarial procedures
- Business letter writing
- Accounting

**ADDITIONAL EMPLOYMENT EXPERIENCE**

**Legal Secretary/Paralegal**  Attorney Joe P. Binkley, Jr., Nashville, TN
1986-1991
Legal Secretary  Attorney Carol McCoy (now Chancellor)
Nashville, TN
1985-1986

PROFESSIONAL ORGANIZATIONS
Member, MNEA (Metropolitan Nashville Public Education Association), 2002-2008
Member, Professional Educators of Tennessee (PET); 2008-present
MNEA Internal Relations Committee member and Instruction and Professional Development Committee member, 2006-2007
Member of Middle Tennessee Reading Association since 2005
    Corresponding Secretary, 2005-2006
    President Elect, 2006-2007
    President, 2007-2008
    Treasurer, 2008-2009
    President – 2009-2010
    Treasurer – 2011-2013
Middle TN Reading Assn. Reading Teacher of the Year, 2008-2009
Member of Tennessee Reading Association, 2004 – present
    Hospitality Committee, 2008-2010
    Vice-President – 2012-2013
    President-Elect/Conference Chair – 2013-2014
    President – 2014-2015
Member of International Reading Association, 2005 – present
Member/Secretary of Cedars Club of Nashville, 2001-2003 and 2005-2007
Parliamentarian of Cedars Club of Nashville, 1999-2001
Member/Secretary of Spokes Car Club of Nashville, 2001-2005
Member/Secretary of Murfreesboro Soroptimist Club, 1989-1991
President of Tennessee Association of Legal Secretaries, 1987-1989
President of Davidson County Legal Secretaries Association, 1988-1989

SPECIAL TRAINING
- Classroom Organization Management Program (COMP) through Metro Nashville Public Schools
- The 7 Habits of Highly Effective People – Steven Covey
- Framework for Understanding Poverty – Ruby Payne
- Quantum Learning
- Pathwise to Learning Mentor Induction Training Program
- Cultural Competence and Student Achievement Training Program
- Educational workshops, particularly in reading
ATTACHMENT I: Employee Manual / Personnel Policies

DRAFT Employment Handbook: INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Jump-Start Charter School. It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an official policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel practices, and guidelines.

Because the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or procedures on which they may be based, at any time without advance notice. The School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Executive Director or Chair of the Board of Directors has the authority to enter into any employment or other agreement that modifies the guidelines and practices outlined in this Handbook. Any such modification must be in writing.

This Handbook is the property of the Jump-Start Charter School, and it is intended for personal use and reference by employees of the School.

Employees should sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the Personnel Manager. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy: Jump-Start Charter School is an equal opportunity employer. It is the policy of Jump-Start Charter School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This
policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Jump-Start Charter School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Jump-Start Charter School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Jump-Start Charter School then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Jump-Start Charter School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Jump-Start Charter School will make the accommodation.

**Employment at Will Policy**

Except if stated expressly otherwise by employment contract, it is the policy of Jump-Start Charter School that all employees are employed at the will of School for an indefinite period. Accordingly, either Jump-Start Charter School or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, Jump-Start Charter School memoranda or other materials provided to employees in connection with their employment shall require Jump-Start Charter School to have “cause” to terminate an employee or otherwise restrict Jump-Start Charter School right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Jump-Start Charter School’s right to terminate at will. Other than the Executive Director or Chair of the Board of Directors or designee, no Jump-Start Charter School representative is authorized to modify this policy for any employee.

No Jump-Start Charter School representative is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Jump-Start Charter School that are not consistent with Jump-Start Charter School policy on “at will” employment.

**Policy Against Harassment**

All employees should be able to work in an atmosphere free of sexual harassment. Jump-Start Charter School will not condone or tolerate harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender.
Jump-Start Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Verbal or physical conduct of a nature constitutes harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

Management, ultimately the Executive Director, has the responsibility to maintain a workplace free from any form of harassment. Consequently, should a manager or department head become aware of any conduct which may constitute harassment or other prohibited behavior, immediate action should be taken to address such conduct.

Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or leadership responsibilities.

Any employee who has experienced or is aware of a situation, which is believed to be harassing, has a responsibility to report the situation immediately to the individual’s manager and/or to the Executive Director, or his designee. A Harassment Complaint Form may be obtained from the office. The Executive Director and the individual's manager will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged harassment involves the employee's manager or department head, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of Jump-Start Charter School the Board of Directors.

All complaints of harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination. All matters regarding the investigation will be treated with confidentiality and on a need-to-know basis.

Drug-Free Workplace

Jump-Start Charter School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and
alcohol by employees jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any Jump-Start Charter School premises is prohibited and will result in disciplinary action up to and including termination.

Attendance and Tardiness

If you find it necessary to be absent or late, you are expected to email the school leader including the direct manager and Executive Director the evening prior or at the very latest one-hour before school starts. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination. Absence for more than (3) consecutive days without notifying the manager and Executive Director will be considered a voluntary resignation from employment.

Use of E-Mail, Voicemail and Internet Access

Jump-Start Charter School will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee’s personal file of E-mail or voicemail messages without the latter express permission.
4. Jump-Start Charter School staff will not enter an employee’s personal E-mail files or voicemail unless there is a business need to do so.

Jump-Start Charter School retains a copy of all passwords; passwords unknown to Jump-Start Charter School may not be used. System security features, including passwords and delete functions, do not neutralize Jump-Start Charter School’s ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Personal Business

Jump-Start Charter School’s facilities for handling mail and telephone calls are designed to accommodate Jump-Start Charter School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside your immediate dialing area. Do not use Jump-Start Charter School material, time or equipment for personal projects.
Conflict of Interest
All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or the board of directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Personal Appearance
Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of Jump-Start Charter School in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance.

Smoking
All Jump-Start Charter School buildings, activities and facilities are non-smoking facilities.

THE WORKPLACE
Health and Safety Policy
The School is committed to providing and maintaining a healthy and safe work environment for all employees. You are required to know and comply with the School’s General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to the Executive Director, Principal or Operation Manager any potential health or safety hazards, and all injuries or accidents.

Security Protocols
Jump-Start Charter School has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to your manager or department head. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes have been breached.

Occupational Safety
Jump-Start Charter School is committed to the safety of its employees, students, parents, vendors, contractors and the public.

The prevention of accidents is the responsibility of every Jump-Start Charter School employee. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.
It is the policy of Jump-Start Charter School that accident prevention shall be considered of primary importance in all phases of operation and administration. Failure to comply with or enforce Jump-Start Charter School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

**EMPLOYEE WAGES AND HEALTH BENEFITS**

**Payroll Withholdings**

Jump-Start Charter School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.


3. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Personnel Manager to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Personnel Manager. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee’s W-4 form. The W-4 form should be completed upon hire and it is the employee’s responsibility to report any changes in filing status to the Personnel Manager and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

**Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Jump-Start Charter School will attempt to distribute overtime work load evenly and accommodate individual schedules. All overtime work must be previously authorized by your supervisor. Jump-Start Charter School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law. (This explanation of how overtime works in not
specific enough, so do not include it as part of the handbook. Have another more complete form available for those employees that are non-exempt)

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays
Paydays are scheduled on the last working day of each month. If you observe any error in your check, please report it immediately to the Personnel Manager.

Wage Attachments and Garnishments
Under normal circumstances, Jump-Start Charter School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Jump-Start Charter School, by law, to withhold part of your earnings in their favor.

Medical Benefits
Eligibility
You are eligible for medical coverage if you are a full-time regular employee working for Jump-Start Charter School or if you are a part time employee who works a minimum of twenty-five (25) hours per week. Temporary, and internship employees are not eligible to participate in the plans.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

The Jump-Start Charter School plan covers employee, domestic partner and dependant coverage up to total of 75% of total costs per month per employee.

When Coverage Starts
Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month.

Your enrollment form must be submitted to the Personnel Manager as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits
Continuation of Medical and Dental

WHEN COVERAGE UNDER ANY OF SPCHS's HEALTH PLANS ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under Jump-Start Charter School’s medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage – your contribution and SPCHS’s previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse and your eligible dependent children can continue for up to 18 months if coverage ends because:
• Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
• Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.
This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:
• You die while covered by the plan;
• You and your spouse become divorced or legally separated;
• You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or
• Your dependent child reaches an age which makes him or her ineligible for coverage under the plan (age 19 or if a full-time student age 25).

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Jump-Start Charter School will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying Jump-Start Charter School within 30 days of the event. Jump-Start Charter School will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:
• Premiums for continued coverage are not paid within 30 days of the due date;
• You (or your spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
• SPCHS stops providing group health benefits;
• You (or your spouse or child) become entitled to Medicare; or
• You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING
Employee Reviews and Evaluations
All employees will be reviewed on an annual basis for performance beginning July 1st and concluding June 30th.
The Executive Director will be evaluated by the Board of Directors. All other employees will be evaluated by the Executive Director and/or his/her designee.

The Personalized Educator Plan (PEP) document will be used to communicate the official written evaluation.

For each employee who is eligible for an annual performance bonus, the awarding of his/her bonus will be based upon the written PEP evaluation.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep your supervisor advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a Jump-Start Charter School representative, at a mutually convenient time. You may add your comments to any disputed item in the file. Jump-Start Charter School will restrict disclosure of your personnel file to authorized individuals within Jump-Start Charter School. A request for information contained in the personnel file must be directed to your supervisor. Only the Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Jump-Start Charter School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Non-exempt employees may receive the following annual paid holidays:

• New Year's Day
• Martin Luther King, Jr., Birthday
• President’s Day
• Memorial Day
• July 4th
• Labor Day
• Thanksgiving
• Friday After Thanksgiving
• Day before and after Christmas
• Christmas Day
• Other days during the school year such as days during the School’s “Spring Break” shall be paid time for all non-exempt employees in active status.
• Religious Holidays - Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the employee's supervisor.
• When a holiday falls on Saturday, the preceding Friday will be celebrated as the holiday; if it falls on Sunday, the following Monday will be celebrated as the holiday. When Christmas falls on a Saturday, the Day before Christmas will be celebrated on Thursday. If Christmas falls on a Sunday or Monday, the day before Christmas will be celebrated on the preceding Friday.
• Employees on any leave of absence do not earn holiday pay.

