# NURSES MIDDLE COLLEGE
NASHVILLE

## Application for a Public Charter School
## Submitted to Metro Nashville Public Schools
## May 24, 2024

# Part 1 - General Information

## Cover Sheet

### *Primary Point of Contact*

Identify the primary point of contact for your application.

Barring any change, this will likely be the liaison identified in the Letter of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The primary contact is expected to ensure that any individuals involved in the sponsoring of this application receives all general communications promptly. As with all aspects of your application, the names of the primary contact will become public information.

| | |
|---|---|
| **Name of Proposed School** | Nurses Middle College Nashville |
| **Name of Sponsor / Sponsoring Entity** | NursesMC |
| **Name of Proposed Authorizer** | Metro Nashville Public Schools |

| | |
|---|---|
| **Primary Contact Name** | Pamela McCue, PhD, RN |
| **Primary Contact Role** | CEO of NursesMC |
| **Primary Contact Mailing Address** | 150 Washington Street, Providence, RI 02903 |
| **Primary Contact Email Address** | pmccue@nursesmc.org |
| **Primary Contact Phone Number** | 401-447-8697 |
| **Primary Contact Alternate Number** | |

### *School Information*

| | |
|---|---|
| **Name of Proposed School** | Nurses Middle College Nashville |
| **Projected Year of School Opening under Identified Authorizer** | SY 2025-26 |
| **Name of Sponsor / Sponsoring Entity** | NursesMC |
| **Name of Proposed Authorizer** | Metro Nashville Public Schools |
| **Model or focus of proposed school** | Nursing College and Career Preparation |
| **City or geographic community for proposed school** | Nashville, TN |


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## Sponsor & School Design Team

Below, list the names, current employment, and roles of all people on the school design team, including school leader, adding lines as needed:

| Full Name | Address | Current Job Title | Current Employer | Position with Proposed School |
|---|---|---|---|---|
| Mallory Dwinal-Palisch | 834 Glen Ave., Nashville, TN | Founder/CEO | The Craft Education System | Board Member |
| Tilita Shaw | 3454 Hyde Court Murfreesboro, TN | Dir of Academic Affairs and Partnerships | Hospital Corporation of America | Board Member |
| Mamie Williams, PhD, MPH, APRN | 1108 Jackson St., Nashville, TN | Sr. Dir. Nurse Diversity and Inclusion | Vanderbilt Medical Center | Board Member |
| Richard Zadd | 5311 Pennsylvania Ave Nashville, TN | Vice President of Finance and Operations | State Collaborative on Reforming Education (SCORE) | Board Member |
| Pamela McCue, PhD, RN | 45 Kingston Lane Narragansett, RI | CEO | NursesMC | CMO |

| **Does the proposed school intend to contract or partner with a charter management organization (CMO)?** | ☑ Yes<br>☐ No |
|---|---|
| *If yes, identify the CMO or other partner organization:* NursesMC | |

## Additional Application Information

| **Does this sponsor have charter school applications currently under consideration by any other authorizer in the United States?** | ☐ Yes<br>☑ No |
|---|---|

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

| State | Authorizer | Proposed School Name | Application Due Date | Decision Date | Proposed Opening Year |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |


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## *Application Category*

Please select **ONE** box to indicate the category type for this application:

| Category | | | Description |
|---|---|---|---|
| 1 | ☑ | New Start Applicant | Sponsor with no schools currently operating and/or authorized throughout the United States proposing the creation of a new school in Tennessee |
| 2 | ☐ | New Start Applicant Proposing Multiple Schools | Sponsor with no schools currently and/or previously operating and/or authorized in Tennessee or throughout the United States proposing the creation of two or more schools within the same application cycle. |
| 3 | ☐ | Out of State Sponsor | Sponsor with at least one school currently and/or previously operating outside of Tennessee and no schools currently authorized in Tennessee proposing to create a school in Tennessee. |
| | ☐ | Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure | Sponsor with at least one school currently and/or previously authorized in Tennessee proposing to create a new school with a change in focus and/or grade structure from the existing school |
| 4 | ☐ | Existing Tennessee Sponsor Proposing to Replicate an Existing School | Sponsor with at least one school currently and/or previously operating in Tennessee proposing to start a new school with no material change in focus or grade structure from an existing school. |

## *Required Filing Materials*

Below are the required materials based on the selected category

| Category | | Required Materials |
|---|---|---|
| 1 | New Start Applicant | See Category 1 Completeness Checklist |
| 2 | New Start Applicant Proposing Multiple Schools | See Category 2 Completeness Checklist |
| 3 | Out of State Sponsor | See Category 3 Completeness Checklist |
| | Existing Tennessee Sponsor Proposing a New School with Change in Focus / Grade Structure | |
| 4 | Existing Tennessee Sponsor Proposing to Replicate an Existing School | See Category 4 Completeness Checklist |


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# Assurances

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

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to Tenn. Code Ann. § 49-13-111(p);
3. Will provide special education services for students as provided in Tenn. Code Ann. Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
   a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
   b. complying with Open Meetings and Open Records laws (Tenn. Code Ann. §§ 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 Tenn. Code Ann. § 49- 6-3003;
   d. following state financial (budgeting and audit) procedures and reporting requirements according to Tenn. Code Ann. §§ 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 Tenn. Code Ann. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Pamela McCue

**Signature**

Pamela McCue, PhD, RN

**Printed Name of Authorized Representative**

CEO, NursesMC

**Title of Authorized Representative**


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## Executive Summary

**Plan for the proposed school.** We propose to open a high school, Nurses Middle College Nashville, that will implement the mission and model of the NursesMC charter management organization (CMO), which is anchored in preparing a diverse group of students to become the highly educated professional nursing workforce of the future. The NursesMC charter high school model was created in 2011 as a solution to the critical nursing shortage and to ensure a diverse nursing workforce to improve health equity outcomes. The NursesMC model is designed to enable students to gain a comprehensive understanding of concepts essential to nursing, achieve competency in foundational nursing skills, complete work-based learning experiences in clinical settings, earn industry credentials, complete college-level dual enrollment courses, and develop college and career readiness skills while in high school, all of which will spur students to pursue nursing in college and as a career. Accordingly, the NursesMC plan encompasses the following key characteristics:

- **Key Characteristic 1 – Nursing College and Career Preparation:** To ensure that students leave us equipped with foundational knowledge and skills related to nursing, ready to navigate the complexities and rigor of college, and primed to succeed in the nursing workforce, our academic plan is anchored in systems, structures, and practices that prepare students specifically to pursue nursing in college and as a career. To this end, we will implement rigorous, standards-based core curricula, teach proprietary nursing and college and career readiness courses, offer dual-enrollment courses through postsecondary partnerships, employ specialized staff equipped to carry out our specific model, provide robust postsecondary supports, and implement response to instruction and intervention programming to close gaps and bring students to grade level.
- **Key Characteristic 2 – Applied Learning:** Working in tandem with all the above Nursing College and Career Preparation programming, we will provide our students with an array of Applied Learning opportunities that will enable them to use the knowledge and skills they learn in the classroom in real-world nursing environments and scenarios. Our Applied Learning programming will provide students with early work-based learning opportunities and career experience through our robust partnerships with local healthcare organizations, hospitals, and clinics, as well as will enable them to earn relevant workforce credentials while in high school.
- **Key Characteristic 3 – Personal Development:** A myriad of research shows the symbiotic relationship between academic performance and indicators related to students' personal development. Further, research consistently indicates that proficiency in soft skills such as empathy, emotional intelligence, communication, and self-awareness are greater predictors of success in college and career than hard skills acquired through academic learning and knowledge.[1] As such, in addition to preparing students to become the professional nursing workforce of the future through the Nursing College and Career Preparation and Applied Learning programming described above, we will focus on students' personal development to ensure that they acquire the social-emotional competence and soft skills needed to be successful in nursing college and career. To this end, we will implement culturally responsive teaching practices, uphold a set of core values as defined by our Pillars of Nursing, implement an advisory program, and provide students with social-emotional learning opportunities.

**Geographic and population considerations.** We will locate our school in the Downtown area of Nashville, which enables us to be in close proximity to our healthcare and postsecondary partners. More specifically, we have formed robust partnerships with HCA Healthcare, Vanderbilt University Medical

[1] https://www.forbes.com/sites/forbeshumanresourcescouncil/2021/01/20/soft-skills-are-essential-to-the-future-of-work/?sh=542dda713416; https://casel.org/fundamentals-of-sel/what-does-the-research-say/

Center, Ascension Saint Thomas Midtown Hospital, and the National Healthcare Corporation, all of which have hospitals and clinics in and around the Downtown area. As indicated above, Applied Learning is key to our academic plan and is implemented through the provision of work-based learning opportunities, which will be provided by these key healthcare partners. Additionally, we have established partnerships with area universities, including Galen College of Nursing (a subsidiary organization of HCA), Belmont, and Tennessee State, all of which have campuses near Downtown. As part of our Nursing College and Career Preparation, our students will take dual-enrollment courses at these universities. Further, all have postsecondary nursing programs and are eager for our school to serve as a pipeline for diverse and qualified candidates.

As noted above, we will recruit students from across the district, prioritizing our recruitment efforts in historically marginalized communities. Specifically, we will anchor our efforts to recruit from communities in the following zip codes: 37013, 37207, 37208, 37213, 37217, 37218, and 37288. This recruitment strategy is critical to achieving our mission of preparing a diverse group of students to be the professional nursing workforce of the future. Nashville is a diverse city; accordingly, MNPS collectively serves a diverse population of students – 39% are Black or African American, 31% are Hispanic, 25% are White, 35% are economically disadvantaged, 12% have disabilities, and 27% are English learners. We seek to leverage the diversity of the district as a means to diversify the overwhelmingly White nursing workforce in America. A 2020 study found that while 40% of the US population identify as people of color, only 19.4% registered nurses have minority backgrounds.[2] Ample research definitively shows marked disparities in the health outcomes of White patients as compared to patients of color, a key factor in which is the lack of diversity in the nursing workforce.[3] Nursing leaders and their affiliated organizations recognize the critical need to diversify the nursing workforce, especially since the US is projected to be minority White by 2045.[4] The healthcare and postsecondary partners referenced above all are prioritizing diversifying their workforce and student bodies. To this end, our Downtown location best positions us to be able to recruit from multiple zip codes and communities.

**Challenges.** We understand the immense responsibility and scope of work that comes with founding a high-quality, high-performing charter school. To this end, we know that there is an array of challenges that pose risks to the successful launch and operation of our school. We have proactively identified the following challenges that we anticipate encountering as we found our school:

- **Student Recruitment and Enrollment:** Meeting our enrollment targets is critical to achieving our mission, which is focused on preparing a diverse student body to be the professional nursing workforce of the future. To this end, we must not only meet our projections in terms of numbers, but we must also successfully recruit a racially, economically, and linguistically diverse student population. To achieve this, we will recruit from multiple zip codes, prioritizing communities that have been historically underserved and marginalized. To this end, we have created a robust recruitment plan that employs strategies and events tailored to the populations we seek to serve. We will also hire a full-time recruitment specialist, who will work the entirety of the pre-opening year around recruiting a diverse student body in alignment with our enrollment projections. The recruitment specialist will be from Nashville, and, when hiring, we will prioritize candidates with minority backgrounds.

[2] https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Enhancing-Diversity-Factsheet.pdf

[3] Phillips JM, Malone B. Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity. Public Health Reports. 2014;129(1_suppl2):45-50. doi:10.1177/00333549141291S209

[4] https://www.brookings.edu/articles/the-us-will-become-minority-white-in-2045-census-projects/

- **Staff Recruitment and Hiring:** To implement our proposed model with fidelity, we will need to attract and hire candidates with both educational and healthcare experience and expertise. We have already hired a highly qualified Executive Director, so that she has ample time to engage in staff recruitment and hiring. The Executive Director will be supported during the preopening year as we will also hire the Director of Teaching and Learning and the Director of Nursing, both of whom will support the Executive Director in recruiting and hiring staff by implementing a comprehensive plan to attract and hire high-quality candidates. We will leverage proven recruitment mechanisms, as well as advertise our unique mission and model as part of these efforts. Further, we will offer competitive salaries and generous benefits packages, which will also serve to attract candidates.
- **Facilities:** We understand the challenge that finding a suitable facility poses, especially in a competitive real estate market such as Nashville. Given this, we already started searching and have identified two viable properties that are in the area in which we intend to locate and offer space that is suitable for implementation of our model. We have a robust facilities team in place to guide us through the facilities process, including members of the Board who possess facilities experience, a facilities project manager who is employed through the NursesMC CMO, and a consultant who works for Level Field Partners, an organization that supports charter schools in their facilities efforts.
- **Start-Up Funding:** We understand that an inherent risk in starting a charter school is securing start-up funding so that the school is able to maximize the pre-opening year, as well as operate with efficacy as it comes to scale. To this end, we have proactively secured start-up funding, which will enable us to hire key positions, including the Executive Director, Director of Teaching and Learning, Director of Nursing, Recruitment Specialist, Business Operations Manager, and administrative support in the pre-opening year. More specifically, we have guaranteed funds from the Bloomberg Philanthropies as our mission and model align to the organization's Healthcare Career Connected Learning Initiative. This support totals ~$2.8M for start-up, with an additional ~$16.9M allocated over the first three years of operation, for a total of ~$19.7M in committed philanthropic funds.

**Capacity to successfully open and operate a high-quality school.** The Board currently consists of six members who possess the relevant educational and healthcare expertise to effectively govern our specialized school. Further, two of these members are former charter school founders, one of whom was the founding Director of Operations of a charter school in Nashville. Our other Board member with founding experience also started a charter school but did so in East Palo Alto, CA. To this end, both of these Board members have first-hand experience starting and leading charter schools, and both schools also implemented specialized models, with one also being a high school. Another member holds deep expertise in supporting the founding and operation of charter schools in Tennessee. Our other three board members bring the specialized nursing experience needed to effectively govern the school and will be critical in ensuring that our mission and model focused on preparing the diverse nursing workforce of the future is achieved and effectively implemented. Our CMO will also ensure that our school successfully opens and then operates effectively. Working with the Board and school leaders, CMO leadership will lend support around critical pre-opening tasks, as well as provide comprehensive training to the school's key leaders to ensure a successful launch. Our CMO currently contracts with two other schools, one of which just opened this past school year (SY 2023-24). The other school has been operation since 2011 and has consistently been in the top performance of the state for college success metrics, and, for the past five years, has been the top school in RI for students earning college credits and workforce credentials. The school's charter has been renewed twice, receiving full-term renewals with no conditions both times. Taken together, the capacity of the Board and CMO will ensure that Nurses Middle College Nashville successfully opens and succeeds in preparing a diverse group of students to be the professional nursing workforce of the future.

# Section 1: Academic Plan and Design

## 1.1 School Mission and Vision

**a. 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. The school's mission statement provides the foundation for the entire application.**

**Mission:** The mission of Nurses Middle College Nashville is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.

**Measurement of Mission:** To ensure that we meet our mission, we have established enrollment targets for students who are economically disadvantaged, students who have disabilities, and students who are English learners. Meeting these targets will ensure that we serve a diverse group of students, and we will closely monitor our enrollment data, making adjustments to our student recruitment efforts as needed to ensure that we continually enroll a diverse student body in alignment with our mission. Additionally, we have established the goal of ensuring that 95% of our graduates enter the workforce and/or pursue a postsecondary degree in nursing or in an allied healthcare field within two years of graduating from our school.

We have also established rigorous annual student outcomes and growth goals, as well as have defined mission-specific goals, which are also detailed in the **Academic Performance Standards** section. According to MNPS Charter Authorization Handbook, MNPS utilizes the TDOE's Model Charter School Performance Framework.[5] However, the publicly-available version of the TDOE's framework has not been updated since 2018 and consists of outdated academic achievement and growth metrics and measures.[6] As such, we have directly aligned our annual student outcome and growth goals to the TDOE's accountability framework for all schools, which was revamped in 2023 to assign schools a letter grade based on performance across four indicators: achievement, growth, subgroup performance, and college and career readiness.[7] To this end, the goals below align to the letter grade indicators, all of which receive a score on a 5-point scale, with 1 being the lowest and 5 being the highest. In meeting these student outcome and growth goals, we will earn at least a letter grade of B on the TDOE State Report Card. All of these goals work in tandem to ensure that we are realizing our mission of preparing our students to become the highly educated and professional workforce of the future. We will consistently monitor progress toward meeting our goals, which, in turn, will also allow us to measure the achievement of our mission. These annual goals are as follows:

| Annual Goal | Measurement |
|---|---|
| **Student Outcomes and Growth Goals** | |
| Earn at least a letter grade of a B for student academic performance | TDOE State Report Card |
| Earn at least a Level 4 in achievement in ELA, math, science, and social studies | TCAP |

[5] https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/Charter_School_Model_Performance_Framework.pdf

[6] https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/Charter_School_Model_Performance_Framework.pdf

[7] https://www.tn.gov/content/dam/tn/education/school-letter-grades/A-F%20Letter%20Grade%20Calculation_SBE%20Presentation%20November%202023.pdf

| Annual Goal | Measurement |
|---|---|
| Earn at least a Level 4 in school-wide growth across all categories | TVAAS |
| Earn at least a Level 4 in growth for highest need students | TVAAS |
| Earn at least a Level 4 on college and career readiness | TDOE State Report Card |
| **Mission-Specific Goals**[8] | |
| All graduates will complete a work-based learning experience | SIS |
| All graduates will earn a workforce credential | Tennessee Nurse Aide Registry |
| All graduates will earn at least 3 college credits | SIS |
| | |

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

**Vision:** Our vision is to create an innovative high school experience that is student-centric, structured to foster a supportive learning environment, and committed to developing the skills, knowledge, and passion necessary to excel in the nursing and allied health professions.

Our vision will help achieve our mission in that they are interconnected; more specifically, our vision defines the educational experience that we will provide to our students in order to meet our mission of preparing a diverse group of students to be the professional nursing workforce of the future. To this end, they work in tandem, with our vision anchoring our model that will be implemented to achieve our mission.

**c. Describe how the mission and vision of this school will meet the prescribed purposes for charter schools found in Tenn. Code Ann. § 49-13-102(a).**

Our mission and vision meet the prescribed purposes for charters found in Tenn. Code Ann. § 49-13-102(a) as follows:

- **Improve learning for all students and close the achievement gap between high and low students:** Outlined in detail in the **Academic Focus and Plan** section, we will implement an innovative, rigorous academic plan that will improve learning for all students. Our academic plan is specifically designed to provide students with the foundational knowledge and skills needed to successfully pursue nursing in college and as a career. We are focused on equipping students with the academic, social-emotional, and soft skills that they need to thrive in postsecondary and professional nursing settings. Our academic plan intertwines core knowledge, college and career readiness, and nursing skills, providing students with equitable access to an innovative educational experience that improves learning for all. Additionally, as explained in detail in the **Special Populations** section, we will implement a robust Response to Instruction and Intervention (RtI$^2$) program, anchored in the TDOE's RtI$^2$ framework, which will function to close the achievement gap between high and low students. As part of our RtI$^2$ program, we will provide incoming 9$^{th}$ grade students who are multiple grade levels behind with a proprietary skills course that has a proven track record of accelerating learning and

[8] Students with disabilities may be exempt from one or more mission-specific goals in alignment with their IEPs.

producing multiple years' growth in literacy in just one school year. Further, as described in the **School Calendar and Schedule** section, our daily schedule is designed to include extended period, which allows teachers the time to implement evidence-based instructional strategies and routines that accelerate learning, provide just-in-time interventions for students, and small-group instruction.

- **Encourage the use of different and innovative teaching methods:** As noted above, our academic plan is specifically designed to allow us to meet our mission of preparing a diverse group of students to be the highly educated and professional nursing workforce of the future. To this end, as described in detail in the **Academic Focus and Plan** section, we have tailored our course offerings and teaching methods accordingly. Students will take proprietary courses specially designed to cover required academic standards and content while also teaching nursing-specific content and skills. To ensure that we meet the needs of our diverse learners, we will employ culturally responsive teaching practices and will implement externally created ELA and math curricula that were designed with diversity and equity in mind. As outlined in the **Parent and Community Engagement and Support** section, we have established partnerships with healthcare organizations, hospitals, and colleges and universities that will provide students with work-based learning opportunities, such as internships, in nursing and allied health fields. Through these partnerships, students will also have access to nursing mentors and will be afforded the opportunity to learn in clinical settings. In addition to work-based learning opportunities, students will complete advanced coursework through dual-enrollment courses with our higher education partners. In short, the model we seek to implement through our partnership with our CMO, has received national accolades for its innovative approach to preparing highly-educated and diverse future nurses.[9] With no other school in Nashville so meticulously focused on a mission dedicated to educating tomorrow's nurses, Nurses Middle College Nashville will be the first of its kind in the district.
- **Measure performance of pupils and faculty:** Explained in the **Assessments** section, we will implement an array of primary internal assessments to measure the performance of our students throughout the school year. In addition to these assessments, we will administer assessments specific to our mission and model, including Accuplacer, CPR and First Aid, Certified Nurse Aide (CNA), and Health Education Systems (HESI) exams. Described in the **Personnel/Human Capital** section, we will implement TEAM as our evaluation system to measure administrator and teacher performance. We will implement TEAM with fidelity and support teachers in meeting performance expectations through robust coaching and professional development, which is described in detail in the **Professional Development** section.
- **Create new professional opportunities for teachers:** As noted above, we are a unique educational model and we will inherently bring innovative and cutting-edge professional opportunities for teachers. While some MNPS high schools offer Career and Technical Education (CTE) programs and support students in progressing through a related career pathway, we will be the first school to have such a specific and meticulous focus on nursing. We have designed our academic program so that every learning experience aligns to our nursing-focused mission. In short, teachers will be afforded the opportunity to join a school that is truly the only one of its kind in Nashville.

[9] https://nam.edu/the-future-of-nursing-podcast/

**d. Describe how the mission and vision of the proposed school address any priorities set by the authorizer.**

Under the Every Student Known initiative, MNPS has defined Focused Outcomes to Support a Path of Success for Every Student. These outcomes are differentiated by grade band; below outlines the outcomes for grades 9 and 10 and for grades 11 and 12, as well as describes how our mission and vision, which are realized through implementation of our academic plan, address these outcomes:

| Focused Outcome | Definition | Description |
|---|---|---|
| **Grades 9 and 10[10]** | | |
| On-Track Graduation | 10th-grade students will assess and revise their transition plan to ensure pathway to on-time graduation with Ready Graduate designation, which is achieved by reaching one or more of these goals: Ready Graduate status is achieved by reaching one or more of these goals:<br>• ACT score of 21 or higher<br>• SAT score of 1060 or higher<br>• Complete four Early Postsecondary Opportunities (EPSOs)<br>• Earn two EPSOs and either an industry certification or a score of 31 on the ASVAB test | As explained in the **Academic Focus and Plan** section and **High School Graduation and Postsecondary Readiness** section, we will provide ample proactive support to ensure that our students are on-track for on-time graduation, including through our advisory structure and counseling services, which include regular grade and credit audits and transition planning. We will also require that all students take the PSAT and SAT, with the results of the PSAT informing targeted supports for students to prepare them in their specific areas of need for the SAT. Students will also be required to complete a work-based learning opportunity and obtain a nursing industry credential (CNA certification). Finally, we have partnerships in place with colleges and universities, and our students will be required to earn college credit through dual enrollment to graduate, aligning with the EPSO goal. |
| Attendance | Students achieve satisfactory attendance with an attendance rate of 95% or above. | As described in the **Academic Performance Standards** section, we will address this outcome through the following:<br>• Establishing a positive school culture where students feel |

[10] https://cdnsm5ss13.sharpschool.com/UserFiles/Servers/Server_32970243/File/Learn/Supporting%20our%20Students/Focused%20Outcomes/Focused%20Outcomes%20Grade%20Level/FocusedOutcomes_9-10_Nov2021.pdf

| Focused Outcome | Definition | Description |
|---|---|---|
| | | welcomed and safe<br>• Utilizing PowerSchool's Student Success Cloud to collect, house, and analyze data related to attendance, as well as implement corresponding data-driven, research-based attendance interventions<br>• Leveraging advisory as a structure to further monitor and address attendance; advisors will have conferences with students to understand the root causes of their absences to support the creation of attendance intervention and support plans<br>• Forming an attendance team that will regularly meet to analyze and act on attendance data |
| SEL | Students develop more mature personal identities. Students understand the concept of community, including personal and social responsibility. | As explained in detail in the **Academic Focus and Plan** section and the **School Culture and Discipline** section, SEL is integral to the implementation of our academic plan as supporting students' personal development stands as a key characteristic. As such, all students will receive explicit SEL instruction that is anchored in CASEL's SEL standards and aligned to our Pillars of Nursing, which function as our core values. Our Pillars of Nursing define the essential characteristics and traits required of effective nurses, all of which require a high degree of social-emotional intelligence. The learning that occurs in advisory will be reinforced throughout the school day as our courses embed SEL standards and skills related to our pillars. |
| Literacy | Students meet or exceed their individual academic growth | As outlined in the **Academic Focus and Plan** section and **Special** |

| Focused Outcome | Definition | Description |
|---|---|---|
| | projections in literacy. | **Populations** section, we will implement rigorous, standards-based Tier 1 ELA curriculum that is culturally responsive and will nurture the continued development of students' proficiency in literacy. For students in need of literacy support, we will implement robust RtI$^2$ programming to ensure that students receive the tiered, targeted literacy interventions they need to achieve proficiency. Further, students who enter our school multiple grade levels behind will take a proprietary skills course that has a proven track record of accelerating learning and producing multiple years' growth in literacy in just one school year. |
| Numeracy | Students meet or exceed their individual academic growth projections in numeracy. | As outlined in the **Academic Focus and Plan** section and **Special Populations** section, we will implement rigorous, standards-based Tier 1 math curriculum that is culturally responsive and will nurture the continued development of students' proficiency in math. For students in need of numeracy support, we will implement robust RtI$^2$ programming to ensure that students receive the tiered, targeted numeracy interventions they need to achieve proficiency. Further, students who enter our school multiple grade levels behind will take a proprietary skills course that has a proven track record of accelerating learning and producing multiple years' growth in math in just one school year. |
| **Grades 11 and 12** | | |
| On-Track Graduation | 11th-grade students are on track for on-time graduation with Ready Graduate designation. 11th-grade | As stated above, we will provide ample proactive support to ensure that our students are on-track for on- |

| Focused Outcome | Definition | Description |
|---|---|---|
| | students will complete a post-secondary transition plan to be revisited at the start of the senior year to ensure pathway to the future that each student envisions. 12th-grade students will complete all graduation requirements and earn Ready Graduate status, which is earned by satisfying at least one of the following:<br>• ACT score of 21 or higher<br>• SAT score of 1060 or higher<br>• Complete four Early Postsecondary Opportunities (EPSOs)<br>• Earn two EPSOs and either an industry certification or a score of 31 on the ASVAB test | time graduation, including through our advisory structure and counseling services, which includes regular grade and credit audits and postsecondary planning. We will also require that all students take the PSAT and SAT, with the results of the PSAT informing targeted supports for students to prepare them in their specific areas of need for the SAT. Students will also be required to complete a work-based learning opportunity and obtain a nursing industry credential (CNA certification). Finally, we have partnerships in place with colleges and universities, and our students will be required to earn college credit through dual enrollment to graduate. |
| Attendance | Students achieve satisfactory attendance with an attendance rate of 95% or above. | Outlined above, we will address this outcome through the following:<br>• Establishing a positive school culture where students feel welcomed and safe<br>• Utilizing PowerSchool's Student Success Cloud to collect, house, and analyze data related to attendance, as well as implement corresponding data-driven, research-based attendance interventions<br>• Leveraging advisory as an additional structure to monitor and address attendance; advisors will have conferences with students to understand the root causes of their absences to support the creation of attendance intervention and support plans<br>• Forming an attendance team that will regularly meet to analyze and act on attendance data |

| Focused Outcome | Definition | Description |
|---|---|---|
| SEL | Students develop more mature personal identities. Students understand the concept of community, including personal and social responsibility. | As stated above, SEL is integral to the implementation of our academic plan as supporting students' personal development stands as a key characteristic. As such, all students will receive explicit SEL instruction that is anchored in CASEL's SEL standards and aligned to our Pillars of Nursing, which function as our core values. Our Pillars of Nursing define the essential characteristics and traits required of effective nurses, all of which require a high degree of social-emotional intelligence. The learning that occurs in advisory will be reinforced throughout the school day as our courses embed SEL standards and skills related to our pillars. |
| Transition to Postsecondary | Every student is prepared to take action on post-secondary transition plans. | We will employ a College Transition Counselor, whose role will be to implement a college awareness and career readiness program that guides students through the process of planning for college and a career in nursing. The crux of the College Transition Coordinator's responsibilities is to ensure that all students have equitable access to college and receive the supports they need to get to and graduate from nursing college so that they can enter the professional nursing workforce. |
| | | |

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

When we are achieving our mission, our student body will be racially, economically, and linguistically diverse. Students will acquire a comprehensive understanding of foundational concepts related to nursing and will gain competency in introductory nursing skills. Students will also demonstrate proficiency across the core, all of which will be achieved through implementation of our rigorous, standards-aligned curricula, which is a combination of proprietary and externally created curricula. Our robust approach to supporting our students through implementation of our response to instruction and

intervention (RtI$^2$) programming, as well as through individualized support plans that address identified social determinants to health that impact students' academic performance and social development will successfully close achievement gaps, producing equitable academic outcomes across our diverse student body. Students will complete rigorous work-based learning experiences that allow them to apply their classroom learning in real-world clinical settings. Students will further apply their learning by earning an industry credential, becoming Certified Nurse Aides. Students will graduate with at least 3 college credits, earned through the completion of dual-enrollment courses provided by our postsecondary partners and will seek admission to postsecondary nursing programs. They will be prepared to thrive in these programs and will apply the social-emotional and soft skills they acquired through participation in advisory, as well as use the knowledge gained through completion of our college and career readiness courses. When we are achieving our mission, our school will produce the diverse nursing workforce of future; our school will ensure that all students, including those from historically marginalized backgrounds, have the opportunity to pursue nursing in college and as a career. Ultimately, our mission will be met when our school serves to alleviate the critical nursing shortage, impactfully diversifies the nursing workforce, and helps to achieve health equity in Nashville.

**f. Describe the innovative or unique features of the proposed school or education model.**

As explained above, our mission and model, which we implement through our contract with our CMO, is focused specifically on preparing students to become the professional, diverse nursing workforce of the future. We have tailored student learning experiences to align with our mission and model, including developing proprietary courses that merge core academic content with essential content related to nursing. Research shows that a key predictor in pursuing nursing (among other math and science-focused majors) is students' self-efficacy beliefs in their math and science abilities. Further, research found wide variance in race regarding the perception of the nursing profession, with students who identify as belonging to minority groups viewing the nursing profession more negatively than their White peers. Research also indicates that gender bias exists, with female students overall viewing nursing more positively than their male peers.[11] As such, our model's singular focus on nursing allows us to tailor our Tennessee state-standards aligned math and science courses to the nursing profession, which, in conjunction with the numerous supports we will provide, will bolster students' beliefs about their abilities in math and science, which as cited above, is a key predictor of pursing nursing college and career. Further, our sole focus on nursing enables us to deeply cover the foundational skills and knowledge needed to pursue nursing, which will work to dispel biased views of nursing.

As such, through our program, students will have access to clinical settings when completing their work-based learning experiences and will earn the Certified Nurse Aide (CNA) credential while in high school, enabling them to secure paid employment in entry-level healthcare positions. Additionally, our model nurtures students' personal development to ensure that they acquire the social-emotional competence and soft skills needed to be successful in nursing college and career. Specifically, we will anchor social-emotional learning in our Pillars of Nursing, which encompass four key areas: scholarship, professionalism, character, and compassion and empathy. Research shows that burnout is a leading reason for why nurses leave the profession as nurses are routinely exposed to physical pain, mental health challenges, and death when caring for patients as part of their regular job responsibilities. The model's emphasis on personal development through our Pillars of Nursing equips students with the skills needed to cope with the stressors that cause burnout, as well as teaches students how to proactively

[11] McCue, Pamela L., "The Pre-Collegiate Pipeline to Diversify the Nursing Workforce" (2017). Open Access Dissertations. Paper 575.

identify signs of burnout so that it can be treated early.[12] Further, research demonstrates that the first year of employment as a licensed registered nurse is very difficult, with nearly 18% of new nurses quitting the profession within the first year due to the demands of the job.[13] By focusing solely on preparing students for the academic and social-emotional demands of nursing college and career, our model uniquely prepares students to persist as they will develop the foundational knowledge and skills needed to succeed in nursing in high school, rather than acquiring these skills while they are completing nursing college and after entering the workforce. In short, as stated above, there is not another high school in Nashville that implements a similar model and is driven by a mission to graduate Nashville's future nurses.

The innovative and unique features of our school have a proven track record of success. More specifically, our CMO currently contracts with two other schools, one of which just opened this past school year (SY 2023-24). The other school has been operation since 2011 and has consistently been in the top performance of the state for college success metrics, and, for the past five years, has been the top school in RI for students earning college credits and workforce credentials. Research also demonstrates the success of our approach. The Brookings Institute found that through work-based learning experiences, including internships, students are provided with opportunities to learn academic, technical, and interpersonal skills that are needed to function in a workplace, with these experiences serving as a pathway to greater economic opportunity for all students, especially marginalized students who are of color and/or economically disadvantaged. Additionally, research indicates that work-based learning helps students "apply and extend classroom learning, increase motivation and understanding," as well as supports work readiness and develops job-related skills and knowledge while increasing attendance and reducing dropout rates. Further, the Fordham Institute recently conducted a study on the impact of workforce credentials earned in high school on postsecondary and employment outcomes. The study found that students who earn workforce credentials were more likely to have improved work and college outcomes in the areas of college enrollment and persistence rates, employment rates, and income as compared to their peers who did not earn a credential in high school. The study also showed that credentials earned in high school in a heath science-related field boosted future earnings and employment rates at a considerable level. Overall, the study concluded that the opportunity to earn a workforce credential stands as an important option for high school students, particularly for students who intend to pursue related college and career courses.

**g. How do these unique features align with the mission and vision of the school?**

Our mission and vision are anchored in providing our students with the learning experiences they need to become the professional nursing workforce of the future. As explained in detail above, our proprietary curriculum and focus on applied learning directly align to our mission and vision as they are the mechanisms through which our students will gain the knowledge and skills needed to become the diverse, highly prepared nursing workforce of the future.

**h. How will these unique features foster student achievement and success?**

Our students will graduate with the foundational knowledge and skills needed to pursue nursing in college and as a career. According to findings published by the American Association of Colleges of Nursing in 2023, while most college-level nursing programs have the capacity to enroll additional students, enrollment is decreasing overall. Chief among the reasons for this decline is that many students are simply not prepared for the rigor of a college-level nursing program, causing them to either

[12] https://nursejournal.org/resources/nurse-burnout/
[13] https://www.nursingworld.org/content-hub/resources/nursing-leadership/why-nurses-quit/

drop out or switch majors after their first year. The unique mission and model of our school will ensure that students are prepared to succeed in rigorous college-level nursing programs and successfully join the professional nursing workforce after graduation.