Personal Days
Regular full-time employees shall receive 2 paid personal days each year. Part-time employees will earn personal days on a prorated basis.
While the School recognizes the importance of personal time as a period of rest and rejuvenation away from the job, personal days must be scheduled with due consideration for “peak traffic periods” in the school.
Any personal time taken during the school year or otherwise should be coordinated and cleared by the Executive Director, subject to scheduling.
An employee whose employment terminates will not be paid for unused personal days. Personal days will not carry over from one year to the next.

Unpaid Leave of Absence
Jump-Start Charter School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, Jump-Start Charter School may grant employees leaves of absence.
The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.
If you are currently covered, medical, and dental coverage will remain in force during a medical or worker’s compensation leave of absence, provided you pay the appropriate premiums.
Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins.
No personal days are accrued during any type of unpaid leave of absence.

Sick Leave
Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for “personal” absences. The School will not tolerate abuse or misuse of your sick leave privilege.
The School offers paid sick leave to regular full-time employees. You will receive paid sick leave at the rate of five (5) days allotted to each school year. Sick leave does not carry over from year to year and the School does not pay employees in lieu of unused sick leave. If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before you can return to work and before the School honors any sick pay requests. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee’s basis for leave beyond accrued sick leave.

Family Care and Medical Leave
Jump-Start Charter School complies with the federal Family and Medical Leave Act (“FMLA”) which requires Jump-Start Charter School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee’s own serious illness or to care for certain family members who have a serious illness.

Pregnancy Disability Leave
This policy explains how Jump-Start Charter School complies with the Pregnancy Disability Act, which requires Jump-Start Charter School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Jump-Start Charter School believes strongly in supporting employees considering having children and will therefore use the following guidelines:

• Employee Eligibility Criteria
To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

• Events That May Entitle An Employee to Pregnancy Disability Leave
The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:
1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for parental care.

• Duration Of Pregnancy Disability Leave
Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four
months. For a full-time employee, four months means 88 working and/or entitlement based on an average of 22 working days for four months.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- **Pay During Pregnancy Disability Leave**
  1. An employee on pregnancy disability leave must use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.
  2. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
  3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- **Health Benefits**
  The provisions of Jump-Start Charter School various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, Jump-Start Charter School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- **Seniority**
  An employee on pregnancy disability leave remains an employee of Jump-Start Charter School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- **Medical Certifications**
  1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by Jump-Start Charter School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
  2. Recertification are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

- **Requesting And Scheduling Pregnancy Disability Leave**
  1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to Jump-Start Charter School’s then current pregnancy disability leave policy.
  2. Employee should provide not less than thirty (30) days or as long of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the
leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Jump-Start Charter School’s operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employees healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee’s regular position.

6. In most cases, Jump-Start Charter School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Jump-Start Charter School will notify the employee in writing and leave will be counted against the employee’s pregnancy disability leave entitlement. This notice will explain the employee’s obligations and the consequences of failing to satisfy them.

• Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine Jump-Start Charter School’s ability to operate the business safely and efficiently. A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee’s original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, Jump-Start Charter School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, Jump-Start Charter School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Jump-Start Charter School.

• Employment During Leave
An employee on pregnancy disability leave may not accept employment with any other employer without Jump-Start Charter School’s written permission. An employee who accepts such employment will be deemed to have resigned from employment with Jump-Start Charter School.

Payment during Maternity or Paternity Leave:
Jump-Start Charter School will pay up to 2 weeks salary for leave taken due to the birth (or adoption) of an employee’s child.

Industrial Injury Leave (Workers’ Compensation)
Jump-Start Charter School provides insurance coverage for employees in case of work-related injuries. Workers’ compensation benefits provided to injured employees may include:
• Medical care;
• Cash benefits, tax-free to replace lost wages; and
• Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker’s compensation benefits to which you may be entitled, you will need to:
• Immediately report any work-related injury to your manager or department head;
• Seek medical treatment and follow-up care if required;
• Complete a written Employee’s Claim Form and return it to your supervisor; and
• Provide Jump-Start Charter School with a certification from your health care provider regarding the need for worker’s compensation disability leave as well as your eventual ability to return to work from the leave.

It is Jump-Start Charter School’s policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Jump-Start Charter School, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the Jump-Start Charter School operation.
• If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment.
  If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
• All accidents and injuries must be reported to the employee's manager of department head and to the individual responsible for reporting to Jump-Start Charter School’s insurance carrier. Failure by an employee to report a work related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to Jump-Start Charter School approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker’s Compensation Bureau and the insurance carrier.
• When there is a job-related injury that results in lost time, the employee must have a medical release from a medical facility before returning to work.
• Any time there is a job-related injury, Jump-Start Charter School’s requires drug/alcohol testing along with any medical treatment provided to the employee.

Bereavement Leave
Salaried employees are entitled to a leave of up to five (5) work days without loss of pay due to a death in the immediate family (parent, spouse, domestic partner, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild).
Any scheduled days off (including, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave
For all exempt employees, Jump-Start Charter School will pay for time off if you are called to serve on a jury. For all non-exempt employees, Jump-Start Charter School will pay for up to three (3) days if you are called to serve on a jury.

Voting Time Off
If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay.
When possible, an employee requesting time off to vote shall give his or her manager or department head at least two (2) days notice.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct
The following conduct is prohibited and will not be tolerated by Jump-Start Charter School. This list of prohibited conduct is illustrative only and applies to all employees of Jump-Start Charter School; other types of conduct that threaten security, personal safety, employee welfare and Jump-Start Charter School operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.
1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on SPCHS property by non-employees and by employees.
This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.

4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Jump-Start Charter School property.

5. Fighting or instigating a fight on Jump-Start Charter School premises.

6. Violations of the drug and alcohol policy.

7. Using or possessing firearms, weapons or explosives of any kind on Jump-Start Charter School premises.


9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.

11. Use of profane, abusive or threatening language in conversations with other employees. Intimidating or interfering with other employees.

12. Conducting personal business during business hours.

13. Excessive absenteeism or tardiness excused or unexcused.

14. Posting any notices on Jump-Start Charter School premises without prior written approval of management, unless posting is on a Jump-Start Charter School bulletin board designated for employee postings.

15. Conviction of a criminal act.

16. Any other conduct detrimental to other employees or Jump-Start Charter School's interests or its efficient operations.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School’s legitimate business interests or the employee’s ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

• Additional employment that conflicts with an employee’s work schedule, duties, and responsibilities at our School.
• Additional employment that creates a conflict of interest or is incompatible with the employee’s position with our School.
• Additional employment that impairs or has a detrimental effect on the employee’s work performance with our School.
• Additional employment that requires the employee to conduct work or related activities on the School’s property during the employer’s working hours or using our School’s facilities and/or equipment; and
• Additional employment that directly or indirectly competes with the business or the interests of our School.
Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. The School shall not provide workers’ compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment
Should it become necessary for you to terminate your employment with Jump-Start Charter School, please notify your supervisor regarding your intention as far in advance as possible. At least two weeks notice is expected whenever possible.
If you are participating in the medical and/or dental plan, you will be sent information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW
The purpose of the “Internal Complaint Review Process” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Filing of Complaint
If complaints cannot be resolved informally, employees may file a written complaint with the Executive Director or Board President as soon as possible after the events that give rise to the employee’s work-related concerns. The written complaint should set forth in detail the basis for the employee’s complaint.

Investigation
An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint. The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.
Upon completion of the investigation, the Personnel Manager shall report the finding(s) to the employee in writing.

**Non-Retaliation**
If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the Director or Board President.

**AMENDMENT TO EMPLOYEE HANDBOOK**
This Employee Handbook contains the employment policies and practices of Jump-Start Charter School in effect at the time of publication. All previously issued handbooks or any inconsistent policy statements or memoranda are superseded.
Jump-Start Charter School reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing.
Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way change or alter the provisions of this Handbook.

**APPENDIX A**

**HARASSMENT COMPLAINT FORM**
It is the policy of Jump-Start Charter School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that Jump-Start Charter School may investigate and take appropriate disciplinary or other action when the facts show that there has been sexual harassment.
If you are an employee of Jump-Start Charter School, you may file this form with the Executive Director or Board Chair.
Please review Jump-Start Charter School’s policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.
Jump-Start Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Jump-Start Charter School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Jump-Start Charter School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.
In signing this form below, you authorize Jump-Start Charter School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that Jump-Start Charter School will be able to address your complaint to your satisfaction.
Charges of harassment are taken very seriously by Jump-Start Charter School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and
completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

**HARASSMENT COMPLAINT FORM**

Your Name:____________________________________ Date: ________________________  
Date of Alleged Incident(s): _____________________________________________________  
Name of Person(s) you believe harassed you or someone else: __________________

____________________________________________________________________________

List any witnesses that were present: ______________________________________________

____________________________________________________________________________

Where did the incident(s) occur? _________________________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

I acknowledge that I have read and that I understand the above statements. I hereby authorize Jump-Start Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant     Date: ____________________

Print Name

Received by:_____________________________     Date: _____________________

**ACKNOWLEDGMENT OF RECEIPT OF PERSONNEL HANDBOOK**

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PERSONNEL MANAGER.

EMPLOYEE NAME: ________________________

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.
I understand that the statements contained in the Handbook are guidelines for employees concerning some of Jump-Start Charter School policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with Jump-Start Charter School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by Jump-Start Charter School.

I understand that other than the Executive Director or Board of Directors of Jump-Start Charter School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board Chair.

Employee’s Name and Signature:________________        ______________ Date: ___________

ATTACHMENT J: School Organizational Chart
The Jump-Start Charter School organizational chart above illustrates how core functions and personnel will be managed in order for the school to meet its mission. In particular, the overall leadership structure will allow the Principal, who will serve as the instructional leader of the school, to focus on teaching and learning. The Executive Director will provide overall leadership, while the Operational Manager will lead all functions related to operations and finance. Additional personnel will be added as the school continues its growth projections, including a second Assistant Principal focusing on school culture. Assistant Principals will have varying levels of supervisory duties over some teachers in their respective areas of focus. They will contribute to the teacher evaluation process as appropriate, yet the Principal will remain the primary supervisor. The organizational chart and functional description above assumes the growth plan described in brief throughout the application, namely growing to a high performing charter management organization. If Jump-Start Charter School does not employ this growth plan, decides to postpone growth and/or does not secure philanthropic resources in order to support initial infrastructure, Jump-Start Charter School will operate as a highly effective independent charter school with the Executive Director focusing all Business and Operations Management, while the Principal would focus more on the Academic and Instructional leadership of the school.