## Section 1.2 Enrollment Summary

**a. Describe the community, including specific zip codes, from which the proposed school intends to draw students, including the demographic profile and the school zones of the schools currently in operation within the proposed community.**

While our school will be located in the Downtown area of Nashville to be close to partner hospitals and clinics, we will draw students from across the city. While we will only enroll students whose addresses are zoned for MNPS, we will prioritize our efforts to recruit students who reside in the following zip codes: 37013, 37207, 37208, 37213, 37217, 23218, 37228. Concentrating our efforts to recruit students who reside in communities within these zip codes aligns to our mission of preparing a diverse group of students to become the professional nursing workforce of the future and ensures that we will reach students who live in historically marginalized neighborhoods. The MNPS clusters within these zip codes include Antioch, Cane Ridge, Glencliff, Hunters Lane, Pearl-Cohn, and Whites Creek.[14] Since we will target students from multiple zip codes and clusters and will be eligible to enroll students from across the district, below outlines the demographic profile of the students served by MNPS as documented on the SY 2022-23 State Report Card:[15]

- 77, 435 total students
- 39% Black or African American
- 32% Hispanic
- 25% White
- 4% Asian
- 37% students who are economically disadvantaged
- 13% students with disabilities
- 28% English learners

**b. Provide a rationale for determining enrollment projections and selecting the community where the proposed school will be located.**

**Enrollment projections.** As explained throughout this application, we will contract with a CMO, NursesMC, and will implement the NursesMC model with fidelity, which is anchored in meeting our mission of preparing a diverse body of students to be the professional nursing workforce of the future. To this end, NursesMC has defined thresholds around student enrollment in order to be able to implement the model with efficacy. These enrollment parameters take in account class sizes, student-to-teacher ratios, required staffing, and programmatic requirements, among others. In other words, our enrollment projections allow us to implement the NursesMC as intended.

Additionally, our enrollment projections account for student attrition. As explained throughout this application, our mission and model are focused on nursing college and career preparation. As described in detail in the **Academic Focus and Plan** section, our proprietary course offerings are anchored in nursing, with each course building off the previous. Students must apply the knowledge and skills they learn in previous courses to succeed in future ones. We understand that the very rigorous, specialized nature of our model will naturally result in some student attrition, with some students realizing that they would prefer to attend a different high school. We have accounted for this in our enrollment projections. In short, our overall enrollment projections allow us to implement the NursesMC model with fidelity, and our grade-level specific enrollment projections reflect our enrollment policy and account for the natural attrition that occurs with a model such as ours.

[14] https://www.mnps.org/learn/register-for-school/maps
[15] https://tdepublicschools.ondemand.sas.com/district/00190

**Community selection.** An array of factors converged to lead us to locate our school in Nashville and specifically in the Downtown area. At the forefront of these is the current critical shortage of healthcare workers, especially nurses, nationally and across the state of Tennessee. More specifically, according to the Bureau of Labor and Statistics, there are 2 million open jobs in the U.S. healthcare industry today, and an additional 2 million jobs are predicted to be vacant by 2031. Projections specific to nurses predict that more than 275,000 additional nurses will be needed by 2030, with employment opportunities anticipated to grow at a faster rate (9%) than all other occupations through 2026. Tennessee hospital leaders have identified nursing and allied health workforce shortages as the number one issue currently affecting their hospitals and expect that these shortages will continue to be a challenge in the future. According to a healthcare workforce report commissioned by the Tennessee Hospital Association, overall growth in the Tennessee population will contribute to a growing demand for healthcare services. However, the report also projects a significant gap in supply of key healthcare providers to meet this growing demand of services such as registered nurses, emergency medical technicians, physician assistants, and respiratory therapists. HCA Healthcare's Tristar division, which includes the city of Nashville, reports a current massive shortage of 1,017 registered nurses and 342 certified nursing assistants/patient care technicians in their own workforce. To this end, a primary reason we selected Nashville is to serve as one solution to the profound nursing shortage across the city and state.

Another primary factor in selecting Nashville is the diversity of the city. As our mission indicates, we will prepare a diverse group of students to be the professional nursing workforce of the future. The current nursing workforce overwhelmingly lacks diversity, with the majority of nurses in America being White. A 2020 study found that while 40% of the US population identify as people of color, only 19.4% registered nurses have minority backgrounds.[16] Ample research definitively shows marked disparities in the health outcomes of White patients as compared to patients of color.[17]

> The disparities in health care and health outcomes between majority and racial/ethnic minority and underserved populations are well documented. Multiple reports and other sources of evidence support the urgent need to reduce and, ultimately, eliminate health disparities. To illustrate, findings from the 2012 Agency for Healthcare Research and Quality's "National Healthcare Disparities Report" showed that health-care quality and access for minority groups and low-income populations continues to lag behind other groups. Diabetes care, maternal and child health care, adverse events, cancer screening, and access to care are just a few examples in which persistent disparities exist for minority and low-income populations. While quality of care is slowly improving for some groups, quality measures of disparities related to age, race/ethnicity, and income are not improving… Demographic trends predict a rapid growth in racial/ethnic minority populations by 2060… This projected growth in minority populations, coupled with the growing disparities in health care and health outcomes, underscores the need to recruit and retain a diverse nursing workforce that mirrors the nation's culturally diverse population.

As outlined above, Nashville's population is racially, economically, and linguistically diverse, enabling us to feasibly recruit and prepare a diverse student population to join the nursing workforce in the future. The Brookings Institution notes that census population projections indicate that the US will become

[16] https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Enhancing-Diversity-Factsheet.pdf

[17] Phillips JM, Malone B. Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity. Public Health Reports. 2014;129(1_suppl2):45-50. doi:10.1177/00333549141291S209

minority White by 2045, underscoring the critical the need to diversify the nursing workforce.[18] The American Association of Colleges of Nursing asserts the following:[19]

> Nursing leaders recognize a strong connection between a culturally diverse nursing workforce and the ability to provide quality, culturally competent patient care. Though nursing has made great strides in recruiting and graduating nurses that mirror the patient population, more must be done before adequate representation becomes a reality. The need to attract students from underrepresented groups in nursing – specifically men and individuals from African American, Hispanic, Asian, American Indian, and Alaskan native backgrounds - is a high priority for nursing profession.

By locating our school in Nashville, we will be able to leverage the diversity of the city's population. We will intentionally recruit from historically underserved and marginalized communities, seeking to serve students of color, students who are economically disadvantaged, and students who are bilingual and/or learning to speak English. Preparing a diverse student population is central to our mission as doing so will help to achieve heath equity. According to a report by the National Advisory Council on Nurse Education and Practice, "nurses who are members of underrepresented minority groups or disadvantaged populations are more likely to advocate for services and programs in their communities."[20] In "A critical need for a more diverse nursing workforce," the authors find that the positive impact of an more diverse nursing workforce can be seen across the healthcare sector, stating that, "creating a more diverse workforce is beneficial in creating a sense of community, narrowing the health disparity gap, and promoting the health of all people."[21]

As outlined in the **Parent and Community Engagement and Support** section, we have established partnerships with healthcare organizations and universities that are integral to implementing our model. These partnerships include HCA Healthcare, Vanderbilt University Medical Center Ascension, National Healthcare Corporation, Belmont, Tennessee State University, and Galen College of Nursing. These organizations are located in or are in close proximity to the Downtown area, enabling us to easily access these partnerships for work-based learning experiences and dual-enrollment offerings. Additionally, these partners share our commitment to diversity. To this end, we are aligned in the need to recruit, prepare, and support diverse candidates to become nurses. Accordingly, the wealth of aligned partners also led us to select Nashville.

Additionally, as discussed in more detail below, we selected Nashville because while there are three healthcare focused high schools in MNPS, none of them focus on nursing. All of these schools are also district-managed, meaning that students have to live in specific attendance zones or apply through the school options program, both of which limit access to these schools. To this end, our high school will be the only one that focuses on nursing and enrolls students from across the entirety of the district. A key factor in our ability to serve students across all of MNPS is the city's well established and reliable public transit system. We will leverage the city's public transportation system in tandem with contracted bus services, further expanding access for students across Nashville.

Finally, we elected to locate our school specifically in the Downtown area of Nashville because, as noted above, doing so allows us to leverage the city's established and reliable public transit system and also

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[18] https://www.brookings.edu/articles/the-us-will-become-minority-white-in-2045-census-projects/
[19] https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Enhancing-Diversity-Factsheet.pdf
[20] Ibid.
[21] Adams VW, Price-Lea PJ. A critical need for a more diverse nursing workforce. N C Med J. 2004 Mar-Apr;65(2):98-100. PMID: 15239513.

puts us in close proximity to the bulk of the city's hospitals. As outlined in detail in the **Academic Focus and Plan** section, a key characteristic of our model is Applied Learning, which allows students to apply what they have learned in the classroom in clinical settings. Throughout their four years at our school, students will engage in work-based learning, starting with hospital tours and moving to internships and/or actual employment. To this end, being in close proximity to the city's hospitals was the overarching driver in selecting our specific location in Nashville (described in the **Facilities** section).

**c. Discuss the academic performance and enrollment trends of existing schools in that community.**

As noted above, we will locate our school in the Downtown area of Nashville, specifically targeting properties within the 37203-zip code as this area puts us in close proximity to the hospitals and clinics with which we have partnerships that are integral to implementing the Applied Learning component of our model. There are two high schools that currently operate in this area: Hume-Fogg Academic High School and Martin Luther King Jr School, which serves grades 7 and 8 in addition to 9-12. Below outlines the enrollment and academic performance trends of these schools.

| Enrollment Trends | | | | | | |
|---|---|---|---|---|---|---|
| **Public School** | **SY 2017-18** | **SY 2018-19** | **SY 2019-20** | **SY 2020-21** | **SY 2021-22** | |
| Hume-Fogg High School | 894 | 903 | 907 | 907 | 894 | |
| Martin Luther King Jr School | 1,128 | 1,269 | 1,277 | 1,274 | 1,252 | |
| **Academic Performance** | | | | | | |
| | **Composite Success SY 2017-18** | **Composite Success SY 2018-19** | **Composite Success SY 2020-21** | **Composite Success SY 2021-22** | **Composite Growth SY 2021-22** | **Letter Grade SY 2022-23** |
| Hume-Fogg High School | 76.6% | 82.6% | 64.1% | 84.4% | 5 | A |
| Martin Luther King Jr School | 73.2% | 79.3% | 49.5% | 78.1% | 5 | A |

As outlined above, both schools have seen steady rates of enrollment over the past five school years. Notably, both are magnet schools and successfully enroll students from across all of MNPS just as we will. Additionally, neither school offers transportation, meaning that families hold the responsibility of getting students to and from school each day. In terms of academic performance, both schools are high achieving, with consistent success rates that significantly outperform the district and state. Both schools also earned a School Letter Grade of A for SY 2022-23, indicating that both exceeded performance expectations around achievement, growth, growth for the highest need students, and college and career readiness. Both of these schools' notable academic performance can be attributed to their status as academic magnet schools that implement advanced academic programs and carry rigorous entrance requirements. More specifically, to be eligible to apply, all students must satisfy the following requirements:[22]

- Minimum GPA of an 80[23]
- No missing or failing grades
- Met or exceeded expectations on TCAP exams

[22] https://www.mnps.org/cms/One.aspx?portalId=32970327&pageId=37932914

[23] Students must have an academic average of 80 or above for all subjects combined for the spring semester of the previous school year and the first grading period (whether six weeks or nine weeks) of the current school year.

- State or national stanine of 14 or higher

Students who meet the above requirements are eligible to submit an application, which is then entered into a lottery given that applications consistently exceed the number of seats available. Accordingly, these schools are difficult to gain admission to even for students who meet the eligibility requirements.

Unlike these two schools, we will not implement any academic admission requirements and have designed our model to serve all students, even students who are academically low performing, who have disabilities, and who are acquiring English. As outlined in the **Special Populations** section, we will provide comprehensive supports and services to our students to ensure that are able to access the general curriculum and achieve high rates of success and growth. Further, students who enter our school multiple grade levels behind will take a proprietary skills course that has a proven track record of accelerating learning and producing multiple years' growth in literacy in just one school year. In short, while our school will be operating in the same vicinity as these two high schools, we will implement an academic model designed to serve all students with the intent to prepare them for nursing college and career. While the population of students we seek to serve and the model we will implement vary greatly from these two schools, we will enroll students from across the entirety of MNPS, just as Hume-Fogg and Martin Luther King Jr do. These schools' steady enrollment rates demonstrate the feasibility of recruiting from across the city of Nashville, as well as demonstrate the viability of the city's transit system as many students rely on the bus line to get to and from school. We will provide transportation in addition to leveraging the city's public transportation system, which further evidences the feasibility of our enrollment plan.

**d. Describe the specific population of students the proposed school intends to serve.**

We will serve students across grades 9-12. Since we will recruit from multiple zip codes and MNPS clusters, we anticipate our student population to largely mirror the overall demographics of the students who attend MNPS, with some variance knowing that we will prioritize recruitment efforts in historically marginalized communities with high rates of poverty. The demographic profile of MNPS students and the profile that we project to serve are as follows:

| Demographic Subgroup | MNPS | Nurses Middle College |
|---|---|---|
| Percent of Economically Disadvantaged Students | 35% | 82% |
| Percent of Students with Disabilities | 12% | 10% |
| Percent of English Learners | 27% | 33% |
| | | |

**e. Describe what the proposed school would do more effectively than the schools that are now serving the targeted population.**

While there are high schools within MNPS that implement a healthcare focus, none of the career pathways offered at these schools overlap with our nursing pathway. Accordingly, we will be the only high school in MNPS that focuses specifically on preparing a diverse group of students to succeed in nursing college and career. Further, all of the healthcare focused high schools are district managed, meaning that students have to live in the schools' attendance zone to attend or apply to enroll through the school options application. Students who apply are selected at random, and students who are not selected have to attend their zoned school or can apply to enroll in one of eight charter high schools in the district, none of which focus on healthcare. Further, students whose school options application are randomly selected are responsible for their own transportation to and from the school, no matter how far away they live.

To more effectively serve students interested in healthcare, we will recruit students from across the entirety of the district and provide transportation to ensure that all students have equitable access to our school. By removing barriers of access related to attendance zones and transportation, all students, including those who have been historically underserved and marginalized, will have the opportunity to attend our school, which aligns with our mission of preparing a diverse group of students to be the professional nursing workforce of the future.

**f. What different educational options will the proposed school offer?**

As noted throughout, we will provide students with educational options aimed at preparing them to be successful in nursing college and career. To this end, students will satisfy all state graduation requirements, as well as learn foundational nursing content and skills through a sequence of specially designed, proprietary courses. We will also develop students' college and career readiness by developing their social-emotional and soft skills, which are as critical to master as academic skills. Students will also complete at least one work-based learning experience that will be in a clinical setting, allowing students to apply their classroom learning in real-world nursing settings. Students will also earn an industry credential (Certified Nurse Aide) before they graduate, qualifying them for entry-level work in the healthcare industry. Students will also have access to mentors who currently work in the field and will have streamlined access to postsecondary nursing programs at our partner colleges and universities, including at Belmont University, Tennessee State University, and Vanderbilt University.

**g. Complete the provided templates Table 1: Enrollment Summary and Table 2: Anticipated Demographics.**

See **Table 1: Enrollment Summary** and **Table 2: Anticipated Demographics** on the below page.

**h. Describe any enrollment practices, processes, and policies of the proposed school that will differ from your existing school(s).**

Not applicable; this prompt is not required for or applicable to Type 1 applicants.

**i. How the community for the proposed school is similar and/or different from the community that you currently serve.**

Not applicable; this prompt is not required for or applicable to Type 1 applicants.

**Table 1: Enrollment Summary**

| Year of Operation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Full Capacity |
|---|---|---|---|---|---|---|---|---|---|---|---|
| School Year | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 | 2029-30 |
| K | | | | | | | | | | | |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
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| 6 | | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | | | | | | |
| 9 | 125 | 140 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 |
| 1 | - | 110 | 125 | 130 | 130 | 130 | 130 | 130 | 130 | 130 | 130 |
| 11 | - | - | 90 | 110 | 110 | 110 | 110 | 110 | 110 | 110 | 110 |
| 12 | - | - | - | 90 | 110 | 110 | 110 | 110 | 110 | 110 | 110 |

**Table 2: Anticipated Demographics**

| | |
|---|---|
| **Percent of Economically Disadvantaged Students** | 82% |
| **Percent of Students with Disabilities** | 10% |
| **Percent of English Learners** | 33% |

## Section 1.3 Academic Focus and Plan

**a. Describe the academic focus of the proposed school.**

In alignment with our mission of preparing the professional nursing workforce of the future, we will implement a nursing and healthcare focused college and career preparation program. This aligns with our vision of providing students with an innovative high school experience that prepares them to excel in the nursing profession. We will implement our academic focus through the following three key characteristics that define our academic plan: Nursing and College and Career Preparation, Applied Learning, and Personal Development. These three key characteristics, which are outlined in detail below, fully inform our academic plan and will enable us to realize our mission and vision.

**b. Outline the academic plan of the proposed school. Include specific academic benchmarks.**

**Outline of academic plan.** Our academic plan was specifically designed to allow us to realize our mission of preparing a diverse group of students to become the highly educated and professional nursing workforce of the future. Three key characteristics define our plan, and each will be implemented through research-based programming and practices that fully align to our mission.