ATTACHMENT K: Insurance Coverage

July 27, 2015

Director of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Jump-Start Charter School dba Jump-Start Reading and Math Academic

To whom it concerns:

Jump-Start Charter School dba Jump-Start Reading and Math Academic has begun the process of fulfilling the insurance requirements that Metro Nashville Public Schools requires be maintained for their Charter Agreement. As stated by MNPS guidelines General Liability/Automobile Liability Policy: must be equal to or greater than $5,000,000. This insurance will be primary insurance and the first $1,000,000 dollars will be with a company licensed in Tennessee with an AM Best rating of at least A. The following $4,000,000 layer will be covered under an excess liability policy or an umbrella policy. This policy will name MNPS as an additional insured and will include contractual liability. The automobile coverage will cover all owned, hired and non-owned vehicles in the amount of $1,000,000 with the additional $4,000,000 excess layer.

The Professional Liability policy for the Directors and Officers for Jump-Start Charter School dba Jump-Start Reading and Math Academic will be equal to or greater than $5,000,000 and the Teacher Professional Liability cover will be equal or greater than $1,000,000. Workers Compensation and Employers Liability policy will be equal to or greater than $500,000 each accident, $500,000 each employee and $500,000 policy limit. Property and Boiler insurance policy will be provided if the Charter school purchase or leases the property being occupied. Insurance shall be for the full replacement cost of the property and contents with no coinsurance penalty provision.

Certificates of insurance in a form satisfactory to the Chartering Authority shall be provided to the Chartering Authority prior to the commencement of performance of this Charter Agreement.

Throughout the term of this Charter Agreement the sponsor will provide updated certificates of insurance forms upon expiration of the current certificates.

Should you have any questions regarding coverage requirements, please feel free to contact me.

Sincerely,

[Signature]
Taylor R. Ragan, CIC, CAWC
Martin & Zerfoss, Inc.
Jump-Start Charter School has developed an 11 year (startup year +10 operational years) budget scenario. Jump-Start Charter School will be able to successfully launch, operate and sustain its proposed educational program based on the budget worksheet provided as an attachment. Across all years, projected operating income is positive, with increasing growth year over year as the school reaches full scale in its 3rd year of operations. During the first five years, the fund balance or accumulated operating income from previous years more than doubles. In the 2019/20 school year, when the school reaches full scale at 4th grade, operating income sees a significant jump as the school finally realizes its scale. By the 2020/2021, the fund balance is projected to be just under $1M and represents a 19.6% of revenues in that particular year. EdTec, a financial and operational consulting firm for charter schools, has conducted a number of extensive benchmarking studies on charter school financial trends using hundreds of charter school’s financial data, and one of the key trends is schools by their 5th year of operations are around a 20% fund balance. Jump-Start Charter School is right on track with this industry trend.

**Sources of future grant funding**

Local foundations through Memorial, Dollar General Literacy Foundation, The Frist Foundation, Joe C. Davis Foundation and Bridgestone are likely sources of grant funding, especially after a track record of successful operation has been established. Dollar amounts vary by foundation; however Jump-Start Charter School plans to apply for 6 grants per year totaling $300K. Three applications will go out before June 1st, 2016 and three more will go out before January 1st, 2017. The June and January milestones will continue into future years of operation. Jump-Start Charter School conservatively assumes a 25% funding rate on applications resulting in an average $50K contribution from all yearly foundation activity.

**Startup Expense Assumptions**

The bulk of startup expenses are personnel-related. The Executive Director is projected to work full-time from August 2016, with the Principal to start working in January 2017. Assumptions have also been included for appropriate employer tax liabilities (Social Security, Medicare, unemployment insurance) and other employer-related costs like health insurance and workers compensation insurance. Beyond the personnel expenses, we are not expecting in other startup related expenses. These expense assumptions are consistent with the actual startup budgets for a number of charter schools that have opened in Nashville.

**Contingency planning**

Jump-Start Charter School intended to reach out different communities within the Glencliff Cluster to achieve the proposed enrollment numbers. These contingencies are based on working with Metropolitan Nashville Public Schools, Tennessee Charter School, Office of Innovation and
other high-performing charter schools. The stability of our long-term financial plan hinges on the following three key factors:

- Our ability to meet our anticipated enrollment numbers, particularly in Y1 (324, K, 1st, and 2nd graders);
- The availability of a low cost space existing in our proposed territory, Glencliff Cluster;
- Our ability to budget conservatively, staff appropriately and manage our assets and resources.

Our confidence in our ability to enroll our anticipated inaugural class of 324, K, 1st, and 2nd graders students is based on the outreach communication work with families thus far in the Glencliff area and the connection built by the Executive Director with communities in Glencliff Cluster area. It is our job to keep these families engaged and excited about the school’s opening. In addition to hosting more information sessions, we have hosted community meetings at all of the Community Centers in the Glencliff area for the past few months and are continuing to build relationships with faith-based organizations, enrichment providers, and local community groups and political leaders. These opportunities will allow us the chance to develop a growing track record of successfully engagement with our Glencliff residents.

**Continue of the Budget Narrative Draft**

The 11 year (startup year +10 operational years) budget contains recurring budget categories and non-recurring budget category. The following narrative provides an overview of project expenses.

By Tennessee law, charter schools receive the same amount of funding per student as students attending regular schools in the district. See (TCA 49-13-112(a)). For 2016, charter school students attending Metro Nashville Public Schools receive $9,086 per enrolled student. Jump-Start Charter School will also implement an aggressive fundraising, donor, and grant outreach strategy focused on supplementing its rigorous educational services.

(a) A local board of education shall allocate to the charter school an amount equal to the per student state and local funds received by the LEA and all appropriate allocations under federal law or regulation, including, but not limited to, Title I and ESEA funds. The allocation shall be in accordance with rules and regulations promulgated by the department of education. All funds received by a charter school shall be spent according to the budget submitted or as otherwise revised by the public charter school governing body, subject to the requirements of state and federal law. At the request of the charter school governing body, a local board of education may act as fiscal agent for a public charter school in accordance with the charter agreement and applicable state and federal law.

**Recurring budget categories**

- Instructional Personnel, Certificated (Salaries, Insurance, & Benefits)
- Non-Certificated Staff (Salaries, Insurance & Benefits)
- Accounting, Audit, & Insurance
- Facilities Lease
- Facilities Operations & Maintenance
- Technology / Office Equipment & Classroom Furniture
- Transportation Lease
- Textbooks
- Teacher Professional Development
- Student Assessments
- Food Services
- Cash Reserves

**Non-recurring budget category**
- Facilities Planning & Build out

Jump-Start Charter School will begin with 18 certificated instructional personnel (324 students), expanding to 30 certificated staff by the fifth year of operations (524 students). In addition, in year 1, there will be 1.0 Counselor and 1.0 Special Education full time position that will be hired. Certificated instructional personnel will consist of classroom teachers, teaching specialists (ELL, SPED), Curriculum Instruction. All certificated personnel will be contracted for 213 instructional days (190 days instructional, 23 days Professional Developments).

**Salaries**

**Teachers & Teaching Specialists (ELL, SPED)**

The beginning salaries for teachers will begin at $46,000, with the opportunity to achieve an annual salary of $55,195 in five years, based on meeting differentiated pay plan goals related to student achievement, classroom observations, and organizational goals.

The budgeted salary for each teacher / teaching specialist in year 1 is $46,000, increasing annually at an average rate of 4 percent.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
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<td>$48,800</td>
<td>$50,672</td>
<td>$53,619</td>
<td>$55,195</td>
<td></td>
</tr>
</tbody>
</table>

It is anticipated that the Jump-Start Charter School teachers will possess five years or less of teaching experience. The following table provides an overview of salaries for teachers with 1-3, 4, and 5 years of experience working for Metro Nashville Public Schools (180 instructional days):

81 [http://www.mnps.org/dynimg/_ObAAA_/docid/0x7AC106C1A6746224/5/2015-2016%2BCertificated%2BPay%2BTable.pdf](http://www.mnps.org/dynimg/_ObAAA_/docid/0x7AC106C1A6746224/5/2015-2016%2BCertificated%2BPay%2BTable.pdf)
Jump-Start Charter School teachers will receive higher compensation and also will work 213 instructional days vs. the traditional 180 instructional days.

**Executive Director**
The Executive Director of Jump-Start Charter School will be compensated at a rate of $85,000 in the first year of operations and evaluated annually by the Board of Directors. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $90,223 by the fifth year of operations.

**Principal**
Principal of Jump-Start Charter School will be compensated at a rate of $80,000 in the first year of operations and evaluated annually by the Executive Director. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $84,915 by the fifth year of operations.

**Assistant Principal Curriculum & Instruction**
Principal Assistant Principal C & I of Jump-Start Charter School will be compensated at a rate of $60,000 in the first year of operations and evaluated annually by the Executive Director and the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $63,687 by the fifth year of operations.

**Assistant Principal School Culture**
Principal Assistant Principal School Culture of Jump-Start Charter School will be compensated at a rate of $60,000 in the third year of operations and evaluated annually by the Executive Director and the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $64,642 by the fifth year of operations.

**Operation Manager**
Operation Manager of Jump-Start Charter School will be compensated at a rate of $65,000 in the first year of operations and evaluated annually by the Executive Director and the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $68,994 by the fifth year of operations.

---

<table>
<thead>
<tr>
<th>Experience</th>
<th>BA</th>
<th>Masters</th>
<th>Masters+</th>
<th>EDS</th>
<th>Doctorate</th>
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</thead>
<tbody>
<tr>
<td>1-3</td>
<td>$42,082.10</td>
<td>$43,010.01</td>
<td>$45,741.14</td>
<td>$46,599.66</td>
<td>$48,537.78</td>
</tr>
<tr>
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<td>$42,082.10</td>
<td>$43,010.01</td>
<td>$45,741.14</td>
<td>$46,936.75</td>
<td>$48,885.71</td>
</tr>
<tr>
<td>5</td>
<td>$42,082.10</td>
<td>$43,010.01</td>
<td>$46,624.10</td>
<td>$48,154.55</td>
<td>$50,103.51</td>
</tr>
</tbody>
</table>

Source: MNPS - 2015-2016+Certificated+Pay+Table.pdf 82
**Counselor**
Principal Assistant Principal C & I of Jump-Start Charter School will be compensated at a rate of $52,000 in the first year of operations and evaluated annually by the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $55,195 by the fifth year of operations.

**Special Education**
Special Education of Jump-Start Charter School will be compensated at a rate of $50,000 in the first year of operations and evaluated annually by the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $53,072 by the fifth year of operations.

**Teachers**
Teachers of Jump-Start Charter School will be compensated at a rate of $46,000 in the first year of operations and evaluated annually by the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $48,826 by the fifth year of operations.

**Teacher Aids**
Teacher Aids of Jump-Start Charter School will be compensated at a rate of $30,000 in the first year of operations and evaluated annually by the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $31,843 by the fifth year of operations.

**Registrar**
Registrar of Jump-Start Charter School will be compensated at a rate of $38,000 in the first year of operations and evaluated annually by the Principal. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $40,335 by the fifth year of operations.

**Custodian**
Custodian of Jump-Start Charter School will be compensated at a rate of $32,000 in the first year of operations and evaluated annually by the Operation Manager. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $33,966 by the fifth year of operations.

**Security Officer**
Security Officer of Jump-Start Charter School will be compensated at a rate of $28,000 in the third year of operations and evaluated annually by the Operation Manager. Pending the successful attainment of the school’s organizational outcomes, compensation will increase to $30,619 by the fifth year of operations.

**Maintenance**
Maintenance of Jump-Start Charter School will be compensated at a rate of $15,150 in the first year of operations with part time and evaluated annually by the Operation Manager. Pending the
successful attainment of the school’s organizational outcomes, compensation will increase to fulltime with $31,843 by the fifth year of operations.

**Benefits & Insurance**

Under Tennessee law (TCA 8-35-242(b)), all teachers and personnel participate in the same retirement program as the teachers and employees of the local board of education to which the charter school is associated.

(b) All teachers and employees of a new public charter school shall participate in the same retirement program as the teachers and employees of the local board of education to which the charter school is associated. Such participation shall be under the same terms and conditions as the teachers and employees of the local board of education. For retirement purposes, all teachers and employees of such a public charter school shall be considered employees of the local board of education and such board of education shall be responsible for all reporting and submission of funds to the appropriate retirement system.

**Facilities Lease**

To date, over 3 potential facilities have been identified as school sites, ranging from industrial warehouses to traditional office spaces. On average, the facilities lease rate per square foot range near $4.00 to $15.00.

Jump-Start Charter School has not yet finalized an specific site for the school, but we have surveyed and are in the discussions process for possible lease for the following three buildings located all in our target areas along Murfreesboro Pike: 938 HAVENHILL DR, 598 HILL AVENUE, 600 HILL AVENUE. We are also working in partnership with American Charter Development (ACD) In addition; we have engaged well suited companies like Gobbell Hays Partners (GHP), Inc. Environmental + Architecture. GHP has worked with several charter schools in the Nashville area, providing master planning, renovation design and management of educational projects, including several projects with Nashville Public Schools.
938 HAVENHILL DR:
3 Story
30 Classrooms

The following tables provide an overview of the estimated facilities space for each year of operations:
Year 1 - $7.50 allocated per square foot (Budgeted at 26,140 square feet = $196,050).

<table>
<thead>
<tr>
<th>Number</th>
<th>Space</th>
<th>Square Ft</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Classrooms</td>
<td>1,080</td>
<td>19,440</td>
</tr>
<tr>
<td>1.0</td>
<td>Library</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>1.0</td>
<td>Office</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>1.0</td>
<td>Computer Lab</td>
<td>1,800</td>
<td>1,800</td>
</tr>
<tr>
<td>1.0</td>
<td>Cafeteria/ Auditorium</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>1.0</td>
<td>Maintenance / Custodian</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26,140 Sq Ft</td>
</tr>
</tbody>
</table>

Year 2 - $7.50 allocated per square foot (Budgeted at 32,620 square feet = $244,650).

<table>
<thead>
<tr>
<th>Number</th>
<th>Space</th>
<th>Square Ft</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Classrooms</td>
<td>1,080</td>
<td>25,920</td>
</tr>
<tr>
<td>1.0</td>
<td>Library</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>1.0</td>
<td>Office</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>1.0</td>
<td>Computer Lab</td>
<td>1,800</td>
<td>1,800</td>
</tr>
<tr>
<td>1.0</td>
<td>Cafeteria/ Auditorium</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>1.0</td>
<td>Maintenance / Custodian</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>32,620 Sq Ft</td>
</tr>
</tbody>
</table>

Year 3 - $7.50 allocated per square foot (Budgeted at 39,100 square feet = $293,250).

<table>
<thead>
<tr>
<th>Number</th>
<th>Space</th>
<th>Square Ft</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Classrooms</td>
<td>1,080</td>
<td>32,400</td>
</tr>
<tr>
<td>1.0</td>
<td>Library</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>1.0</td>
<td>Office</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>1.0</td>
<td>Computer Lab</td>
<td>1,800</td>
<td>1,800</td>
</tr>
<tr>
<td>1.0</td>
<td>Cafeteria/ Auditorium</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>1.0</td>
<td>Maintenance / Custodian</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>39,100 Sq Ft</td>
</tr>
</tbody>
</table>

Year 4 through 6 - $7.50 allocated per square foot (Budgeted at 39,100 square feet = $293,250).

<table>
<thead>
<tr>
<th>Number</th>
<th>Space</th>
<th>Square Ft</th>
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</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Classrooms</td>
<td>1,080</td>
<td>32,400</td>
</tr>
<tr>
<td>1.0</td>
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</tr>
<tr>
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<td>Office</td>
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</tr>
<tr>
<td>1.0</td>
<td>Computer Lab</td>
<td>1,800</td>
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<tr>
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<td>Cafeteria/ Auditorium</td>
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<tr>
<td>1.0</td>
<td>Maintenance / Custodian</td>
<td>400</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>39,100 Sq Ft</td>
</tr>
</tbody>
</table>
It is anticipated that Jump-Start Charter School will enter into a 3-year lease agreement, balancing the cost / benefit of securing space in a business office park (requiring less facilities build out costs) vs. an industrial warehouse space (requiring more significant build out costs). Over three potential facilities within the region have been identified. The Jump-Start Charter School leadership and the Board of Directors have secured the services of American Charter Development (ACD) which will help Jump-Start Charter School in its pre-development process. Some of the services that we expect from the ACD during this time may include:

- Guidance with a facility plan
- Guidance with the “Facility” portion of the charter application
- Site selection
- Site demographics

Once Jump-Start Charter School is officially approved the ACD would typically provide:

- Site due diligence
- Property acquisitions
- Permitting and approvals
- Site development
- Building construction
- Development financing
- A lease with an option to purchase

**Transportation, Bus Lease**

Based on our market analysis, we anticipate providing transportation services to approximately 50% of our students each year (324 students in Year 1, 432 students in Year 2, 540 students in Year 3, 540 students in Year 4 and 540 students in Year 5. At approximately 50 students per bus, we will start with 4 buses in Year 1, increasing the number based on the needs, but will assume two more buses in year 2 and year 3. Assuming a cost of $50,000 per bus per school year, the anticipated Jump-Start Charter School investment with respect to its transportation costs will be $200,000 in year 1 and increasing to 6 buses in Year 5 which will cost approximately $300,000 per year.

**Equipment**

Equipment spending is the most costly category of expenditure, as the school is not allocated any start-up funding by the State of Tennessee. While the operating budget can support limited spending on initial equipment needs, grant funding is required if the school is to provide the full richness of its curriculum from the outset. The initial start-up will have significant costs for its first two years, after which equipment needs will decrease significantly. The school has the option of utilizing donated desks and chairs for students, but will replace those over the first two years with new furniture. Grant funds will be used to match furniture expenditures from the operating budget, as well as spending on books and shelving for the school’s lending library. The
library, available to students and parents, is considered critical to developing a thriving school, as it also will function as a professional development resource for teachers and staff. Classroom furniture is budgeted at $246 per student (324 total students) in year 1 totaling $79,704. In year 5, $132,840 is allocated budgeted at a rate of $246 per student (524 total students).

**Supplies**

Supply funding will be used to boost success in a variety of areas, including: community education and outreach, enrollment, differentiated instruction across the grades and cultural awareness activities. One example of supply expenditure we foresee in the coming months is the printing of descriptive materials such as brochures, which will be distributed throughout Jump-Start Charter School communities and stakeholders, to increase community awareness of the start-up school. Particular emphasis will be placed on creating materials which will enhance the recruiting of students from all sectors of the community.

**Textbooks & Instructional Materials**

Instructional materials and textbooks are budgeted at $59 per student in year 1 for a total of $19,440, increasing to $31,860 in year 5.

**Teacher Professional Development**

Any staff member who would like to take a course that directly supports his/her work in carrying out his/her responsibilities more effectively can seek reimbursement from Jump-Start Charter School:

- for up to ½ of the course’s tuition cost;
- up to a maximum of $400;
- One time per year between July 1st and June 30th (fall, spring, or summer courses).

Jump-Start Charter School will allocate $1,000 for professional development during each calendar school year.

**Curriculum and Student Assessment (Ongoing Formative Assessments)**

$154 dollars per student will be budgeted for curriculum and standardized assessments. Such assessments are in addition to the state mandated end-of-course assessments for 2nd graders and up.

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**JUMP-START CHARTER SCHOOL FINANCIAL PROCEDURES MANUAL**

**Introduction**

These manual documents are the internal accounting procedures for Jump-Start Charter School, Inc. Its purpose is to ensure that assets are safeguarded, that financial statements are in conformity with generally accepted accounting principles, and that finances are managed with responsible stewardship. All personnel are expected to uphold the policies in this manual. This accounting manual serves as our commitment to proper, accurate financial management and reporting.

**I. Division of Duties**
The following is a list of personnel who have responsibilities related to financial procedures:

**Executive Director:**
1. Reviews and approves all financial reports.
2. Reviews and approves annual budget.
3. Reviews the payroll summary for the correct payee, hours worked and check amount.
4. Reviews all vouchers and invoices for those checks that require his or her signature.
5. Reviews and approves all contracts for goods and services.

**Operation Manager:**
1. Approves all vouchers, invoices and checks.
2. Receives unopened bank statements.
3. With the Executive Director, and input from the Board of Directors, develops the annual budget.
4. Reviews and approves all financial reports.
5. Reviews and approves list of pending check disbursements.
6. Reviews all vouchers and invoices for those checks that require his or her signature.
7. Authorizes all inter-fund transfers.
8. Reviews all bank reconciliations.
9. Reviews the payroll summary for the correct payee, hours worked and check amount.
10. Approves all reimbursements.
11. Manages the assets accounts.