**Key Characteristic 1: Nursing College and Career Preparation**

- Rigorous, Standards-Based Core Curricula
- Specialized Nursing and College and Career Readiness Courses
- Dual Enrollment Courses
- Specialized Staff
- Postsecondary Supports
- Response to Instruction and Intervention (RtI$^2$) Programming

**Key Characteristic 2: Applied Learning**

- Healthcare Partnerships
- Work-Based Learning Opportunities
- Workforce Credentials

**Key Characteristic 3: Personal Development**

- Culturally Responsive Teaching
- Pillars of Nursing
- Advisory
- Social-Emotional Learning

**Academic benchmarks.** Outlined in the **Academic Performance Standards** section, we have established rigorous academic performance goals to benchmark our progress in achieving our mission and vision through the implementation of our academic plan. In addition, we have developed operational and financial goals to ensure the overall viability and sustainability of our school. Goals specific to academic achievement and growth are as follows:

**Long Term Academic Goal:** We will be in the top quartile of performance for MNPS schools by the conclusion of our charter term.

| Annual Goal | Measurement |
|---|---|
| **Student Outcomes and Growth Goals** | |
| Earn at least a letter grade of a B for student academic performance | TDOE State Report Card |
| Earn at least a Level 4 in ELA, math, science, and social studies | TCAP |
| Earn at least a Level 4 in school-wide growth across all categories | TVAAS |
| Earn at least a Level 4 in growth for highest need students | TVAAS |
| Earn at least a Level 4 on college and career readiness | TDOE State Report Card |
| **Mission-Specific Goals**[24] | |
| All graduates will complete a work-based learning experience | SIS |
| All graduates will earn a workforce credential | Tennessee Nurse Aide Registry |
| All graduates will earn at least 3 college credits | SIS |
| | |

**c. Describe the most important characteristics of the academic plan, including any specific educational philosophy, instructional methods, or innovations.**

Our mission calls for us to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future. We have designed our academic plan with the achievement of our mission in mind. Three key characteristics anchor our academic plan and will work in concert to ensure that our students graduate with the core academic, nursing, and social-emotional knowledge and skills needed to thrive in college, career, and beyond. These characteristics are detailed below:

**Key Characteristic 1: Nursing College and Career Preparation**

To ensure that students leave us equipped with foundational knowledge and skills related to nursing, ready to navigate the complexities and rigor of college, and primed to succeed in the nursing workforce, our academic plan is anchored in systems, structures, and practices that prepare students specifically to pursue nursing in college and as a career. To this end, we will employ the following in support of this key characteristic:

- **Rigorous, Standards-Based Core Curricula:** To ensure that our students master grade level academic standards and develop higher-order thinking skills, as well as graduate college and career ready, we will implement rigorous, standards-based curricula that aligns to TN Academic Standards. As such, we intend to implement curricula such as the following:
    - **English Language Arts (ELA):** We have selected American Reading Company (ARC) as our ELA curricula.[25] As explained on ARC's website, the curriculum meets the literacy and language arts needs of all students, including those who are ELs as the curriculum was designed with both English and non-English speakers in mind. Through the curriculum,

[24] Students with disabilities may be exempt from one or more mission-specific goals in alignment with their IEPs.
[25] https://americanreading.com/arc-core/

students engage in “extensive reading, research, and analysis, students develop agency and expertise in a wide variety of disciplines, preparing them to lead in a changing world.” The curriculum is divided into the following four overarching units that span the entirety of each grade-level course, immersing students in grade-level non-fiction and fiction text and developing their reading, writing, researching, and communication skills:

- **Unit 1 – ARC Literacy Lab:** Students develop the academic routines of successful readers and writers with a content-rich literacy block that builds on their interests and abilities.
- **Unit 2 – Informational Research Lab:** Students study a science/social studies topic while becoming experts in reading and writing informational text.
- **Unit 3 – Literature Genre Lab:** Students study literary elements in a genre while constructing narratives in that same genre.
- **Unit 4 – Argument Research Lab:** Students study a science/social studies topic while constructing arguments using their own research.

To ensure that ARC aligns with Tennessee State Standards, we completed the following crosswalk, which demonstrates alignment:

| **Unit of Study** | ARC Literacy Lab<br>Building a Community of Avid Readers & Writers | **Time Allotment** | Quarter 1, Weeks 1-8 |
|---|---|---|---|
| | | | |
| **Synopsis and Performance Expectations** | | **Tennessee State Academic Standards** | |
| Overall Reading Goal: By the end of this unit, students will be able to read and understand increasingly complex texts through a combination of vocabulary acquisition, reading strategy and development, and extensive practice in a range of texts, both literary and informational.<br><br>**Phase 1: Initiate Academic Community**<br>Week 1 Synopsis: Theme<br>• Students will engage in mini-lessons in which they read literature for theme, literary elements, author and bias, genres, and world knowledge<br>• Students will generate hypotheses on an author's theme(s)<br>• Teachers will initiate a reading community<br>• Teachers will initiate a writing community and collect baseline writing samples | | **Focus Standards:**<br><br>9-10.RL.KID.1<br><br>11-12.RL.KID.1<br><br>11-12.RI.KID.1<br><br>9-10.RL.KID.2<br><br>9-10.RL.KID.3<br><br>9-10.RL.CS.4<br><br>11-12.RL.CS.4 | |

| | |
|---|---|
| Week 2 Synopsis: Informational Text/Word Choice<br>• Students will engage in academic vocabulary mini-lessons<br>• Students will objectively summarize informational text, including the author's central idea and key details<br>• Students will determine the meaning of new vocabulary and analyze how an author's word choices develop his/her theme(s)<br>• Teachers will help students sustain 30 minutes of independent reading and establish baseline reading levels with the IRLA<br>• Teachers will help students sustain 15-30 minutes of independent writing<br><br>**Phase 2: Initial Assessment and Goal Setting**<br>Week 3 Synopsis: Word Choice<br>• Students will engage in mini-lessons on denotative versus connotative meanings and patterns of word changes.<br>• Students will determine the meaning of new vocabulary and analyze how an author's word choices shape a text (meaning, tone, theme)<br>• Teachers will establish routines of writing workshop<br><br>Week 4 Synopsis: Figurative Language<br>• Students will engage in mini-lessons on figures of speech<br>• Students will analyze the impact of specific word choice (figures of speech) on meaning, tone, and theme<br>• Students will become "word conscious": making word choices to intentionally immpact meaning and tone<br>• Teachers will confirm IRLA levels<br><br>**Phase 3: Strategic Instruction and Building Expertise**<br>Weeks 5 and 6 Synopsis: Write Literary Critiques<br>• Students will engage in mini-lessons on author's purpose, evaluating literature, evaluating informational text, writing a proficient literary essay, and revising/editing/publishing<br>• Students will evaluate and critique authors<br>• Students will compose effective critiques<br>• Students will establish their first Power Goal<br>• Teachers will begin small strategy groups | 11-12.RI.CS.4<br><br>11-12.RL.RRTC.10<br><br>11-12.RI.RRTC.10<br><br>9-10.W.PDW.4<br><br>9-10.W.RBPK.9<br><br>11-12.W.RBPK.9<br><br>11-12.W.RW.10<br><br>**Spiraling Standards:**<br><br>In addition to the focus standards listed above, a set of spiraling standards appear in all Units 1-4. Please refer to the bottom of this document to view the spiraling standards. |

| **Unit of Study** | Informational Reading, Writing, & Research | **Time Allotment** | Quarter 2, Weeks 9-17 |
|---|---|---|---|

| **Synopsis and Performance Expectations** | **Tennessee State Academic Standards** |
|---|---|
| Grade 9 Theme for Unit 2: Energy<br><br>The second unit of ARC Core builds on the routines and engagement established in Unit 1 (ARC Literary Lab) while adding a new layer: thematic inquiry into a Science topic. As the class attacks *energy*, students will become an inquiry research community as they read, write, question, debate, and create knowledge together.<br><br>In this unit, students will:<br>• Move at least one IRLA level/make 3+ months of IRLA growth<br>• As a class, read and discuss at least one full-length grade-level Informational Core Text as well as shorter pieces in a range of genres<br>• Develop expertise in the Unit's science content and related vocabulary<br>• Read at least 30-60 minutes a day from self-selected texts, including texts on the topic and general wide reading<br>• Improve their constructed response/on-demand writing skills<br>• Publish a well-researched informational text for a meaningful audience<br>• Practice applying a set of Focus Grade-level Standards to reading, writing, speaking, and listening<br><br>The content focus for this unit will involve answering a set of research questions based on the definition of energy, energy transfers, conservation of energy, scientific history, social impact, human impacts on earth's systems, and global climate change and human innovation, all in relation to their chosen source of energy. | **Focus Standards:**<br><br>9-10.RI.KID.1<br><br>9-10.RI.KID.2<br><br>11-12.RI.KID.2<br><br>9-10.RI.CS.4<br><br>9-10.RI.CS.5<br><br>11-12.RI.CS.5<br><br>11-12.RI.IKI.7<br><br>9-10.W.TTP.2<br><br>11-12.W.TTP.2<br><br>**Spiraling Standards:**<br><br>In addition to the focus standards listed above, a set of spiraling standards appear in all Units 1-4. Please refer to the bottom of this document to view the spiraling standards. |

| Unit of Study | Literature Reading, Writing, & Analysis in One Literary Genre | Time Allotment | Quarter 3, Weeks 18-26 |
|---|---|---|---|

| Synopsis and Performance Expectations | Tennessee State Academic Standards |
|---|---|
| Grade 9 Theme for Unit 3: Memoir<br><br>The third Unit of ARC Core builds on the routines for reading, writing, and thematic inquiry established in Unit 1 (ARC Literacy Lab) and Unit 2 (Informational Research Lab) while adding a new layer: thematic inquiry into a literary genre. As the class explores Memoir & Writing, students will continue to embody an inquiry community as they read, write, question, debate, and create knowledge together.<br>In this Unit, students will:<br>• Move at least one IRLA Level/make 3+ months of IRLA growth<br>• Read, analyze, and write about one grade-level novel in this genre as part of a whole-class intellectual community<br>• Read at least 30-60 minutes a day from self-selected texts, including texts in the genre and general wide reading<br>• Write four very short essays (constructed responses) and one longer literary essay analyze multiple texts in this genre<br>• Write and publish a short story or picture book in this genre<br>• Practice applying a set of Focus Grade-level standards to reading, writing, speaking, and listening | **Focus Standards:**<br><br>9-10.RL.KID.1<br><br>9-10.RL.KID.2<br><br>11-12.RL.KID.2<br><br>9-10.RL.KID.3<br><br>11-12.RL.KID.3<br><br>11-12.RL.CS.5<br><br>9-10.W.TTP.3<br><br>11-12.W.TTP.3 |
| In addition, students will analyze memoirs (both the core text and independent reading books) using graphic organizers as a guide. The graphic organizers will help students to map memoirs through characters, events, and settings. Ultimately, students are expected to analyze the author's purpose/theme, personal transformation, and alternate perspectives. | **Spiraling Standards:**<br><br>In addition to the focus standards listed above, a set of spiraling standards appear in all Units 1-4. Please refer to the bottom of this document to view the spiraling standards. |

| Unit of Study | Argument Writing & Research | Time Allotment | Quarter 4, Weeks 27-36 |
|---|---|---|---|

| Synopsis and Performance Expectations | Tennessee State Academic Standards |
|---|---|
| Grade 9 Theme for Unit 4: Contemporary Issues<br><br>The fourth Unit of ARC Core builds on the routines for reading, writing, and thematic inquiry established in previous units while adding a new layer: constructing research-based opinions, both oral and written. As the class investigates Contemporary Issues, students will become an inquiry research community as they read, write, question, debate, and create knowledge together.<br><br>In this Unit, students will:<br>• Move at least one IRLA level/make 3+ months of IRLA growth<br>• As a class, read and discuss at least one full-length grade-level Informational Core Text as well as shorter pieces in a range of genres<br>• Develop expertise in the Unit's Social Studies content and related vocabulary<br>• Read at least 30-60 minutes a day from self-selected texts, including texts on the topic and general wide reading<br>• Improve their constructed response/on-demand writing skills<br>• Publish a well-researched argument text for a meaningful audience<br>• Practice applying a set of Focus Grade-Level Standards to reading, writing, speaking, and listening.<br><br>In addition, students will choose a contemporary issue to research. Their research and writing will be guided by a set of provided research questions related to the timeline, the national and global impacts, organization, leadership, information sources, and position statement related to their self-selected topics. | **Focus Standards:**<br><br>9-10.RI.CS.6<br><br>11-12.RI.CS.6<br><br>9-10.RI.IKI.8<br><br>11-12.RI.IKI.8<br><br>9-10.W.TTP.1<br><br>11-12.W.TTP.1 |
| | **Spiraling Standards:**<br><br>In addition to the focus standards listed above, a set of spiraling standards appear in all Units 1-4. Please refer to the bottom of this document to view the spiraling standards. |

| Spiraling Standards: These standards appear across all four Units in ARC Core | | | |
|---|---|---|---|
| **Reading** | **Writing** | **Speaking & Listening** | **Language** |
| 9-10.RL.KID.1 | 9-10.W.PDW.4 | 9-10.SL.CC.1 | 9-10.L.CSE.1 |
| 9-10.RI.KID.1 | 11-12.W.PDW.4 | 11-12.SL.CC.1 | 11-12.L.CSE.1 |
| 11-12.RL.KID.1 | 9-10.W.PDW.5 | 9-10.SL.CC.2 | 9-10.L.CSE.2 |
| 11-12 RI.KID.1 | 11-12.W.PDW.5 | 11-12.SL.CC.2 | 11-12.L.CSE.2 |
| 9-10.RL.CS.4 | 9-10.W.PDW.6 | 9-10.SL.CC.3 | 9-10.L.KL.3 |
| 9-10.RI.CS.4 | 11-12.W.PDW.6 | 11-12.SL.CC.3 | 11-12.L.KL.3 |
| 11-12.RL.CS.4 | 9-10.W.RBPK.7 | 9-10.SL.PKI.4 | 9-10.L.VAU.4 |
| 11-12.RI.CS.4 | 11-12.W.RBPK.7 | 11-12.SL.PKI.4 | 11-12.L.VAU.4 |
| 9-10.RL.IKI.7 | 9-10.W.RBPK.8 | 9-10.SL.PKI.5 | 9-10.L.VAU.5 |
| 9-10.RI.IKI.7 | 11-12.W.RBPK.8 | 11-12.SL.PKI.5 | 11-12.L.VAU.5 |
| 11-12.RL.IKI.7 | 9-10.W.RBPK.9 | 9-10.SL.PKI.6 | 9-10.L.VAU.6 |
| 11-12.RI.IKI.7 | 11-12.W.RBPK.9 | 11-12.SL.PKI.6 | 11-12.L.VAU.6 |
| 9-10.RL.IKI.9 | 9-10.W.RW.10 | | |
| 9-10.RI.IKI.9 | 11-12.W.RW.10 | | |
| 11-12.RL.IKI.9 | | | |
| 11-12.RI.IKI.9 | | | |

Since ARC is not an approved curriculum, we will seek a waiver, the high-level details of which are outlined below:

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed Replacement Rule, Policy, or Practice | How This Waiver Will Increase Student Achievement |
|---|---|---|---|
| T.C.A. § 49-6-2206-2207 | Use of Unapproved Textbooks and Instructional Materials | NursesMC – Nashville will implement a highly rated, successfully proven ELA curriculum that has proven efficacy for diverse learners. NursesMC – Nashville will require flexibility to implement its standards-driven, rigorous ELA curriculum aligned to TN State Standards. | Using high quality materials that are aligned to our academic model and mission will enable the highest student achievement and student outcomes. |

- **Math:** We will implement enVision Mathematics Tennessee. Published by SAVVAS, this curriculum fosters choice in how students engage in and explore math by employing unique mathematical modeling to emphasize prediction and analysis. Modeling unfolds across three acts: generating interest, organizing thinking, and growing mindset. The curriculum also anchors units and lessons in real-world social issues calls for students to engage in problem-based learning, as well as ensures that students have the knowledge and skills to take the SAT/ACT through targeted practice that is tailored to students' individual needs.[26]

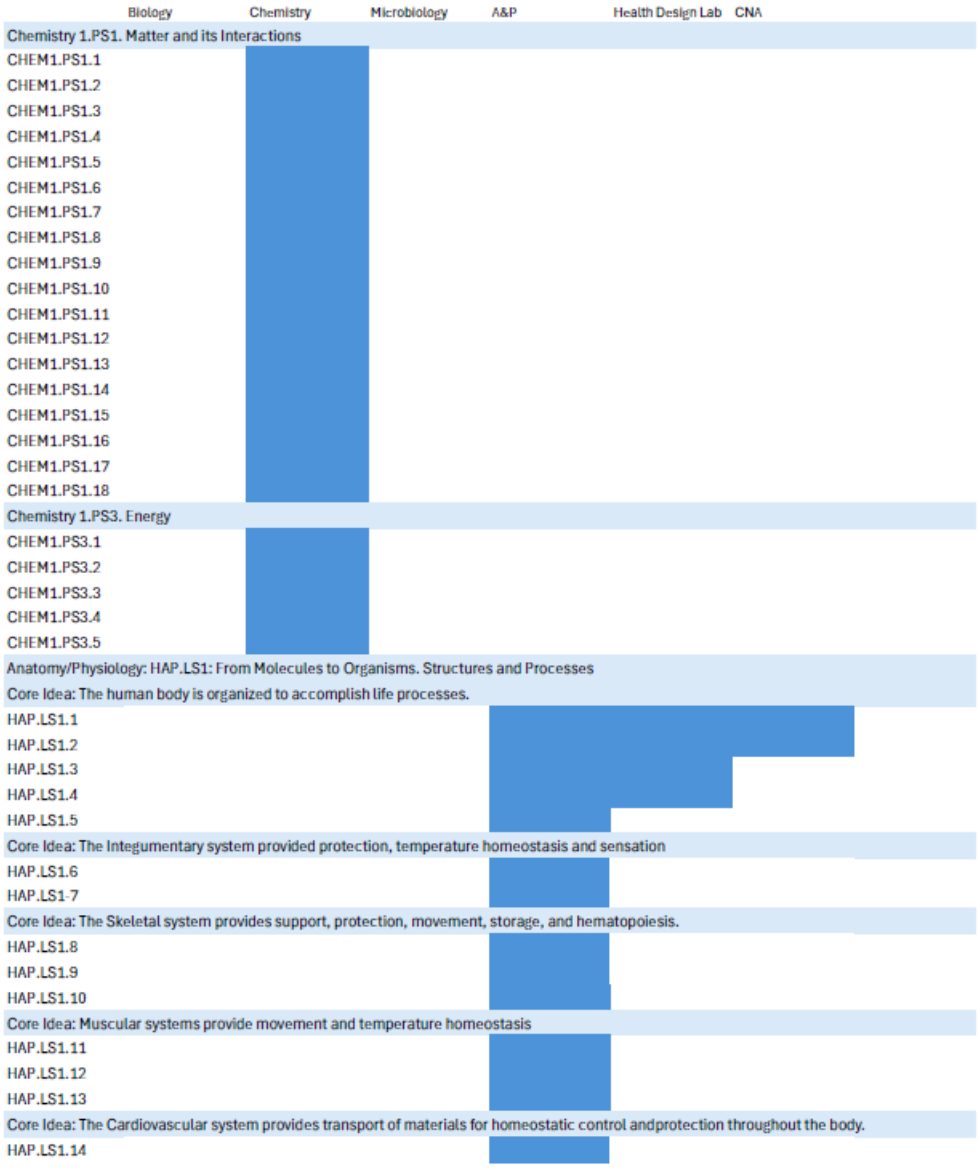
[26] https://www.savvas.com/solutions/mathematics/core-programs/envision-a-g-a

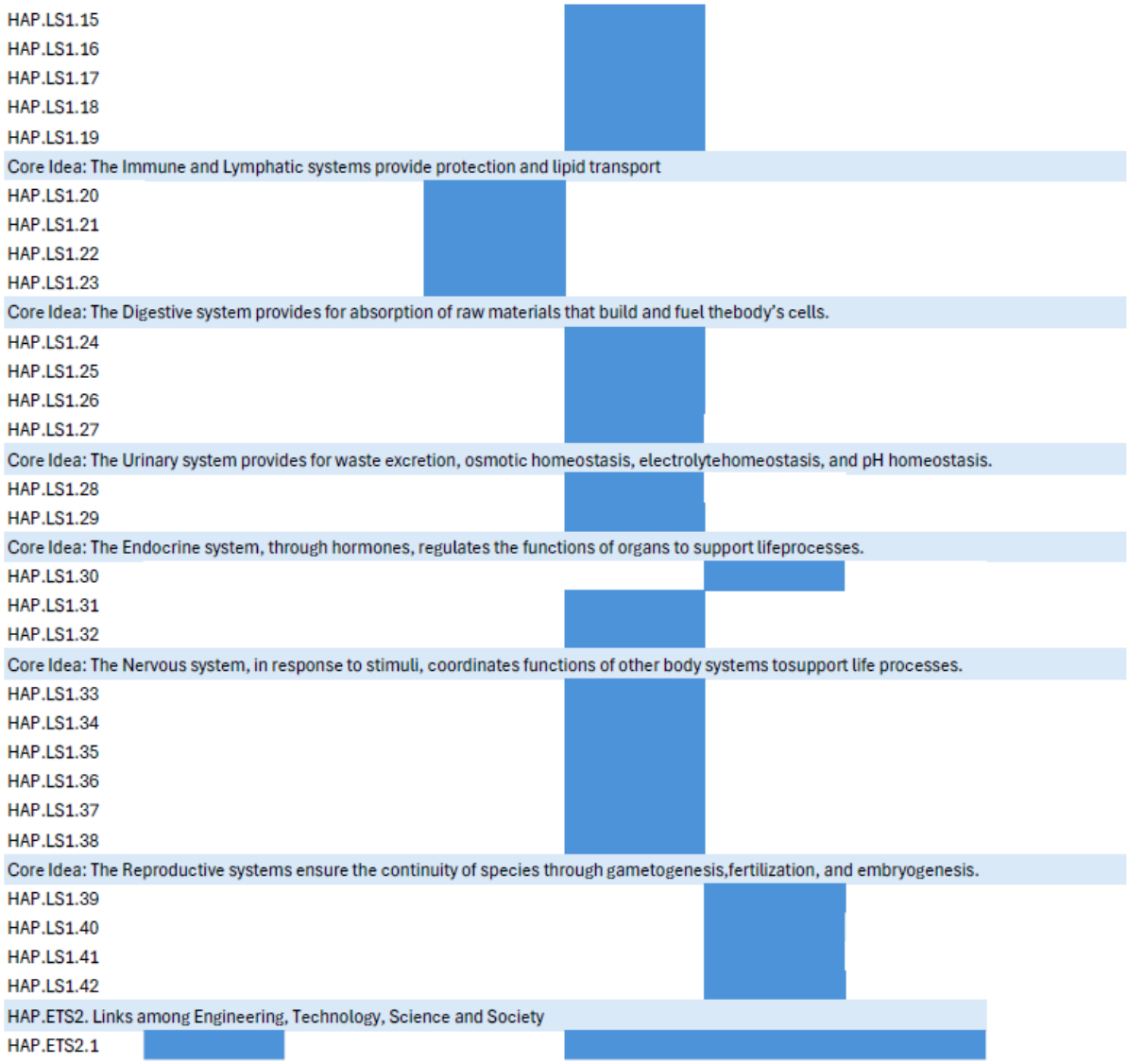
- **Science:** Our proprietary science curriculum was created by our CMO and was designed to ensure that students learn key concepts and practices related to nursing in biology, chemistry, anatomy, and physiology. Across all science courses, every unit concludes with the study of a phenomenon related to the field of nursing that students develop critical thinking skills in nursing-aligned science topics. Below are descriptions of our rigorous, innovative science courses:
    - **Biology I:** This inquiry-based laboratory course introduces students to biological concepts through TN state standard aligned storylines. Students explore structures and processes in molecules and organisms; interactions, energy, and dynamics in ecosystems; inheritance and variation of traits; and biological evolution.
    - **Biology II (Microbiology for Nurses):** In this inquiry-based laboratory course, students engage with health-related phenomena, microorganisms, the human immune system, and the human microbiome. Students will explore concepts such as microbial diversity, pathogens, and biotechnological control of microorganisms. Students will be further challenged to consider the human microbiome and the potential of dietary and lifestyle factors in promoting microbial balance, and in turn, improved human health outcomes.
    - **Chemistry:** In this inquiry-based laboratory course, students engage with health-related phenomena to explore chemical properties and interactions. Students will explore the physiological chemistry critical in understanding human health and disease.
    - **Anatomy and Physiology:** This course covers anatomy terminology, basic biochemistry, cells and tissues, and the systems of the body. In addition, common disease processes are introduced in an effort to explain their origin and their effect on the body with an emphasis on the nervous system.

  To ensure that our science courses align with Tennessee State Standards, we completed the following crosswalk, which demonstrates alignment:


Biology
Chemistry
Microbiology
A&P
Health Design Lab
CNA
Bio1.LS1: From Molecules to Organisms: Structures and Processes
Bio1.LS1.1
Bio1.LS1.2
Bio1.LS1.3
Bio1.LS1.4
Bio1.LS1.5
Bio1.LS1.6
Bio1.LS1.7
Bio1.LS2: Ecosystems: Interactions, Energy and Dynamics
Bio1.LS2.1
Bio1.LS2.2
Bio1.LS2.3
Bio1.LS2.4
Bio1.LS2.5
Bio1.LS3: Heredity: Inheritance and Variation of Traits
Bio1.LS3.1
Bio1.LS3.2
Bio1.LS3.3
Bio1.LS3.4
Bio1.LS4: Biological Change: Unity and Diversity
Bio1.LS4.1
Bio1.LS4.2
Bio1.LS4.3
Bio1.LS4.4
Bio1.LS4.5
Bio2.LS2: Ecosystems: Interactions, Energy and Dynamics
Bio2.LS2.1
Bio2.LS2.2
Bio2.LS2.3
Bio2.LS4: Biological Change: Unity and Diversity
Bio2.LS4.1
Bio2.LS4.2
Bio2.LS4.3
Bio2.LS4.4
Bio2.LS4.5
Bio2.LS4.6
Bio2.LS4.7
Bio2.LS4.8


Bio2.LS4.9
Bio2.LS4.10
Bio2.LS4.11
Bio2.LS4.12
Bio2.LS4.13
Bio2.LS4.14
Bio2.LS4.15
Bio2.LS4.16
Bio2.LS4.17
Bio2.LS4.18
Bio2.LS4.19
Bio2.LS4.20
Bio2.LS4.21
Bio2.LS4.22
Bio2.LS4.23
Bio2.LS4.24
Bio2.LS4.25
Bio2.LS4.26
Bio2.LS4.27
Bio2.LS4.28
Bio2.ETS2
Bio2.ETS2.1
Bio2.ETS2.2
Bio2.ETS2.3


Biology
Chemistry
Microbiology
A&P
Health Design Lab
CNA
Chemistry 1.PS1. Matter and its Interactions
CHEM1.PS1.1
CHEM1.PS1.2
CHEM1.PS1.3
CHEM1.PS1.4
CHEM1.PS1.5
CHEM1.PS1.6
CHEM1.PS1.7
CHEM1.PS1.8
CHEM1.PS1.9
CHEM1.PS1.10
CHEM1.PS1.11
CHEM1.PS1.12
CHEM1.PS1.13
CHEM1.PS1.14
CHEM1.PS1.15
CHEM1.PS1.16
CHEM1.PS1.17
CHEM1.PS1.18
Chemistry 1.PS3. Energy
CHEM1.PS3.1
CHEM1.PS3.2
CHEM1.PS3.3
CHEM1.PS3.4
CHEM1.PS3.5
Anatomy/Physiology: HAP.LS1: From Molecules to Organisms. Structures and Processes
Core Idea: The human body is organized to accomplish life processes.
HAP.LS1.1
HAP.LS1.2
HAP.LS1.3
HAP.LS1.4
HAP.LS1.5
Core Idea: The Integumentary system provided protection, temperature homeostasis and sensation
HAP.LS1.6
HAP.LS1-7
Core Idea: The Skeletal system provides support, protection, movement, storage, and hematopoiesis.
HAP.LS1.8
HAP.LS1.9
HAP.LS1.10
Core Idea: Muscular systems provide movement and temperature homeostasis
HAP.LS1.11
HAP.LS1.12
HAP.LS1.13
Core Idea: The Cardiovascular system provides transport of materials for homeostatic control andprotection throughout the body.
HAP.LS1.14




Since our courses are proprietary, we will seek a waiver, the high-level details of which are outlined below:

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed Replacement Rule, Policy, or Practice | How This Waiver Will Increase Student Achievement |
|---|---|---|---|
| T.C.A. § 49-6-2206-2207 | Use of Unapproved Textbooks and Instructional Materials | NursesMC – Nashville will implement a proprietary curriculum that is aligned to the mission and vision of the academic model. NursesMC – Nashville will | Using high quality materials that are aligned to our academic model and mission will enable the highest student achievement and student |

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed Replacement Rule, Policy, or Practice | How This Waiver Will Increase Student Achievement |
|---|---|---|---|
| | | require flexibility to implement its standards-driven, rigorous science curriculum aligned to TN State Standards. | outcomes. |

- **Social Studies:** Like science, our social studies curriculum was created specifically for our CMO. To ensure that each social studies course aligns to our nursing focus while still covering all required Tennessee social studies content and standards, our CMO will re-write each course to ensure alignment. The social studies curriculum will still consist of three courses that allow students to explore global and United States history and the impact on internal and worldwide social, political, and economic landscapes. Students will also engage in historical, civics-centered, and inquiry-based narratives in US history. Finally, students complete a United States Government, Civics, and Economics course that further develops nursing leaders. While these courses will be specially re-written to align with Tennessee State Standards, an overview of each is described in more detail below:
  - **US History and Geography:** Through engagement with historical, civics-centered, and inquiry-based narratives, students explore United States history and geography from the post-Reconstruction era to the present. Topics include, but are not limited to, the Spanish-American War, World War I, the Progressive Movement and the New Deal, World War II, the Civil Rights Movement and the Cold War, and contemporary issues. Students will explore the causes and consequences of historical events, eras, and movements from the perspectives of social, cultural, economic, political, and health contexts. Students will develop their analytical skills through strategic reading of primary sources, and further build foundation knowledge in civics, economics, and geography to prepare them for future social studies courses. Pursuant to Tennessee Department of Education guidelines, this course will place Tennessee history, government, and geography in context with U.S. history to demonstrate the role of the state in the nation's history.
  - **World History and Geography:** In this course, students explore modern World History and Geography through examination of causes and consequences of major world events, eras, and movements. Topics include but are not limited to the rise of nation-states in Europe, the Industrial Revolution, political reform and imperialism, the World Wars, the Great Depression, the Cold War, and Russian and Chinese revolutions. As students explore these topics, they will engage with primary sources and be challenged to engage in dialectic thinking to consider the role of political boundaries, human geographic issues and contemporary conflict, and geopolitics.
  - **Government, Civics, and Economics:** This course will explore the intersection between U.S. government, civics, and economics. In the first part of this course, students will study the purposes, principals, and practices of American government as established by the United States Constitution and other founding documents. Students will explore the three branches of government and their role, as well as the American political and electoral processes, before learning the structures and

processes of local and Tennessee state government. Students will use this foundation to recognize their rights and responsibilities as citizens as well as how to exercise these rights and responsibilities at the local, state, and national levels. Students will further examine the relationship between government and economy, particularly through a comparison of political-economic systems. Students will consider the allocation of scarce resources and the economic reasoning by various stakeholders. Students will explore concepts of scarcity, supply, demand, market structures, national economic performance, money and the role of financial institutions, economic stabilization, and trade. Finally, students will examine key economic philosophies and economists who have and continue to influence economic decision making. To prepare students to be nursing and healthcare leaders, special attention is given to healthcare economics, healthcare legislation, and healthcare system models.

Since our social studies courses will be proprietary, we will seek a waiver, the high-level details of which are outlined below:

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed Replacement Rule, Policy, or Practice | How This Waiver Will Increase Student Achievement |
|---|---|---|---|
| T.C.A. § 49-6-2206-2207 | Use of Unapproved Textbooks and Instructional Materials | NursesMC – Nashville will implement a proprietary curriculum that is aligned to the mission and vision of the academic model. NursesMC – Nashville will require flexibility to implement its standards-driven, rigorous social studies curriculum aligned to TN State Standards. | Using high quality materials that are aligned to our academic model and mission will enable the highest student achievement and student outcomes. |

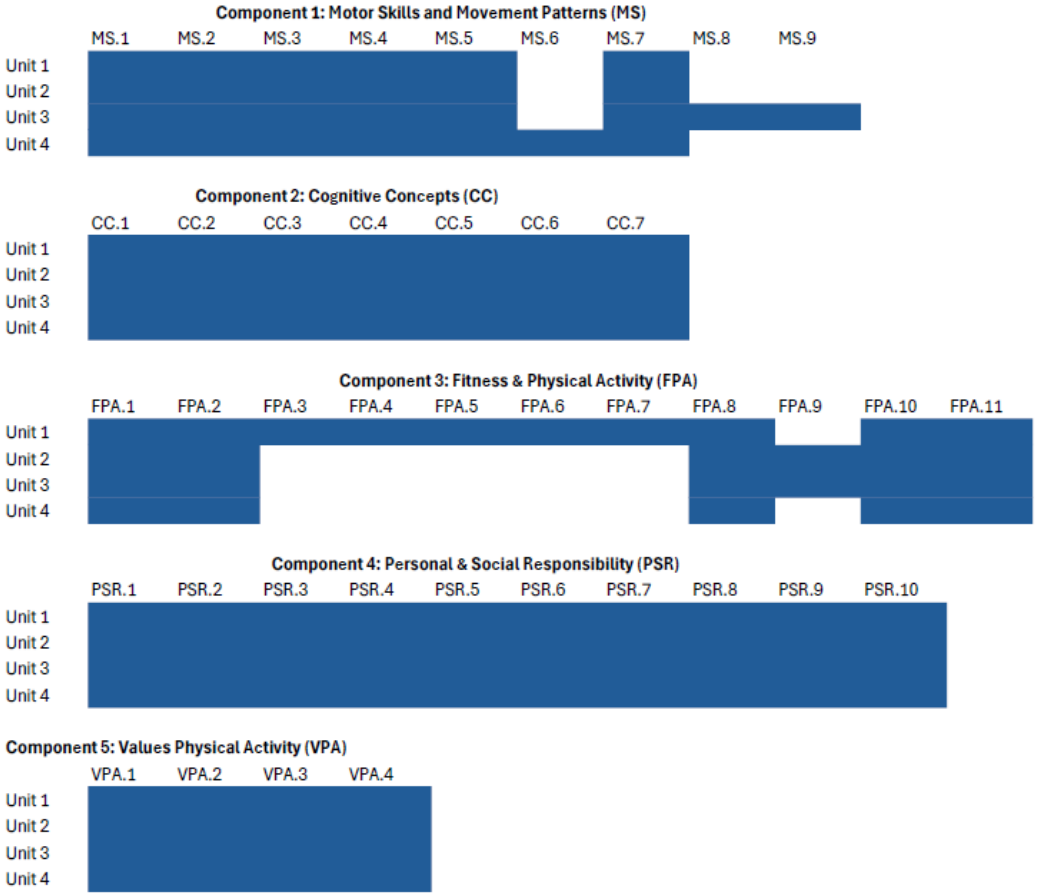
- **Specialized Nursing and College and Career Readiness Courses:** To provide our students with robust foundational knowledge and skills specific to the nursing profession, we will offer an array of courses that merge the content and standards needed to satisfy the graduation requirements as articulated by the State Board and the TDOE with key information and skills critical to succeeding in college and in the profession of nursing. Our CMO created these courses; professional nurses and educators with curriculum design expertise collaboratively designed them to ensure that they are pedagogically sound, anchored in research-based best practice, and deliver accurate and relevant content related to nursing. These specialized courses are divided into three categories – health, art, and college and career readiness – and are described in detail below:
    - **Nursing Health Courses:** We have designed our health courses in alignment with the content and standards that must be covered to satisfy graduation requirements, as well as have enriched our courses to center on health through the lens of the nursing profession as described below:
        - **Health Design Lab I with Physical Education:** This is an introductory health course where students approach health equity with a design thinking perspective. Students

in this course will become better questioners, observers, problem solvers, designers and communicators. Students in Health Design Lab I will focus on topics such as improving health literacy for patients, nursing disciplines and career opportunities, and whole-body functioning spanning from the cell to the whole organism. In addition, students also reflect on their own stressors, learn how chronic stress affects the body over time, and create plans for better stress management. The course introduces students to social determinants of health to better understand health disparities in our healthcare providers' offices, hospitals, and larger communities. Students act as nurse innovators, working to bridge and minimize these gaps in health and wellness through a focus on preventative health. Students develop observation and questioning skills while they gather evidence to learn more about health disparities. Students will be challenged to brainstorm and communicate design solutions, to collaborate and create prototypes, and to communicate those prototypes to a larger class audience. In addition, students engage in model analysis and creation, and learn how to use evidence to support proposed design solutions. Physical education is woven throughout this course, with the Tennessee Physical Education Standards being embedded throughout this course's curriculum.