**Independent Consulting Accountant:**
1. Processes all receipts and disbursements.
2. Processes the payroll, including payroll tax returns.
3. Submits requests for inter-fund transfers.
4. Maintains and reconciles the general ledger monthly.
5. Prepares all financial reports, including requests for reimbursements.
6. Manages the petty cash fund.
7. Reconciles the bank accounts.
8. Reconciles the statement of credit card deposits and service charges.
9. Double checks all reimbursement requests against receipts provided.

**Administrative assistant or designee:**
1. Receives and opens all incoming mail, except the bank statements.
2. Prepares cash receipts log and invoice log.
3. Mails all checks for payments.
4. Processes credit card payments for publications.

**Designated Member of the Board of Trustees:**
1. Acts as second signatory on checks.
2. Reviews all vouchers and invoices for those checks that require his or her signature.
All Department Directors:
1. Develops first draft of department budgets and works with the Chief Operating Officer and Executive Director to finalize.
2. Accountability to approved departmental budgets in purchasing decisions and in preparing check request vouchers with the proper account code.

Administrative assistant or designee:
1. Processes credit card payments for member dues and conference registration fees.

Designated Board Members (As reflected in the Board minutes)
1. Check signing authority on all accounts of Jump-Start Charter School.
2. Authorizes expenditures in excess of $5,000.

II. Departments
1. General Operations & Utilities
2. Personnel
3. Transportation
4. Grants / Education Partnerships
5. Facilities
6. Telecommunications
7. Extra Curricular Activities / Athletics
8. Family / Community Programs

Deposit and Investment of Funds
The fiscal year of the board shall be July 1st to June 30th, following an academic calendar year. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. All funds of the corporation not otherwise employed shall be deposited to the credit of the corporation in such banks or other depositories as the Board of Directors may select. The Board may purchase or lease real estate, provided such transactions relate directly to the mission of Jump-Start Charter School.

III. GENERAL OVERVIEW
1. The Board of Directors formulates financial policies, delegates administration of the financial policies to the Executive Director and reviews operations and activities.
2. The Finance Advisory Board has independent review of financial management and fidelity of operations to financial controls.
3. The Executive Director has primary financial management responsibility.
4. Current job descriptions will be maintained for all employees, indicating financial duties and responsibilities.
5. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts; disbursements; payroll; reconciliation of bank accounts; etc.
6. All employees involved with financial procedures shall take vacations or leaves of 5 consecutive workdays each year. During such periods, back-up personnel who have been cross-trained in their duties will perform their tasks.
7. A blanket employee dishonesty coverage in the amount of $10,000 shall be maintained.
8. Professional financial service providers will be established annually. For 2017-2018 (year) these include __________ (accounting software), __________ (payroll services), the __________ (insurance), __________ (banking), _______________ (restricted investments and retirement services), and ______________ (auditors).
9. The Operation Manager will maintain a current and accurate log of the chart of accounts, job accounts and accounting classes.
10. The Operations Subcommittee will review these policies and procedures annually.
11. Financial Reporting
   **A. Monthly Reports:** The Operation Manager should prepare a set of monthly financial reports for distribution to the Executive Director and the Finance Advisory Board. The reports should include:
   i. A balance sheet and a statement of income and expenses for each department;
   ii. A consolidated balance sheet and consolidated income and expense report which show all departments combined;
   iii. A budget-to-actual report for all accounts included in the annual operating budget;
   iv. A list of deferred and receivable funds, and cash flow projection.
   iv. In addition, the monthly reports for the quarterly periods (December, March, June, September) will be submitted to the full board for their review and acceptance at the following board meeting.
   iv. The monthly statements shall be reviewed by the Executive Director prior to distribution to the Treasurer for initial comments. After the Treasurer’s approval, the statements will be mailed to the Finance Advisory Board every month and to the full board, as stated above.
   iv. The monthly statements will be finalized by the conclusion of the month following the statement period.
   **B. Year-End Report/Audit:** At fiscal year-end, and in time for the winter retreat of the Board of Directors, a year-end Audit report should be prepared an independent financial firm summarizing the total income and expense activity for the year.
   i. A balance sheet should be prepared as of September 30 and should be attached to the income and expense report.
ii. This report will be initially reviewed by the Executive Director and Finance Advisory Board, and then by the Treasurer, prior to distribution at the annual meeting.

iii. Bids for an independent auditor to conduct this review will be accepted between September 1 and October 15. In accordance with Jump-Start Charter School policy, at least three proposals will be considered. The auditing process will begin on or about November 1.

IV. Fiscal Policy Statements

1. All cash accounts owned by Jump-Start Charter School will be held in financial institutions that are members of the Federal Deposit Insurance Corporation.
2. All capital expenditures that exceed $5,000.00 will be capitalized on the books and records of Jump-Start Charter School.
3. Employee paychecks and/or personal checks will not be cashed through the petty cash fund of Jump-Start Charter School.
4. No salary advances will be made under any circumstances.
5. No travel cash advances will be made. Reimbursements will be paid upon full expense reporting using the official Jump-Start Charter School form within the normal disbursement schedule.
6. Any item whose value exceeds $50.00, received via donation, will be recorded in the books and records of Jump-Start Charter School.
7. Fiscal Management personnel are required to take annual vacation that will not interfere with fiscal procedures.
8. All volunteer time that exceeds $25.00 via in-kind services shall be recorded in the books and records of Jump-Start Charter School.
9. It is the policy of Jump-Start Charter School to reimburse out of pocket expenses only when supporting documentation has been presented for approved costs incurred.
10. It is the policy of Jump-Start Charter School to establish pay rates that equal or surpass the federal minimum wage.
11. It is the goal of Jump-Start Charter School to maintain a minimum of ten percent (10%) of the operating budget between its operating and savings bank accounts at all times. In the event that balances fall below that amount the Executive Director and Treasurer shall be notified immediately.
12. All funds received by Jump-Start Charter School for each project will be segregated into separate project accounts in the general ledger to avoid any possibility of commingling project monies with general operating funds. A full-computerized ledger accounting system will be maintained. Monthly financial statements including Balance Sheet and Statement of Revenues and Expenses will be produced for each project as a separate Department.
13. The Executive Director and Treasurer are signatories of all Jump-Start Charter School bank accounts. A third signatory will consist of a Board approved Jump-Start Charter School Director.
Two signatures are required for all disbursements and any disbursements exceeding $5,000 must be authorized in writing by one of the Board of Directors with signature authority.

14. Bank statements will be reconciled monthly in order to account for any outstanding or lost checks.

15. Expense reports will be maintained which will disclose the nature of expenses, and the dates incurred.

16. Separate files will be maintained for each bank account and each vendor. Files will be kept separately for each fiscal year.

17. The services of a Certified Public Accountant will be engaged to prepare a formal financial audit of the Jump-Start Charter School fiscal year-end.

**V. Annual Meeting Checklist**

During each annual meeting, the following procedures will be performed.

1. The Board of Directors shall approve new signers to each bank account.

2. The Board of Directors shall approve any new and necessary bank accounts.

3. As required, new signers shall complete the appropriate signature card and corporate resolutions.

4. Name, address and telephone directory of new board of director’s officers will be obtained for the Board Secretary.

5. A review of the current operating procedures should be made with the chairperson and treasurer and reaffirmed or revised.

6. All financial institutions should be notified of any changes to the authorized signers of the accounts within three (3) business days following the annual meeting.

**VI. Computer System Backup Procedures**

The Executive Director is responsible to submit an annual report to the Board, describing and verifying the type of computer system backup procedures in place for all financial accounts.

**VII. CASH RECEIPTS PROCEDURES (includes checks)**

1. The Administrative assistant opens any mail addressed to Jump-Start Charter School or without specific addressee.

   a. The receipt of checks or cash will be recorded in the accounting system, cataloged according to the department to which the funds are attributed.

   b. All other checks or cash will be immediately forwarded to the Operation Manager.

   c. The Executive Secretary makes two copies of the check with one copy forwarded to the Operation Manager and the other copy to the responsible department (if applicable).

   d. A copy of the cash receipts log will be given to the Operation Manager on a daily basis.

2. The Operation Manager will endorse all checks by rubber stamp to read as follows:

   **PAY TO THE ORDER OF**

   Reliant Bank Account #

   FOR DEPOSIT ONLY
3. A report will be printed that includes the source and amount of the receipt as well as the total daily deposit amount.
4. The checks and cash will then be forwarded to the Consulting Accountant, who will complete deposit slips in duplicate. Receipts and deposit slip will be placed in an envelope for Reliant Bank.
5. If no cash is present, the envelope may be sealed and sent through the US mail. If cash is present, the Chief Operating Officer will verify deposited funds prior to sealing the envelope and making the deposit in person.
6. Documentation for all receipts (a copy of check, letter, etc.) will be attached to the duplicate slip and filed chronologically.
7. All receipts will be deposited intact. No disbursements will be made from cash or check receipts prior to deposit.
8. The Operation Manager or Board approved designee will record each cash payment received in a number receipt book with a duplicate for the payer. Cash shall be locked in a secure location until taken to the bank no longer than 24 hours of initial receipt of cash payment.
9. The Executive Director will receive a copy of all deposit reports for review on a weekly basis.
10. Checks received at other addresses of Jump-Start Charter School will be endorsed as in #2 above and mailed to the main office for processing.
11. A deposit not forwarded or mailed to the bank on the day of receipt, shall be locked in the accounting departments lock box. No deposit should be locked in the file cabinet for more than 24 hours.
12. If the funds are mailed to the bank, the Administrative assistant should indicate the date mailed and received on the cash receipts log. The Administrative assistant should make a copy of each check mailed and file them in a separate file folder.
13. No single account should contain more than $100,000 - or the amount over which the FDIC will not insure.
14. Funds Received by Wire Transfer: The Executive Director will request a wire transfer of funds. This request will be prepared by the Consulting Accountant and should be signed by Operation Manager.
   a. Where appropriate - as in reimbursement of federal funds - the Consulting Accountant should forward a project financial statement to the Operation Manager who prepares a request for reimbursement or advance and files or mails the necessary documents, providing a copy to the Executive Director.
b. Next, the Consulting Accountant will monitor the transfer of funds and maintain the appropriate records of this transaction.
c. As soon as the funds are credited to the account, the bank should send a credit memo to the Chief Operating Officer. The Consulting Accountant should reconcile these credit memos to the total cash received at the end of the month.
d. In the absence of the Operation Manager, the Executive Director or, in dire emergencies, the Treasurer of the Board of Trustees should authorize wire transfers.
15. Inter-Fund Transfer: The operating checking account should not exceed $10,000 at any time. All funds received should be deposited into the savings account. It will be necessary to transfer funds from the savings account into the checking account.
   A. In order to transfer funds from the savings into the checking account, the following procedures should be followed:
      i. The Consulting Accountant should monitor the balance in the checking account, and determine if there are adequate funds to pay the daily expenses.
      ii. The Consulting Accountant should prepare a transfer memo for signature by the Operation Manager to transfer the necessary amounts from the savings account to the checking account, as long as the remaining balance does not exceed $10,000.
      iii. These transfers will occur concurrently with the associated disbursements.
16. Funds received from Credit Card Charges: The Operation Manager is responsible for processing the receipt of funds through the credit card authorizer directly into the savings account.
   i. Transactions should be processed on a weekly basis, with a list of the credits and date processed delivered to the Consulting Accountant in order to double check against the bank statement.
   ii. The Consulting Accountant will reconcile the statement of deposits and service charges.