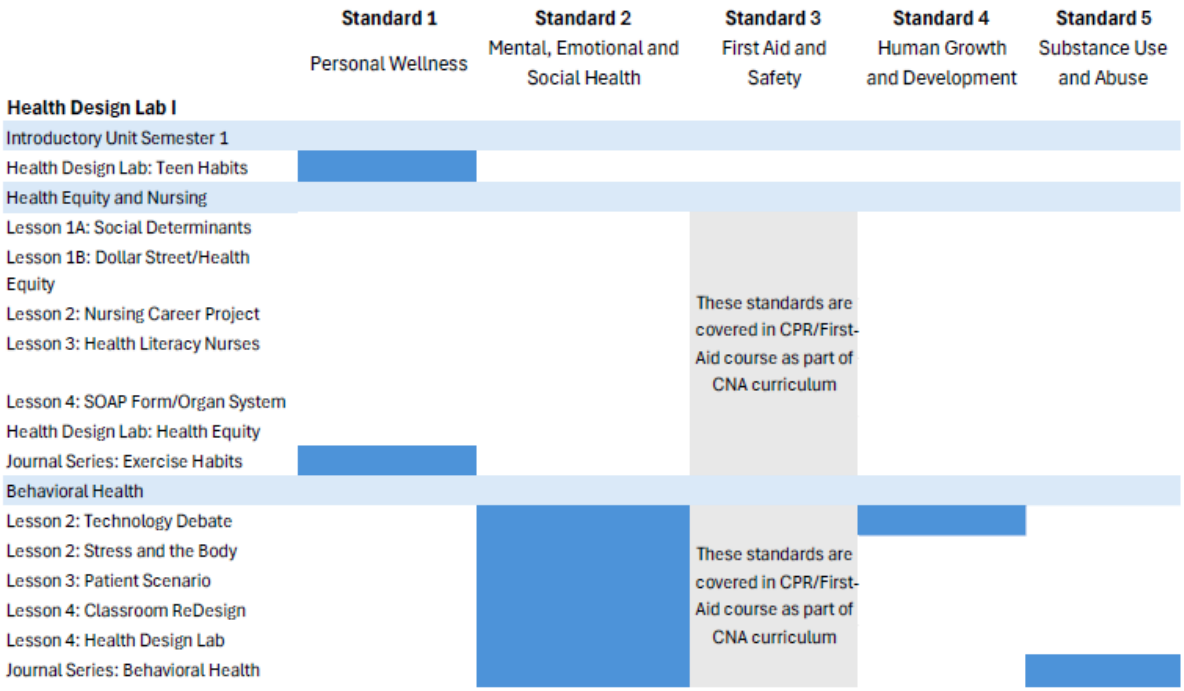
- **Health Design Lab II with Physical Education:** A continuation of Health Design Lab I, students will continue to act as nurse innovators, designing solutions to improve health equity. Throughout this course, students will continue to engage in developing questioning, observational, problem solving, designing, and communication skills to minimize gaps in health and wellness. Students in Health Design Lab II will focus on topics such as metabolic health, fitness and nutrition, and sexual health and maternal health. Students will create personal preventative health plans for fitness and improved nutrition. Students will develop observation and questioning skills while they gather epidemiological evidence about health disparities. Students will be challenged to brainstorm and communicate design solutions, to collaborate and create prototypes, and to communicate those prototypes to a larger class audience. In addition, students engage in model analysis and creation, and learn how to use evidence to support proposed design solutions. Physical education is weaved throughout this course, with the Tennessee Physical Education Standards being embedded throughout this course's curriculum. Below outlines how Health Design Lab I and II with Physical Education cumulatively address the physical education state standards:

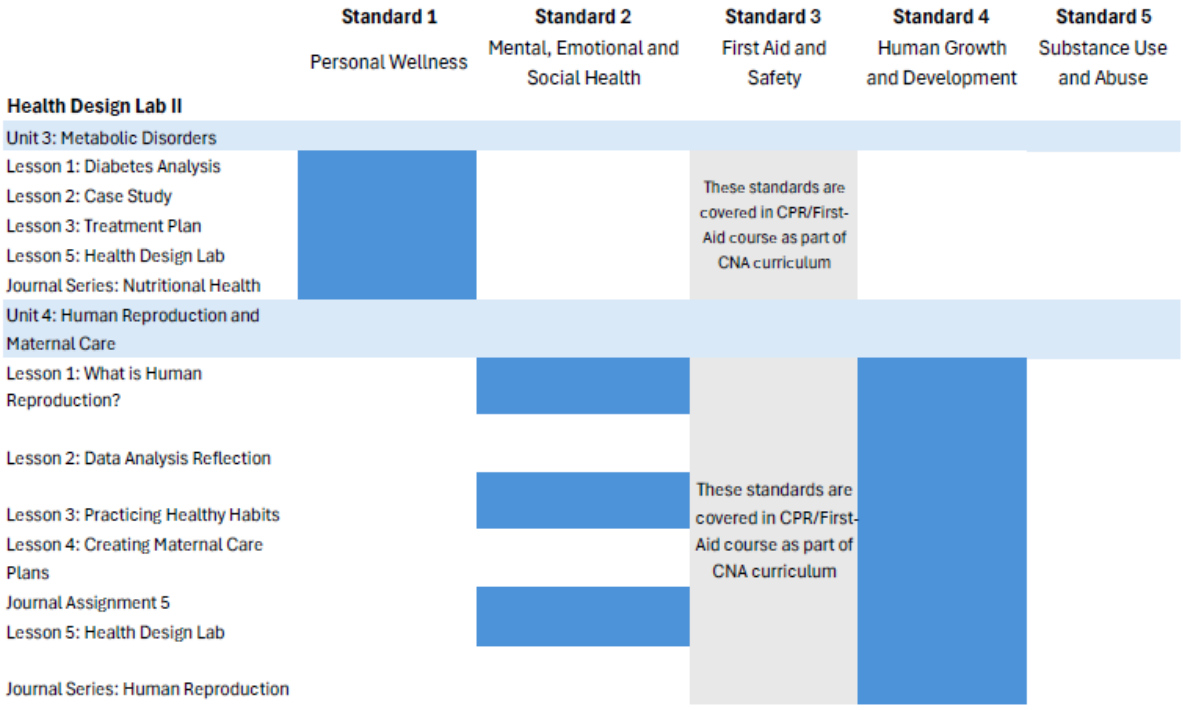
**STANDARDS ALIGNMENT MAP FOR PHYSICAL EDUCATION CURRICULUM**

**Unit 1: Fitness Fundamentals** (Human anatomy and physiology, FITT principle, movement, skills, tactics, and strategies)
**Unit 2: Goal Setting and Community Building** (Fitness and health SMART goals, fitness plans, community and teams)
**Unit 3: Cultural Diversity and Fitness** (Participate in fitness activities and dances from different cultures; perform FITT analyses)
**Unit 4: Fitness for Life** (Lifetime activities, health- and skill-related components of physical fitness; goal setting)




Additionally, to ensure that our health courses align with Tennessee State Standards, we completed the following crosswalk, which demonstrates alignment:




- **Nursing Careers:** This course provides an overview of healthcare careers, including roles, responsibilities, skills, and competencies of different occupations. Students explore the health field including the characteristics of health care workers, ethical and legal considerations in health care and selected content common to all health programs. Topics include healthcare facilities, delivery, and workflow, medical terminology and body systems, healthcare technology, safety and health practices, effective communication, and cultural competence and diversity.

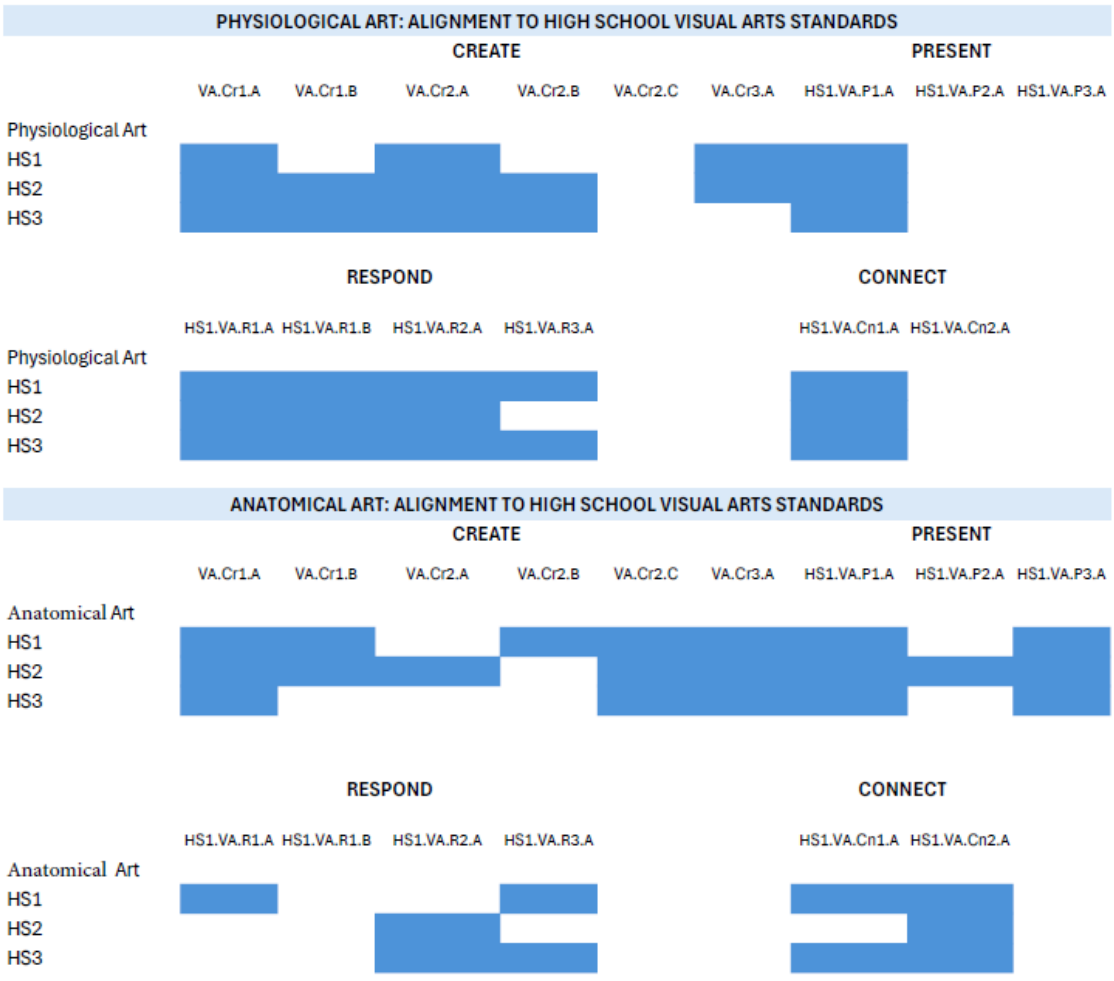
- **Certified Nurse Aide (CNA):** Composed of lecture, skill labs, and clinical, the CNA course provides students with the opportunity to earn a state license that enables them to secure entry-level employment as a CNA in the health care or nursing industry. This course curriculum is governed, and will be approved by, the Tennessee Department of Health.

- **Nursing Art Courses:** These innovative art courses satisfy graduation requirements while providing students with the opportunity to learn about human physiology and anatomical structure through a lens that couples art and healthcare as detailed below:

  - **Physiological Art:** Physiological Art will work to bridge the fields of art and healthcare, creating a visual platform with which students explore human physiology. Students will learn about the physiology of the brain, and sensory organs, and will use that knowledge to create varied works of art. Furthermore, observational skills, collaborative skills, and critical thinking skills will be fine-tuned through classroom observation and critique.

  - **Anatomical Art:** Anatomical Art will work to bridge the fields of art and healthcare, creating a visual platform with which students explore the human anatomical structure. Students will develop observational skills, examining internal anatomical forms, to create various works of art. Students will utilize disarticulated skeletons, clay anatomical models, organ dissections, and a synthetic cadaver to create anatomic studies, used in final art pieces.

  To ensure that our art courses align with Tennessee State Standards, we completed the following crosswalk, which demonstrates alignment:



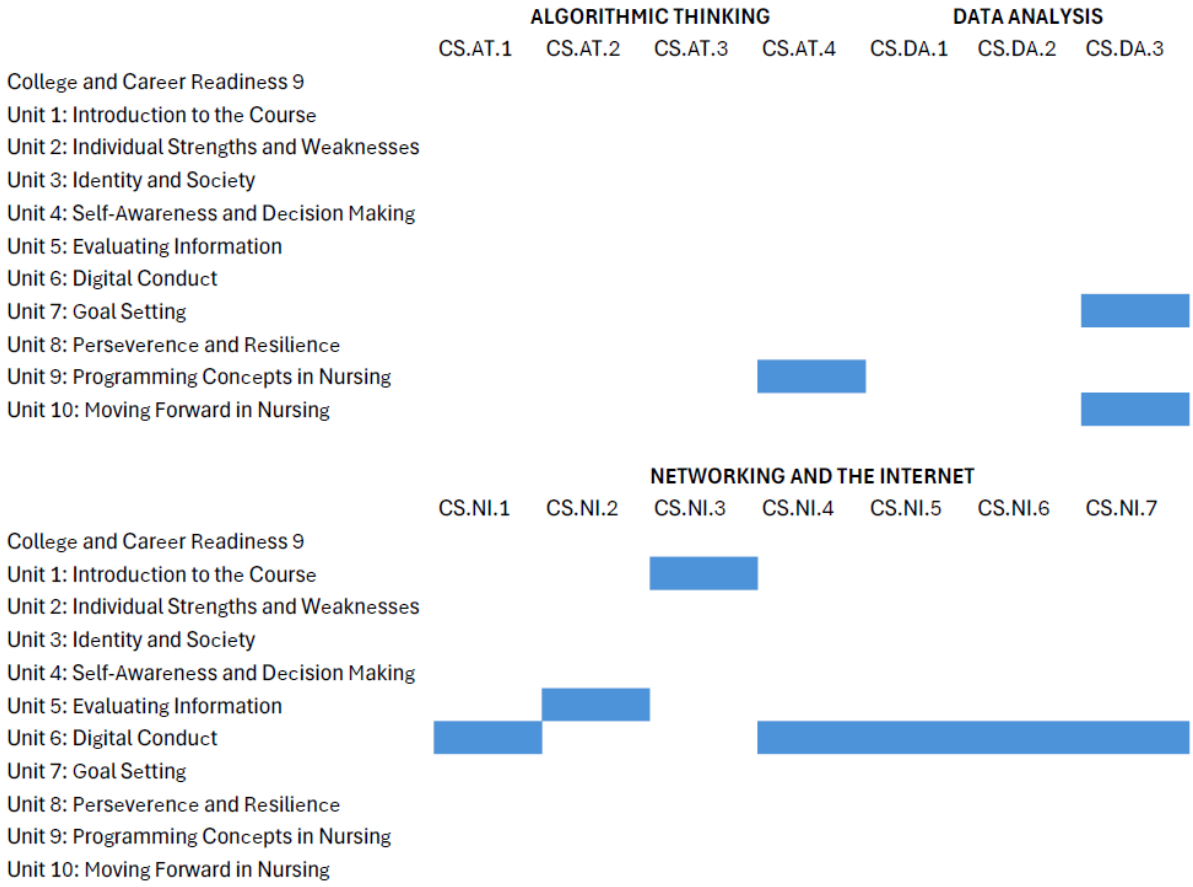

- **Nursing College and Career Readiness Courses (CCR):** To ensure that our students learn about the fundamentals of the nursing profession, understand the pathways available to realize a career in nursing or closely related career in healthcare, and master the soft skills critical to succeeding in college, career, and life in general, we offer the following college and career readiness courses to our students:
  - **Nursing Explorations (CCR 9):** In this course, the units begin by exploring personal skills, values, understanding of self, and self-management, and then continue with what constitutes professional and ethical and professional conduct in various settings. Through examples, students will learn strategies for setting and meeting goals, as well as explore skills for overcoming difficulties. The Pillars of Nursing are explored in depth, as students reflect on their engagement with the community. This course includes exploration of various communities and how they interact with the healthcare system. The culmination of these units will require that students use insights and skills in discussion and analysis of common nursing and healthcare situations.
  - **Nursing Ethics (CCR 10):** The course will focus on nursing ethics and the ethical dilemmas that take place in a healthcare environment. Students will discuss the

fundamental theories in health ethics, as well as the dichotomies between ethics and values in society. Students will learn about the code of ethics established by the American Nursing Association (ANA). Scenarios will center on topics, such as reproduction, infants, children, adolescents, adults, elders, and mental/psychosocial health. Students will also discover the role of ethics in decision-making. They will examine the definition of an ethical dilemma and the theory of ethical decision-making. Students will also discuss patient rights, nursing rights, care ethics, advanced care planning, and end-of-life care. This course uses case studies to deepen students' dialectic thinking, analytical, evaluative, and communication skills.

- **Career Seminar with Technology Education (CCR 11):** This course will explore a pathway to career success and ways to accomplish specific career goals in nursing. In the first unit, students explore a pathway to career success by discovering and evaluating how their personal values, strengths, and weaknesses influence both work habits and career options in nursing. In the second unit, students will focus on career preparation, including developing resumes, reviewing job applications, and conducting mock interviews. Students will create a career portfolio. The third unit builds on what the students are learning by exploring professionalism in the workplace. Instructional time on professionalism includes learning about cultural humility. The fourth unit facilitates students' reflection on how this course supports their current on-the-job training as interns. At the end of this unit, students will create a website), proposing a pathway to success that uses their current internship as the starting point. By completing this course and the previous two college and career readiness courses, students will satisfy the computer science graduation requirement. Below outlines the how each course cumulatively fulfills this requirement:

## Nursing Explorations (CCR 9)

**ALIGNMENT TO HIGH SCHOOL COMPUTER SCIENCE STANDARDS**



**PROGRAMMING CONCEPTS**

CS.PC.1 CS.PC.2 CS.PC.3 CS.PC.4 CS.PC.5 CS.PC.6 CS.PC.7

College and Career Readiness 9
Unit 1: Introduction to the Course
Unit 2: Individual Strengths and Weaknesses
Unit 3: Identity and Society
Unit 4: Self-Awareness and Decision Making
Unit 5: Evaluating Information
Unit 6: Digital Conduct
Unit 7: Goal Setting
Unit 8: Perseverence and Resilience
Unit 9: Programming Concepts in Nursing
Unit 10: Moving Forward in Nursing



**IMPACTS OF COMPUTING**

CS.IC.1 CS.IC.2 CS.IC.3 CS.IC.4

College and Career Readiness 9
Unit 1: Introduction to the Course
Unit 2: Individual Strengths and Weaknesses
Unit 3: Identity and Society
Unit 4: Self-Awareness and Decision Making
Unit 5: Evaluating Information
Unit 6: Digital Conduct
Unit 7: Goal Setting
Unit 8: Perseverence and Resilience
Unit 9: Programming Concepts in Nursing
Unit 10: Moving Forward in Nursing



## Nursing Ethics (CCR 10)

**ALIGNMENT TO HIGH SCHOOL COMPUTER SCIENCE STANDARDS**

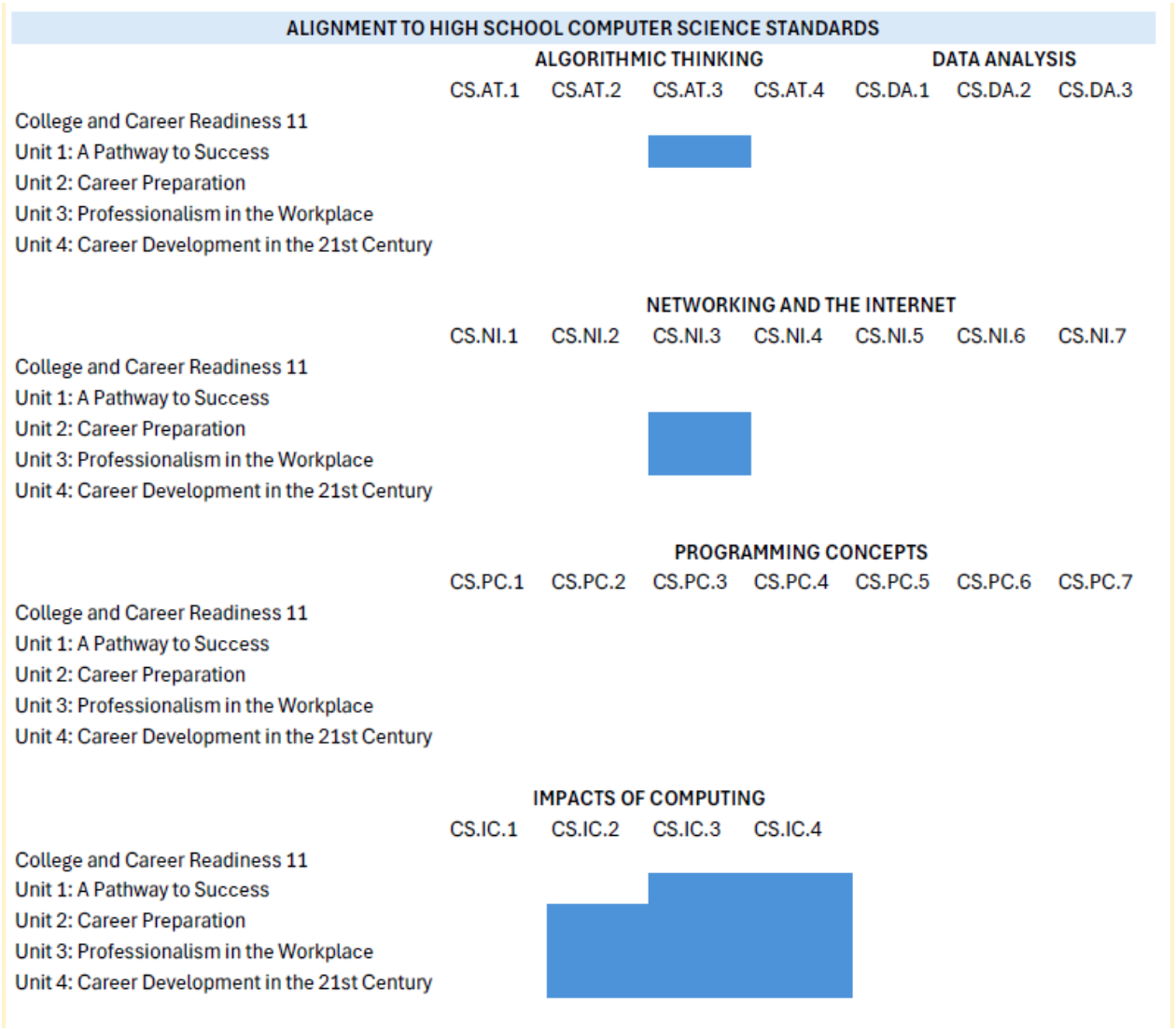
| | ALGORITHMIC THINKING | | | | DATA ANALYSIS | | |
|---|---|---|---|---|---|---|---|
| | CS.AT.1 | CS.AT.2 | CS.AT.3 | CS.AT.4 | CS.DA.1 | CS.DA.2 | CS.DA.3 |
| College and Career Readiness 10 | | | | | | | |
| Unit 1: Introduction to Nursing Ethics | | | | | | | |
| Unit 2: Applied Nursing Practice | | | | | | | |
| Unit 3: Ethics and Decision Making | | | | | | | |
| Unit 4: The Nursing Profession and Ethics | | | | | | | |

| | NETWORKING AND THE INTERNET | | | | | | |
|---|---|---|---|---|---|---|---|
| | CS.NI.1 | CS.NI.2 | CS.NI.3 | CS.NI.4 | CS.NI.5 | CS.NI.6 | CS.NI.7 |
| College and Career Readiness 10 | | | | | | | |
| Unit 1: Introduction to Nursing Ethics | |  | | | | | |
| Unit 2: Applied Nursing Practice | | | | | | | |
| Unit 3: Ethics and Decision Making | | | | | | | |
| Unit 4: The Nursing Profession and Ethics | | | | | | | |

| | PROGRAMMING CONCEPTS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CS.PC.1 | CS.PC.2 | CS.PC.3 | CS.PC.4 | CS.PC.5 | CS.PC.6 | CS.PC.7 |
| College and Career Readiness 10 | | | | | | | |
| Unit 1: Introduction to Nursing Ethics | | | | | | | |
| Unit 2: Applied Nursing Practice | | | | | | | |
| Unit 3: Ethics and Decision Making | | | | | | | |
| Unit 4: The Nursing Profession and Ethics | | | | | | | |

| | IMPACTS OF COMPUTING | | | |
|---|---|---|---|---|
| | CS.IC.1 | CS.IC.2 | CS.IC.3 | CS.IC.4 |
| College and Career Readiness 10 | | | | |
| Unit 1: Introduction to Nursing Ethics | |  | | |
| Unit 2: Applied Nursing Practice | | | | |
| Unit 3: Ethics and Decision Making | | | | |

**Career Seminar with Technology Education (CCR 11)**

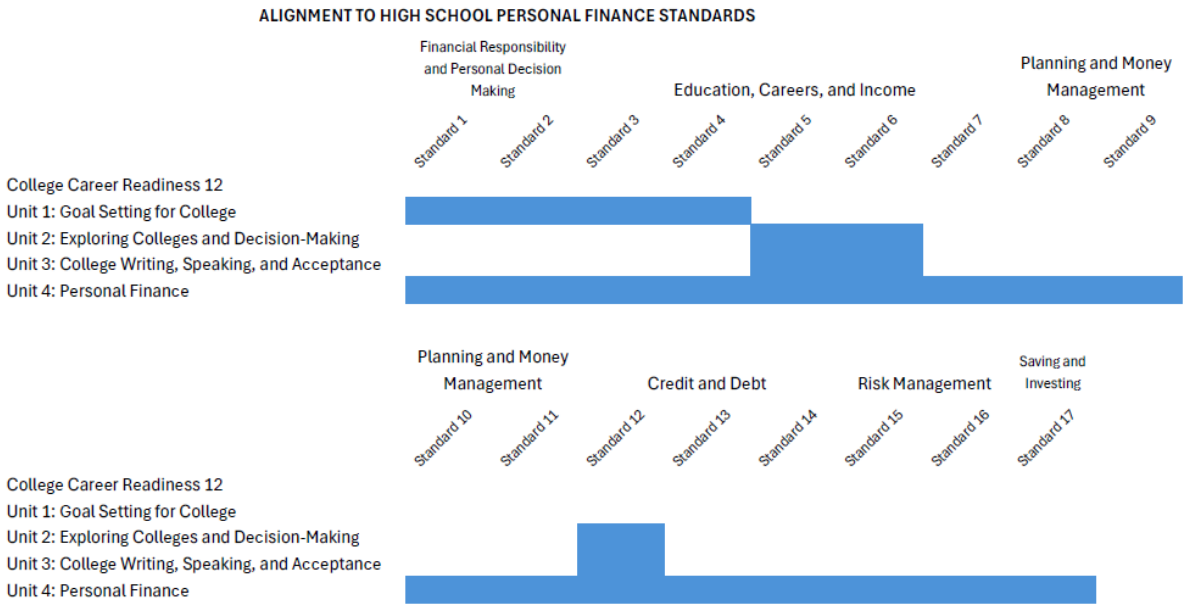



We will seek a waiver for this course, the high-level details of which are outlined below:

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed Replacement Rule, Policy, or Practice | How This Waiver Will Increase Student Achievement |
|---|---|---|---|
| T.C.A. § 49-6-2206-2207 | Use of Unapproved Textbooks and Instructional Materials | NursesMC – Nashville will fulfill the computer science course requirement through the culmination of a proprietary College and Career Readiness (CCR) curriculum. NursesMC – Nashville will require | Using high quality materials that are aligned to our academic model and mission will enable the highest student achievement and student outcomes. |

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed Replacement Rule, Policy, or Practice | How This Waiver Will Increase Student Achievement |
|---|---|---|---|
| | | flexibility to implement its standards-driven, rigorous computer science instructional materials aligned to TN State Standards. | |

- **College Seminar with Personal Finance (CCR 12):** The focus of this course includes exploration of personal and professional identity in preparation for college admittance. Students will demonstrate the ability to set goals, through building relationships with peers, faculty, and other authority figures. Students will explore the importance of taking the SAT's and how to interpret and understand what the scores mean. In preparation for nursing school students will learn about the HESI and NCLEX exams. Students will develop their own strategy to keep on target with many deadlines. Through collaboration and communication, students will explore different colleges to help understand the application process. Using effective communication skills, students will complete college essays, supplemental essays, personal statements, and interviews. Students will navigate the Free Application for Student Federal Aid (FAFSA) and complete it and evaluate school loans and credit cards. Through this course, students will satisfy the Personal Finance graduation requirement. To this end, Personal Finance standards are embedded throughout the course. Students have the opportunity to apply their learnings related to Personal Finance in real-world situations related to nursing college and career. Upon completion of this course, students will create a presentation highlighting the entire college application process. By completing this course, students will satisfy the personal finance graduation requirement. Below outlines the how this course fulfills this requirement:




We will seek a waiver for this course, the high-level details of which are outlined below:

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed Replacement Rule, Policy, or Practice | How This Waiver Will Increase Student Achievement |
|---|---|---|---|
| T.C.A. § 49-6-2206-2207 | Use of Unapproved Textbooks and Instructional Materials | NursesMC – Nashville will fulfill the financial literacy course requirement through a proprietary CCR 12 (College Seminar) curriculum. NursesMC – Nashville will require flexibility to implement its standards-driven, rigorous financial literacy curriculum aligned to TN State Standards. | Using high quality materials that are aligned to our academic model and mission will enable the highest student achievement and student outcomes. |

- **Nursing Research Seminar:** In this capstone course, students self-select a health-related topic for their final research paper and presentations. Through a series of interviews, fieldwork, literature reviews, and data analyses, students produce collegiate-level projects that answer robust healthcare-related thesis questions.

- **Dual-Enrolment Courses:** In addition to the specialized nursing classes described above, we will provide our students with the opportunity to take ample college-level courses through dual-enrollment programming. More specifically, as described in the **Parent and Community Engagement and Support** section and included in **Attachment G**, we have already established

partnerships with Tennessee State University, Belmont University, and Vanderbilt University. Among the supports and services these partners will provide are access to dual-enrollment courses. All students will be required to take at least one dual-enrollment course, and the design of our daily schedule (outlined in **Attachment C** and described in the **School Calendar and Schedule** section) will allow students to complete up to five dual enrollment courses.

- **Specialized Staff:** As outlined in our staffing plan in the **Personnel/Human Capital** section, we will hire specialized staff in alignment with our mission to prepare a diverse group of students to be the professional nursing workforce of the future. To realize our mission, it is critical that our staff bring both traditional academic and nursing knowledge and skills. In addition to our general academic leaders and staff such as the Director of Teaching and Learning, general and special education teachers, and school counselors, among others, we will employ an Executive Director and a Director of Nursing, both of whom will be required to possess a degree in nursing, professional nursing experience, and leadership experience in nursing or related healthcare field to ensure that our academic program equips students with both traditional academic and nursing knowledge and skills. In addition to employing to school counselors, we will also hire a College Transition Coordinator whose role will be to implement a college awareness and career readiness program that guides students through the process of planning for college and career in nursing. The crux of the College Transition Coordinator's role is to ensure that all students have equitable access to college and receive the supports they need to get to and graduate from nursing college so that they can enter the professional nursing workforce. In alignment with our mission and focus on diversity, we will prioritize candidates who are familiar with diverse student populations. Further, through our partnerships, we will have access to nursing mentors and advisors and nursing adjunct faculty who will bring an additional layer of specialized knowledge to our programming.

- **Postsecondary Supports:** As emphasized throughout this application, we are focused on meeting our mission of producing the highly educated and skilled professional nursing workforce of the future. To achieve this, our students must go to and graduate from a collegiate nursing program. As outlined above, we will employ a College Transition Coordinator whose role is focused on assisting students and families with planning for and applying to college, including guiding students and families through the financial aid process. The College Transition Coordinator also oversees the administration of college entry assessments such as Accuplacer and HESI, as well as facilitates the registration of students in dual-enrollment courses through our partner colleges and universities. All of these supports work in complement to college and career readiness knowledge and skills students will learn while taking our five specialized CCR courses (described above). Further, as referenced above, we have already established partnerships with Tennessee State University, Belmont University, and Vanderbilt University, all of which offer postsecondary nursing programs. These partners view our school as a feeder to their nursing programs, giving our students that satisfy our graduation requirements streamlined access to high-quality nursing programs at our partner universities.