**VIII. CASH DISBURSEMENTS PROCEDURES**

1. Purchase orders must be submitted with all purchases. Purchases greater than $25 must have prior approval and signature of the Operation Manager. Any extraordinary purchases that are not budgeted may need approval from the EXECUTIVE DIRECTOR.
2. Invoices are logged in by the Administrative assistant and routed to the appropriate staff person responsible for ordering the product or service. That staff person will check the validity of the invoice against purchase orders, proposals/bids, etc. and work accomplished/delivered.
3. A check request voucher should then be completed by the purchasing staff person and attached to the original vendor invoice along with any other supporting documentation. The voucher should include the account codes to which the expense will be applied.
4. The check request voucher should be delivered to the Operation Manager for final approval and the forwarded to the accountant who prepares the check disbursement.
5. All check requests should be entered into the accounting software by the consulting accountant. An aging report showing the due dates for all invoices as well as a proposed list of checks for disbursement on the 1st and 16th days of the month should be run by the accountant and presented to the Operation Manager for approval. The latter report will reflect a total amount of the checks to be paid and should also be accompanied by a report on the current balance in any and all cash accounts.

6. Upon approval of the Operation Manager, the consulting accountant should print checks from the computer system. The checks should be attached to the invoice and other supporting documentation and forwarded to the Operation Manager along with a check disbursement report and a check register. All disbursements are to be made by check unless the item is considered a petty cash item.

7. The Operation Manager is responsible for the preparation of disbursements prepared by the consulting accountant.

8. The Consulting Accountant should then run aging accounts payable, which is generated by the accounting software. A total of the disbursements to be paid will be recorded on the form and sent to the Operation Manager for approval, along with the current balance in any and all cash accounts.

9. Once the amount to be disbursed has been received, the Consulting Accountant should print the checks from the computer system.
   a. The checks should be attached to the invoice, and other supporting documentation, being paid and submitted for signatures.
   b. A check register should be run and filed together with the disbursement transmittal form.

10. While the Executive Director and Board designee signs each check, he/she should double check the check request voucher. This approval is to ensure the account and grant/project is charged to the correct expense and line item.
   a. Any checks made to pay invoices in excess of $5,000 must be signed by the Executive Director and authorized for payment in writing by the Board of Director(s) authorized for signature.

11. After the checks have been signed, the second signatory will double check the work, by stamping PAID on it in red ink, and passes the checks on to the Administrative assistant or designee for mailing.
   a. In the event that the Administrative assistant or designee is out, the Chief Operating Officer will assume/delegate these duties.

12. All checks will be mailed as soon as this process is completed.

13. Voided checks will have "VOID" written boldly in ink on the face and have the signature portion of the check torn out. Voided checks will be kept on file.

**A. In no event will:**
   i. invoices be paid unless approved by an authorized signer
ii. blank checks (checks without a date or payee designated) be signed in advance
iii. checks be made out to "cash", "bearer", "petty cash", etc.
iv. checks be prepared on verbal authorization, unless approved by the Executive Director.

**B. In the event that it is necessary to issue a duplicate check for checks in an amount over $15**, a stop payment will be ordered at the bank on the original check.

14. Supporting documentation should be filed by the Consulting Accountant in appropriate vendor files.
15. The Consulting Accountant will utilize the paid invoice files to respond to any discrepancies that arise with vendors or other payees.
16. Once monthly, the Consulting Accountant will check the invoice log to determine if there are any outstanding invoices that have not yet been paid. If so, the Operation Manager will investigate the nonpayment of these invoices with the responsible staff member.

**IX. Reconciliations**

**Cash Flow:**
Jump-Start Charter School is to maintain a minimum of ten percent (10%) of the operating budget between its operating and savings bank accounts at all times. In the event that balances fall below that amount the Executive Director and Treasurer shall be notified immediately.

**Bank Reconciliations:**
1. Bank statements are to be received unopened by the Operation Manager.
   a. The receiving party should review the contents for inconsistent check numbers, signatures, cash balances and payees and endorsements at a minimum.
   b. After this cursory review is conducted, the official should initial and date the bottom, right hand corner of the first page of each bank statement reviewed.
   c. The reviewed bank statement should then be forwarded to the Consulting Accountant (an individual without check signing rights) to reconcile the bank accounts using the approved reconciliation form.
2. The person charged with this responsibility should reconcile each account promptly upon receipt of the bank statements.
   a. All accounts will be reconciled no later than 7 days after receipt of the monthly bank statements.
   b. In the event it is not possible to reconcile the bank statements in this period of time, a written memo from the Consulting Accountant should notify the Executive Director.
3. When reconciling the bank accounts, the following items should be included in the procedures:
   a. A comparison of dates and amounts of daily deposits as shown on the bank statements with the cash receipts journal.
   b. A comparison of inter-organization bank transfers to be certain that both sides of the transactions have been recorded on the books.
c. An investigation of items rejected by the bank, i.e., returned checks or deposits.
d. A comparison of wire transfers dates received with dates sent.
e. A comparison of canceled checks with the disbursement journal as to check number, payee and amount.
f. An accounting for the sequence of checks both from month to month and within a month.
g. An examination of canceled checks for authorized signatures, irregular endorsements, and alterations.
h. A review and proper mutilation of void check.
i. Investigate and write off checks that have been outstanding for more than six months.

4. Completed bank reconciliations should be reviewed by the Operation Manager and initialed and dated by the reviewer.

5. The Operation Manager upon receipt of the completed bank reconciliations prepares any general ledger adjustments.

6. Copies of the completed bank reconciliations will be forwarded to the Finance Advisory Board and the Treasurer for review.

**Reconciliations of Other General Ledger Accounts:**

1. Each month the Operation Manager should review the ending balance shown on balance sheet accounts such as the cash accounts, accounts receivable, accounts payable and deferred revenue.
   a. The Operation Manager should review the bank reconciliations, schedules of accounts receivable and deferred revenue and the aging of accounts payable to support the balances shown on the balance sheet.

2. Assets - These accounts will include cash, petty cash, prepaid, property, equipment and fixtures, security deposits, and intangible assets.
   a. Cash - The balances in cash accounts should agree with the balances shown on the bank reconciliations for each month.
   b. Petty Cash - The balance in this account should always equal the maximum amount of all petty cash funds. The current amount equals $300.00.
   c. Prepaid - The amounts in these accounts should equal advance payments paid to vendors at the end of the accounting period.
   d. Property, Equipment & Fixtures - The amounts in this account should equal the totals generated from the audited depreciation schedules. When additional purchases are made during the year, the balances in the accounts may be updated accordingly.
   e. Security Deposits - The balance in this account should equal amounts paid in escrow to landlords and lessors and should not change frequently, but should be updated as applicable.

3. Liabilities - These accounts are described as accounts payable, payroll tax liabilities, loans and mortgages payable, and amounts due to others.
   a. Accounts Payable - The balance in this account should equal amounts owed to vendors at the end of the accounting period and the aging report.
b. Payroll Tax Liabilities - The amounts in these accounts should equal amounts withheld from employee paychecks as well as the employer’s portion of the expense for the period, that has not been remitted to the government authorities.
c. Due to Others - If there are any amounts owed to others at the end of the period they should be recorded and the correct balance maintained in the general ledger accounts.

4. Income/Expenses - These accounts are described as income from membership, contributions, publications, and other expense line items such as salaries, consulting fees, etc.
a. Income - The amounts charged to the various cash accounts should be reconciled with funding requests, funders reports, draw down schedules, etc.
b. Gross Salary Accounts - The balances in the gross salary accounts should be added together and reconciled with the amounts reported on quarterly payroll returns.
c. Consulting - The amounts charged should be reconciled to the contracts.

X. Petty Cash Fund
1. The petty cash fund should never exceed $300.00.
2. The Administrative Assistant is the custodian of the petty cash fund.
3. A single disbursement from petty cash shall never exceed $50.00.
4. The petty cash fund shall be operated on an impress basis. This means that when it is time to replenish the petty cash fund, the Administrative Assistant shall total out the expenses made and identify those expenses by general ledger account number.
a. When the check request is submitted for payment it should indicate the total amount needed to bring the fund back up to $300.00.
b. Also, the check request should breakdown the various expense accounts being charged and the amount charged to each.
5. When a request for petty cash reimbursement is made to the Consulting Accountant, the item will be listed on the Petty Cash Fund Reconciliation Sheet.
a. A description of the item charged should be recorded together with the amount.
b. A vendor receipt must be received by the Consulting Accountant for the amount of the request in order for the request to be approved.
6. The recipient of the petty cash funds must sign the sheet to indicate receipt of the funds.
a. The paid receipt should be attached to the sheet.
b. All paid information should remain in the locked petty cash box until it is time to replenish the fund.
c. At that time, the Petty Cash Fund Reconciliation Sheet and associated receipts are attached to the check request voucher.
7. The petty cash box is to be locked at all times when the Administrative Assistant is not disbursing or replenishing the fund. The locked petty cash box is to be kept in the locked file cabinets within the finance office.
8. At least once annually, the Operation Manager should conduct a surprise review of the fund.
a. When this is done, he/she should count, while the Administrative Assistant is in attendance, the total monies on hand and the total amount of receipts in the petty cash box.
b. The two amounts should equal exactly $300.00. Any discrepancies should be discussed and resolved immediately.

9. It is a policy of Jump-Start Charter School not to cash checks of any kind through the petty cash fund.

10. The Jump-Start Charter School postage meter is not to be used for personal mailings under any circumstances. Staff may use the UPS service provided they indicate that the mailing is personal and reimburse Jump-Start Charter School at the time the appropriate invoice is paid.

**XII. PURCHASING (UNDER $5,000 / OVER $5,000)**

**General Guidelines**

**PURCHASES UNDER $5,000**

- The Operation Manager must approve all purchases and services over $500 in advance.
- The Operation Manager is responsible to know if the item ordered is within the budget and guidelines.
- If purchase is less than $200, persons authorized by the Board of Directors for immediate purchase and delivery can make the purchase. When this is done, invoice copies are to be submitted to the Operation Manager.

**PURCHASES OVER $5,000**

- Purchases over $5000 will be required to undergo a competitive bid procedure.
- All bid requests will contain clear specifications and will not contain features that unduly restrict competition.
- The Operation Manager will be responsible to ensure that all conditions and specifications of a contract, bid, or order have been satisfactorily fulfilled and will be responsible for timely follow-up of these purchases.
- The Operation Manager will obtain at least 3 competitive bids.
- Purchases of over $5000 will not be fragmented or reduced to components of less than $5,000 to avoid the bid process.

**To Prompt a Purchase:**

1. When the normal cash disbursement procedure of invoice, etc., is not appropriate, (i.e., postage, petty cash, etc.) a check request should be completed and forwarded with any order form or other documentation to the Operation Manager for approval.

   a. If the check is made out to either the Operation Manager or Executive Director, that individual cannot approve the check request voucher.

2. Approved check requests should be sent to the Consulting Accountant for payment.

3. In the absence of backup materials, receipts for the purchase must be provided to the Consulting Accountant for attachment to the check request within two weeks from the check date.
Credit Card Purchases:
1. Only the Executive Director or Operation Manager will be issued corporate credit cards in his or her name.
   a. The purchase of airline tickets and other authorized business expenditures may be made by other employees or board members using a separate corporate credit card, with authorized signers approved by the Board.
   b. In every case of credit card usage, the individual charging a Jump-Start Charter School account will be held personally responsible in the event that the charge is deemed personal or unauthorized.

2. Authorized uses of the credit card include:
   A. Airline or rail tickets (at coach class or lower rates) for properly authorized business trips.
      i. Jump-Start Charter Schools’ designated travel agency will require that employees supply the travel agency with an account code in order to charge to the Jump-Start Charter Schools’ account.
      ii. The account code will help reconcile the costs of travel with the proper Jump-Start Charter School program to be charged.
      iii. The travel agency will provide Jump-Start Charter School a monthly report of all travel charged to the approved account.
   B. Lodging and meal charges that do not exceed the authorized reimbursement rate for persons traveling on official Jump-Start Charter School business
      i. Car rental charges (for mid-size or smaller vehicles) for properly authorized business trips
      ii. Properly authorized expenditures for which a credit card is the only allowed method of payment (such as monthly internet access)
      iii. Business telephone calls
      iv. Properly authorized entertainment at a rate that is consistent with the employee’s level of responsibility within, or on behalf of, Jump-Start Charter School and within the limits of the approved budget.
   3. Receipts should be compiled and submitted with an expense report on a weekly basis.
   4. Unauthorized use of the credit card includes:
      i. Personal or non-business expenditures of any kind.
      ii. Expenditures that have not been properly authorized.
      iii. Meals, entertainment, gifts or other expenditures which are prohibited by:

Proper Documentation for all Purchases, including Jump-Start Charter School Credit Card Purchases:
1. Every instance of credit card or other purchase use must be documented with travel authorizations, receipts, individuals paid for, nature of business, etc. before the expense will be considered authorized and will be approved for reimbursement. See details below.
a. Lodging - Provide an itemized receipt from the hotel detailing every charge and the name of the person(s) for whom lodging was provided.
b. Meals/Entertainment - Provide a receipt showing separately the cost for food/beverage and gratuities, and including the names of every person for whom food or beverage was provided and the specific business purpose that was furthered by the expenditure.
i. For example, a luncheon meeting with any investors or developers’ in the community that would assist the mission and vision of Jump-Start Charter School would be considered expenditure.
c. Other Expenditures - A receipt from the vendor detailing every individual good or service purchased (including class of service for commercial transportation) accompanied by an explanation of the specific business purpose that was furthered by each expenditure.

2. The Consulting Accountant will double-check all reimbursement requests against receipts provided and run a calculator tape that will be attached to the reimbursement form.

**Capital Expenditures:**
1. For all major expenditures such as computers, furniture, audit services, printing services, etc., three bids must be obtained before a purchasing decision is made.
a. If the annual amount will exceed $2,000, a bidding process and review will be conducted.
b. All bids, including phone quotes, must be recorded and kept on file.

**Consultants:**
1. Contracts with consultants will include rate and schedule of pay, deliverables, time frame, and other information such as work plan, etc.
2. Justification for payment should be submitted to file.
a. For example, if Jump-Start Charter School hired a writer to create a publication, a copy of the final version should be included in the file.

**Contracts:**
1. Contracts for purchasing products or services, similar to a purchase order, should be created and maintained for the file whenever appropriate.
2. All contracts to exceed $5,000 over the course of the year should be approved by the Executive Director.

**XII. TIMEKEEPING (Compensated Staff & Volunteers)**
1. Time sheets are to be prepared by all staff persons and volunteers, submitted bi-weekly, and approved by the Operation Manager.
2. (Salaried Employees) Time sheets are to include accurate documentation for each day present or leave taken for the corresponding workweek.
a. The workday of Jump-Start Charter School is from 7:30am to 05:30pm for all full-time staff, Monday through Friday.
b. The workday of Jump-Start Charter School is from 8:30am to Noon (12:00pm) on one Saturday per month.
c. For full-time staff, documentation will reflect full-day (9hrs.), half-day (4.5hrs.), or 1/3 day (3hrs.) present or absent.

d. Approval will be determined on a case-by-case basis for less than 1/3 day present, approved by the Executive Director at least 24 hours in advance of requested leave taken.

e. Part-time staff will document the hours worked, as reflected in their employment contract.

3. (Hourly Employees / Volunteers) Time sheets are required for each day of work / service.
   a. Completed time sheets will be dated and signed by the employee / volunteer, submitted to the Operation Manager at the end of the last working day of each pay period.
   b. No payroll checks will be issued without a completed online time sheet.
   c. Incomplete time sheets will be returned to the employee/volunteer for correction.
   d. The Consulting Accountant will verify the accuracy of the time sheets and addition.

4. Timesheets are to be signed (electronically) by the staff person and his/her supervisor.

5. Employees will be paid every two weeks; deductions are itemized on each paycheck.

6. All approved timesheets should be submitted online to the Operation Manager, who will verify the hours worked against his/her record.

**XIII. Payroll**

1. The Operation Manager will verify reported time and submit information to the payroll service bureau. The information reported should include:
   a. hours worked/volunteered, by cost center
   b. changes in pay rates or employment status
   c. vacation, sick or personal hours used and earned

2. The Executive Director shall review the payroll summary page of the payroll service report for inappropriate payees or unusual hours.

3. Paychecks should be distributed by the Operation Manager on the designated day, one week after the end of the pay period according to a prearranged schedule distributed by the Executive Director.
   a. In the event that a designated person other than the staff person picks up a paycheck, a memo should be received in writing from the staff person and proper identification should be requested from the party picking up the paycheck.

4. As an employee benefit, Jump-Start Charter School offers direct deposit through the employee’s own financial institution. Through direct deposit, payroll is deposited as cash into the employee’s account on payday.

5. The __________ (vendor name) Payroll System will enter payroll, print payroll checks, make direct deposit transfers print payroll reports and send reports to the Chief Operating Officer.

6. The Operation Manager will review the payroll checks before they are distributed.

7. The Operation Manager will distribute the payroll checks to the employees, where applicable.

8. Checks will not be issued to any person other than the employee without written authorization from the employee.
9. The Consulting Accountant is responsible for entering payroll reports into the accounting system.

10. Voluntary terminations will be paid at regular pay date. Involuntary terminations will be paid on day of separation, provided termination is in compliance with the standard operating procedures/handbook for all personnel.

11. Payroll Taxes
   a. The Consulting Accountant will prepare and transmit the payroll tax reports, W-2 forms, and 1099 forms.
   b. The Operation Manager will verify payroll tax preparation on a quarterly basis.

12. Benefits
   a. Payroll will be prepared in accordance with the personnel policies and benefit plan.

XIV. TRAVEL & EXPENSES

1. Each employee and board member will complete an expense voucher if any traveling is done.
   a. Voucher should include all expenses including credit card charges. Voucher will reflect travel reimbursement rates that follow the same rate as the State of Tennessee for state employees.
2. Mileage to and from residence will not be paid by Jump-Start Charter School, except for board members traveling from outside the metropolitan Nashville area to board meetings.
3. The expense voucher will be submitted within 30 days for payment, with a total, signed by the employee, authorized for payment by the Operation Manager.
4. Receipts must be attached to the expense voucher for lodging, common carrier transportation, and receipts for meals where required.
5. Incomplete expense vouchers will be returned.
6. The Executive Director must approve employee travel and workshop expenditures prior to their occurrence. The treasurer of the Board must approve board member travel and workshop expenditures prior to their occurrence.
   a. The organization will reimburse no more than the standard mileage rate for the business use of a car as established by the IRS.
   b. Jump-Start Charter School will reimburse meal expenses incurred in direct connection with employment, or a per diem rate that follows that standard set by the State of Tennessee for state employees.

XV. Personnel

1. The Operation Manager is charged with the responsibility of maintaining personnel files on staff persons.
2. Each personnel file should contain the following information, at a minimum:
   a. Employment application or resume
   b. A record of background check investigation
   c. Date of employment
   d. Position, pay rates and changes therein
e. Authorization of payroll deductions
f. Earnings records for non-active employees
g. W-4 Form, withholding authorization
h. I-9 Immigration Form
i. Termination data, when applicable
3. All personnel records are to be kept locked in a locking file cabinet in the Executive Director’s office and backed up within a secure, password protected online database.
a. Access to these files other than by the Executive Director, Operation Manager or the auditor should be requested in writing to the Executive Director.

**XVI. CONSULTANTS**

1. Consideration will be made of internal capabilities to accomplish services before contracting for consultants.
2. Written contracts clearly defining work to be performed, terms and conditions will be maintained for all consultant and contract services.
3. The qualifications of the consultant and reasonableness of fees will be considered in hiring consultants.
4. Consultant services will be paid for as work is performed or as delineated in the contract.
5. The Board of Directors will approve audit and other significant contracts.
6. The Consulting Accountant will prepare 1099 returns for consultants, at year-end.

**XVII. PROPERTY**

1. Equipment shall be defined as all items (purchased or donated) with a useful life of more than one year.
2. The Operation Manager will maintain an inventory log; which shall list a description of the item, date of purchase or acquisition, price or fair value of the item and its location.
3. A depreciation schedule shall be prepared at least annually, for all items of initial determined value of $250 or more, for the audited financial statements.
4. The Operation Manager will record all equipment in the accounting system.
5. An entry must be made whenever property is disposed of or acquired.
6. The log should contain the following information:
   a. Date of purchase
   b. Description of item purchased
   c. Received by donation or purchased
   d. Cost or fair market value on the date receipt
   e. Donor or funding source, if applicable
   f. Funding source restrictions on use or disposition
   g. Identification/serial number (if appropriate)
   h. Depreciation period
   i. Vendor name and address
j. Warranty period
k. Inventory tag number (all fixed assets should be tagged with a unique identifying number)
l. Number of the Jump-Start Charter School check used to pay for the equipment

7. At least annually, a physical inspection and inventory should be taken of all Jump-Start Charter School fixed assets and reconciled to the general ledger balances. Adjustments for dispositions should be made.

8. The Executive Director should be informed, in writing, via an interoffice memorandum of any material changes in the status of property and equipment. This should include changes in location, sale of, scrapping of and/or obsolescence of items and any purchase or sale of real estate.

9. All capital items that have a cost greater than $5,000.00 will be capitalized and depreciated.

**XVIII. LEASES**

1. Real Estate
   a. The Operations Subcommittee of the Board of Directors will review leases prior to submission to the full Board of Directors for approval.
   b. All leases, clearly delineating terms and conditions, will be approved by the Board of Directors and signed by the Board Chair.
   c. The Executive Director will keep a copy of each lease on file.
   d. The Consulting Accountant will be notified of each lease and lease specifications, and will make proper general journal entries for same.

2. Equipment
   a. The Executive Director will review all leases.
   b. The Executive Director will sign all leases, clearly delineating terms and conditions, after approval by the full Board of Directors.
   c. The Executive Director will keep a copy of each lease on file.
   d. The Consulting Accountant will be notified of each lease and lease specifications, and will make proper general journal entries for same.

**XIX. INSURANCE**

1. Reasonable, adequate coverage will be maintained to safeguard the assets of the corporation. Such coverage will include property and liability, worker’s compensation, employee dishonesty and other insurance deemed necessary.

2. The Operations Subcommittee of the Board of Directors will carefully review insurance policies before renewal.

3. The Operation Manager will maintain insurance policies in insurance files.

4. Insurance policies will correspond to the calendar year whenever possible.

5. The Operation Manager will prepare and maintain an insurance register.
XX. TELEPHONE
1. Personal long distance or cellular phone calls made on Jump-Start Charter School telephones by employees must be logged at the time of the call with the Administrative Assistant, indicating that it is a personal call. The logged will be submitted weekly to the Operation Manager. Employees will be billed on these calls.
2. Jump-Start Charter School business calls from phones outside the office should be billed to the Jump-Start Charter School telephone account.

XXI. BOOKS OF ORIGINAL ENTRY
1. Jump-Start Charter School will utilize a double entry system for accounting for all funds.
2. Adequate documentation will be maintained to support all general entries.
3. At the end of each month, the Consulting Accountant will prepare a Balance Sheet, Statement of Activities by department that will be reviewed by the Executive Director and Finance Advisory Board.
4. The Statement of Activities report will include a comparison to the annual budget, approved by the Board of Directors.
5. Jump-Start Charter School will maintain its accounting records on the accrual basis in a manner that facilitates the preparation of audited financial statements conforming to generally accepted accounting principles.

XXII. GRANTS AND CONTRACTS
1. The Executive Director and Finance Advisory Board will carefully review each award and contract to ensure compliance with all financial and programmatic provisions.
   a. The Operation Manager will maintain originals of all grants and contracts in a file.
   b. The Consulting Accountant will prepare initial entries as appropriate to record each award.
2. The Operation Manager will prepare and maintain on a current basis a Grant/Contract Summary form for each grant or contract awarded to Jump-Start Charter School.
   a. This form shall include
      i. The name, address, contact person, and phone number for the funding organization;
      ii. The time period applicable to expenditures;
      iii. All significant covenants (such as bonding or liability insurance requirements) and restrictions on expenditures;
      iv. All required financial and program report and due dates; and
      v. The chart of accounts line item number for the revenue deposited.
3. Payments for projects for which Jump-Start Charter School serves, as fiscal agent shall be paid out within one week.
4. The Consulting Accountant will prepare financial reports to funding sources as required.
5. The Executive Director will review and approve all reports to funding sources.
6. It will be the responsibility of the Executive Director to insure that all financial reports are submitted on a timely basis.
7. Grant Compliance
   a. When a new grant is received or renewed, a copy of the executed grant must be forwarded to the Operation Manager.
   b. The Operation Manager should set up a permanent file for the grant and maintain the contract along with any other financial correspondence regarding the grant.
   c. It is the responsibility of the Executive Director to review the grant contract and extract any fiscal items which must be complied with by Jump-Start Charter School.
   i. Typically, for government grants, reference will be made to various publications put out by the Office of Management and Budget (OMB) and the Comptroller General’s Office to which Jump-Start Charter School is responsible for adhering.
   ii. Currently, the publications include:
      1. OMB Circular A-110 - Grants and Agreements with Institutions of Higher Learning, Hospitals and Other Non-Profit Organizations
      2. OMB Circular A-122 - Cost Principles for Non-Profit Organizations
      3. OMB Circular A-133 - Audits of Institutions of Higher Learning & Other Non-Profit Organizations
   8. Governmental Generally Accepted Accounting Principles
   a. It is a policy of Jump-Start Charter School to adhere to any restrictions imposed by its funders, both governmental and private. Therefore, Jump-Start Charter Schools’ employees are expected to bring to the attention of management, any instances of noncompliance.
   b. When Jump-Start Charter School is expending federal funds, prior written approval from the funder agency is required for the purchase of:
      i. Capital expenditures for land or buildings
      ii. Insurance and indemnification expenses
      iii. Pre-award costs
      iv. Public information service costs
      v. Publication and printing costs
      vi. Rearrangement and alteration costs
   c. Jump-Start Charter School will never request federal funds to pay for the following costs:
      i. Bad debt expense
      ii. Contingencies
      iii. Contributions or donations to others
      iv. Entertainment expenses
      v. Fines and penalties
      vi. Interest, fundraising and other financial costs
   d. Federal funds received in advance will be deposited into a separate federally insured bank account.
      i. Any interest earned from those monies will be submitted to the funder agency.
**XXII. BUDGETS**

1. The Executive Director and the Operation Manager will prepare the financial budget. The Finance Advisory Board will review the budget and provide independent counsel and appropriate recommendations for improvement to the Board of Directors, as applicable.
2. The Operation Manager will insure that budgets are on file.
3. The Board of Directors must approve proposed changes in the budget, should they exceed 5 percent (5%) of the line item.

**XXIII. LOANS**

1. The Board of Directors will approve loans.
2. A promissory note will be prepared and signed by the Board Chair and another officer of the Board before funds are borrowed.

**XXIV. OTHER**

1. **MINUTES OF MEETINGS**
   a. The Secretary of the Board will prepare accurate minutes of all meetings of the Board of Directors and committees.
   b. The Executive Director will note all items in the minutes relating to finance and take appropriate action.
2. **NON-PROGRAM INCOME**
   a. Donations of cash and non-program related income will be separately accounted for.
3. **ACCOUNTS RECEIVABLE**
   a. Documentation will be maintained for accounts receivable.
   b. Accounts receivable will be recorded in the books and collected on a timely basis.
4. **FINANCIAL PROCEDURES**
   a. Financial procedures will be reviewed bi-annually by the Finance Advisory Board. The Board of Directors must approve changes to the financial procedure manual prior to implementation.
5. **FORM 990**
   a. The Board of Directors in conjunction with the audit will authorize preparation of Form 990. An officer of the Board will sign form 990.
   b. Copies of Form 990 will be files in the Executive Directors’ files, and a copy of Jump-Start Charter School Form 990 and Form 1023 shall be located at the front desk for public inspection and/or copying.
6. **AUDITS**
   a. The Board of Directors shall annually contract with an independent auditing firm a full audit of the books, to be completed prior to the following first of September.
7. **PERSONNEL FILES**
   a. The Executive Director will maintain a personnel file for each employee, containing appropriate documents, such as the signed compensation agreement, approval of changes in
compensation, an I-9 immigration form, and withholding forms for taxes, benefits, deferred compensation, and charitable contributions.

8. FISCAL AGENT STATUS
a. Jump-Start Charter School’s executive committee must authorize all fiscal sponsorship arrangements, which are then approved by the board.
b. All fiscal sponsorship arrangements will begin with a written agreement, stating the terms of the relationship and the purpose for the use of funds.
c. Fiscal sponsorships will be limited to projects for which Jump-Start Charter School’s executive committee determines that the project is charitable and consistent with the mission of strengthening the nonprofit sector, and that no real or perceived conflicts of interest exist with board or executive committee members.
d. The Operation Manager will negotiate with the sponsored project a rate for indirect or direct costs to cover Jump-Start Charter School’s expenses of administering the temporarily restricted fund.
e. Sponsored projects will be required to submit full and complete quarterly and year end reports to the Board of Directors by the end of the fiscal year, and must include:
i. Detailed expenses using budget categories for original grant;
ii. Program accomplishments and activities;
iii. Lobbying expenditures; and
iv. Amount of remaining funds.
f. Jump-Start Charter School, must approve any changes in the purpose for which grant funds are spent in writing before implementation. Jump-Start Charter School retains the right, if sponsored project’s breaches the fiscal sponsorship agreement, or if a sponsored project jeopardizes legal or tax status, to withhold, withdraw, or demand immediate return of grant funds.
g. The executive director will submit quarterly reports to the Executive Committee, to be circulated to the entire board, on the status of active fiscal sponsorships.
h. Jump-Start Charter School will file appropriate tax forms for sponsored projects, including IRS form 1099.