- **Response to Instruction and Intervention (RtI$^2$) Programming:** We will implement Tennessee's RtI$^2$ framework to identify and support students who are at-risk of academic failure to ensure that they receive effective interventions that close gaps, bring them to grade level, and allow them to gain proficiency in core academic and nursing content. An effective RtI$^2$ program will ensure that our students are able to realize their path to nursing in college and career. In alignment with the TDOE's framework guidance, we will implement a robust Early Warning Indicator system, the data from which will inform tiered interventions as described below (and comprehensively detailed in the **Special Populations** section):

- **Tier 1 – All Students:** All students will receive high-quality, rigorous, standards-based core instruction, which will be delivered using research-based techniques and strategies. On-going data analysis will be an embedded practice and will inform the provision of Tier 1 instruction, including creating small groups of students, incorporating Universal Design for Learning strategies, providing scaffolded instruction, deciding on instructional approaches, and informing reteaching plans. According to research, effective Tier 1 instruction generally meets the needs of 80-85% of students.
- **Tier 2 – Some Students:** In addition to receiving Tier 1 core instruction, students identified as needing additional support and being at-risk of academic failure will receive Tier 2 intervention through push-in and/or pull-out small-group support. Generally, between 10-15% of students require Tier 2 support.
- **Tier 3 – Few Students:** Students who do not demonstrate sufficient progress after receiving Tier 2 intervention will be provided with more intensive Tier 3 intervention, which will be provided to students individually in conjunction with Tier 1 core instruction.

If the percentages of students falling within each tier of instruction differs significantly from the information previously stated, the RtI$^2$ team will look first to improve Tier I instruction to ensure that students are successfully accessing core content.

In the event that Tier 1 instruction is not meeting a student's needs, the RtI$^2$ team will create a tiered intervention plan designed to meet the student's individual needs:

- **Tier 2:** When data reveals that students require support beyond Tier 1, they will be assigned to Tier 2 and receive supports accordingly. As explained in the **School Calendar and Schedule** section, we will implement extended periods. For students in grades 9 and 10, time will be embedded in extended periods; this time will be utilized in accordance with students' individual learning needs. For students receiving Tier 2 intervention, they will either be provided with small-group support by the classroom teacher or by the literacy or numeracy coordinator via push-in or pull-out. Students in grades 11 and 12 will have a daily flex block in their schedule, which will be used to provide Tier 2 intervention to students in need of it. Students receiving Tier 2 intervention will be monitored frequently to measure growth and assess the effectiveness of the support being provided. Students who demonstrate adequate progress will be exited from intervention once monitoring indicates identified gaps have been closed. Students who do not make sufficient progress will move to more intensive Tier 3 interventions.
- **Tier 3:** As with Tier 2, students who are prescribed Tier 3 supports will still receive Tier 1 core instruction. Tier 3 supports will also largely occur during the time embedded in extended periods for students in grades 9 and 10. The daily flex block will be used to deliver Tier 3 supports to students in grades 11 and 12. Students in Tier 3 will be provided with 1:1 individualized, intensive intervention via push-in or pull-out by the literacy or numeracy coordinator. Progress monitoring will occur on a weekly basis across the course of 6-8 weeks. If monitoring data reveals the student has made sufficient progress and the gap has been closed, the student will exit Tier 3 support. If data indicates that sufficient progress has not been made, the student may be referred for evaluation of specialized services.

To ensure that we provide effective, research-based interventions, we will utilize Renaissance as our intervention platform in reading and math, which offers progressive, adaptive intervention programming (focus skills) that will be employed in complement to the explicit instruction provided by teachers, the literacy coordinator, and the numeracy coordinator. We will utilize Renaissance to monitor students at their skill/instructional level, as it offers progress monitoring tools that are sensitive to change to ensure

that we collect valid data around students' progress. Students' progress will be monitored on a weekly basis.

**Key Characteristic 2: Applied Learning**

Working in tandem with all the above Nursing College and Career Preparation programming, we will provide our students with an array of Applied Learning opportunities that will enable them to use the knowledge and skills they learn in the classroom in real-world nursing environments and scenarios. Our Applied Learning programming will provide students with early work-based learning opportunities and career experience, as outlined below:

- **Healthcare Partnerships:** Detailed in the **Parent and Community Engagement and Support** section and provided as part of **Attachment G**, we have already established robust partnerships with a number of healthcare providers and area hospitals, including with HCA Healthcare, Ascension Saint Thomas Midtown Hospital, and National Healthcare Corporation. As explained in the **Enrollment Summary** section, our school will be located close to downtown so that we will be in close proximity to Nashville's major hospitals, which we will have access to through our established partnerships. Additionally, as stated above, we have a partnership with Vanderbilt University that will provide our students with access to the university's esteemed medical center. Through these partnerships, our students will have access to nurse mentors and advisors and an array of work-based learning opportunities (described below). Additionally, these partners will provide our school with nurse adjunct faculty and other nursing-specific supports that will allow us to achieve our mission of preparing the professional workforce of the future.
- **Work-Based Learning Opportunities:** Through the partnerships outlined above, we will provide our students with robust and authentic work-based learning opportunities that will enable them to apply their learning in real-world nursing situations and environments. In their 9$^{th}$ and 10$^{th}$ grade years, students will be introduced to work-based learning by participating in hospital tours and shadowing healthcare workers to gain foundational knowledge about and first-hand experience of working as a nurse in a hospital setting. Starting in grade 11, students will not only complete internships, which include activities such as observing clinical rounds, but also be paired with mentors and advisors who work in the nursing field. In addition, students will complete the Certified Nurse Aide (CNA) course, an entry-level patient care certification training program, that will provide students with invaluable experience ahead of their 12$^{th}$ grade year when they participate in additional work-based learning and initial employment in the healthcare field. Coupling classroom learning with applied learning through authentic work-based learning opportunities, students will gain first-hand experience and expertise around what is like to work as a nurse and in the allied health professions, and deepen their understanding of content learned in the classroom.
- **Workforce Credential:** As stated above, all students will take the Certified Nurse Aide (CNA) course. Successful completion of this course demands demonstration of content knowledge, skills proficiency, and clinical experience. Upon completing the course, students will take the Tennessee Certified Nurse Aide (CNA) Competency Exam through the state test provider, D&S Diversified Technologies LLP. Students are required to pass both the Knowledge Exam and the Skills Exam in order to earn the entry-level patient care certification and to be listed on the Tennessee Nurse Aide Registry. By earning this certification, students will have the opportunity to secure entry-level employment in the healthcare field as a CNA.

**Key Characteristic 3: Personal Development**

A myriad of research shows the symbiotic relationship between academic performance and indicators related to students' personal development, including social-emotional, behavioral, and soft skills.[27] Further, research consistently indicates that proficiency in soft skills such as empathy, emotional intelligence, communication, and self-awareness are greater predictors of success in college and career than hard skills acquired through academic learning and knowledge.[28] As such, in addition to preparing students to become the professional nursing workforce of the future through the Nursing College and Career Preparation and Applied Learning programming described above, we will focus on students' personal development to ensure that they acquire the social-emotional competence and soft skills needed to be successful in nursing college and career. To this end, we will implement the following:

- **Culturally Responsive Teaching:** As stated in our mission, we will prepare a diverse group of students to become the professional nursing workforce of the future. As explained in the **Enrollment Summary** section, we project serving a diverse group of students, with our student body reflecting the diverse demographics of the city of Nashville. Because our mission and model are uniquely focused on nursing, we will recruit students from across the entire district, rather than just focusing on the immediate and surrounding areas of where our school will be located. To this end, we anticipate serving students with varied backgrounds, cultures, identities, and experiences. To effectively teach all of our students, we recognize that we must honor and leverage the cultural, linguistic, and academic diversity of our students, as well as ensure that our instructional practices meet their diverse learning needs and reflect their diverse identities. To achieve this, we will employ culturally responsive teaching, which is defined as a pedagogy that recognized the importance of including students' cultural references in all aspects of learning and infuses social-emotional learning with academic learning.[29] The key components of culturally responsive teaching are as follows:
    - Maintaining positive perspectives on parents and families
    - Communicating high expectations
    - Framing learning experiences within the context of culture
    - Using student-centered instructional approaches
    - Using culturally-mediated instructional approaches to engender awareness of cultural history, values, and contributions by all members of the learning community
    - Integrating positive perspectives on parents and families in curricula
    - Establishing learning environments that are relevant to and reflective of students' social, cultural, and linguistic experiences
- **Pillars of Nursing:** As outlined in detail in the **School Culture and Discipline** section, our Pillars of Nursing anchor our school culture and expectations and embody the characteristics needed to be effective and successful nurses. Skills and behaviors related to the pillars are infused throughout all of our specialized nursing courses (described in detail above) and will be modelled and reinforced throughout the school day by all staff so that students consistently learn about, observe, and have ample opportunities to practice the pillars, which are as follows:

[27] https://casel.org/fundamentals-of-sel/what-does-the-research-say/
[28] https://www.forbes.com/sites/forbeshumanresourcescouncil/2021/01/20/soft-skills-are-essential-to-the-future-of-work/?sh=542dda713416
[29] Ladson-Billings, G. (1994). The Dreamkeepers. San Francisco: Jossey-Bass Publishing Co.

- **Scholarship:** The definition of scholarship is a commitment to learning.[30] A student spends hours in reading and studying, knowing the lasting benefits of a cultivated mind. We all continue to learn even when formal education has ended, for learning ends only with the end of life. Knowledge is a key element in life, leads to personal and professional success, and can be acquired in only one way – through diligence and effort. Learning furnishes the lamp by which we read the past, and the light that illuminates the future.
- **Professionalism:** A climate that encourages personal development and growth is created through professionalism. It is demonstrated through dependability, commitment, accountability, and responsibility for our actions and beliefs.[31] Professionalism requires us to collaborate and cooperate with others in all interactions. By exhibiting behaviors of professionalism, you are demonstrating pride in oneself, your school, and respect for your future profession.
- **Character:** The force within each individual, character distinguishes a person from others.[32] It gives us our individuality and drives our actions. Self-respect and the respect of others comes from our character. The force of character guides us through life and, as it develops and grows, gives us maturity. Character is achieved and not received. It is the product of constant action, of striving every day to make the right choices.
- **Compassion and Empathy:** Essential human qualities that allow us to feel, understand, and respond to the suffering of others, compassion and empathy enable individuals to enter into and maintain caring relationships.[33] By caring we create a bond with other people; through compassion we see others' needs and seek to help them; with empathy we are able to understand and value the feelings and experiences of other human beings. Compassion and empathy require a willingness to let go of our own needs to attend to the needs of another, which is essential to the profession of nursing.

- **Advisory:** We will implement an advisory program; as detailed on the daily schedule contained in **Attachment C**, students will attend a 45-minute advisory period twice a week. Students will stay with the same advisory cohort and have the same advisor throughout all 4 years of their high school experience. During advisory, students will engage in a range of activities that will support their personal development, including engaging in lessons that build social-emotional competence, reinforce our Pillars of Nursing, and cover soft skills. Since academic performance and personal development share a symbiotic relationship, students will also engage in activities related to goal setting and college and career readiness, as well as complete credit audits and attendance reflections. While students' personal development will be addressed throughout the school day, advisory will serve as a time specifically dedicated to explicitly teaching skills and building knowledge related to personal development.

[30] Landeen, J., Fisher, K., Mujica, I., Carpio, B., Chen, R., Martin, L., ... & Bird, M. (2020). Lessons Learned from Historical Analysis of Seven Decades of Educational Scholarship at McMaster University School of Nursing. *Quality Advancement in Nursing Education-Avancées en formation infirmière*, 6(2), 4.

[31] Kelly, S. H. (2020). The hidden curriculum: Undergraduate nursing students' perspectives of socialization and professionalism. *Nursing ethics*, 27(5), 1250-1260.

[32] Kwag, Y. K. (2019). A study of clinical nurses' perception on nursing student character development levels and requirement of character education virtue for nursing students. J Comprehensive Nursing Res Care, 4, 148.

[33] Percy, M., & Richardson, C. (2018). Introducing nursing practice to student nurses: How can we promote care, compassion and empathy. Nurse education in practice, 29, 200-205.

- **Social-Emotional Learning (SEL):** As referenced above, students will participate in SEL during advisory, which they attend twice a week. We will anchor all SEL in the research-based standards articulated by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which build students' skills in self-awareness, self-management, responsible decision making, relationships, and social awareness.[34] Research shows that students benefit from SEL at a higher rate when SEL is embedded across all classroom practices, infused with academic learning, and integrated into the daily fabric of the school.[35] To this end, in alignment with CASEL's indicators of schoolwide SEL, we will provide explicit SEL instruction during advisory and integrate SEL with academic instruction throughout the school day.[36] Explicit SEL instruction will be framed in the context of our Pillars of Nursing and will be reinforced during daily instruction with culturally responsive teaching, modeling, and recognition of students who exhibit the pillars and related social-emotional skills. SEL through the lens of our Pillars of Nursing are also woven throughout the nursing college and career readiness courses students will take each year.

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

Our academic plan was designed to ensure that we realize our mission of graduating the professional nursing workforce of the future. Accordingly, all components of our plan are anchored in best practices and research, as outlined below:

**Key Characteristic 1: Nursing College and Career Preparation**

- **Rigorous, Standards-Based Core Curricula:** In *No Excuses: Closing the Racial Gap in Learning*, researchers established that a key characteristic of high-performing urban public schools was the implementation of rigorous, standards-based, college preparatory curricula.[37] Robert Marzano's analysis in *What Works in Schools: Translating Research into Action* further substantiates this research as he asserts that an academic program anchored in standards-based curricula benefits all students. Additionally, a 2018 study examined participation in rigorous high school curriculum and the corresponding student outcomes around college enrollment, persistence, and graduation. The findings definitively confirmed that a positive relationship exists between high-rigor courses and college success.[38]
    - **ELA – American Reading Company:** According to EdReports, American Reading Company's ELA curriculum for grades 9-12 fully meet the expectations of EdReports Gateways: text quality, building knowledge, and useability. In summary, EdReports states the following about the curriculum:

> Texts with which students engage are appropriately rigorous and rich and are accompanied by cohesive writing and speaking questions and tasks. The materials provide practice and production opportunities for students to grow their literacy skills in multiple areas as they build knowledge as well. There are multiple opportunities for students to synthesize information by working with

[34] https://schoolguide.casel.org/what-is-sel/what-is-sel/
[35] Durlak, et al (2011).
[36] https://schoolguide.casel.org/what-is-sel/indicators-of-schoolwide-sel/
[37] Thernstrom, A. M., & Thernstrom, S. (2003). No excuses: Closing the racial gap in learning. New York: Simon & Schuster.
[38] https://www.mdpi.com/2227-7102/8/4/191

varied tasks and in growing research and critical thinking abilities. Materials are organized to support vocabulary development, writing instruction in multiple modes, and independent reading of complex texts over the course of the year. The materials also include support for educators to implement, plan, and differentiate the standards-based materials.

- **Math – enVision Mathematics Tennessee:** As outlined on the publisher's website, this curriculum is anchored in research. First, developers examined existing research and literature and conducted teacher- and student-centered needs analysis studies. Based on the data collected, the curriculum was designed and iteratively tested and refined. After launch, the impact of implementation was measured, and data was collected around the classroom experience. This three-tiered approach – explore, design, and evaluate – ensures the curriculum's efficacy and positive impact on student learning.[39] Additionally, EdReports determined that the curriculum meets expectations all three EdReports Gateways for math: Focus & Coherence, Rigor & Mathematical Practices, and Useability, asserting the following:[40]

  > The instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready"…In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

- **Specialized Nursing and College and Career Readiness Courses:** As previously explained, to meet our mission, which is specifically focused on preparing a diverse group of students to become the professional nursing workforce of the future, we will implement specialized nursing and college and career readiness courses that were created by our CMO. As outlined in the **Charter Management Organization** section, our CMO currently contracts with two other schools, one of which just opened this school year in Albany, NY. The other school has been in operation since 2011 and has produced impressive student outcomes through the implementation of the academic plan described in this section, including the use of these specialized courses. More specifically, year over year, the school has been ranked first in the state for postsecondary success, outperforming all suburban schools and Career and Technical Education (CTE) programs. The school consistently earns 3 out of 3 possible points for postsecondary success on the state's report card, which measures the percentage of student who graduate with credentials and college credits. Further, the school consistently outperforms the state in the percentage of graduates enrolled in a postsecondary institution, most recently exceeding the state's average of ~64% by ~27 percentage points, with ~91% of graduates enrolled in a postsecondary program the first academic year of high school graduation. As detailed above, these courses are specially designed to equip students with the knowledge and skills needed to get students to and graduate from college.

[39] https://www.savvas.com/resource-center/more-topics/research-and-efficacy
[40] https://www.edreports.org/reports/overview/envision-aga-2018

- **Dual-Enrollment:** A robust body of research definitively demonstrates the positive impact of dual-enrollment programs. Research from the What Works Clearinghouse found that dual-enrollment programs have positive effects on students' general academic achievement, rates of high school graduation, access to and enrollment in college, credit accumulation, and degree attainment.[41]Additionally, a recent study conducted by the Public Policy Institute of California found that students who participated in dual enrollment programs in high school performed better in college ELA and math courses, earned higher fist year GPAs in college, and had higher rates of certificate and degree completion than their college peers who did not participate in dual enrollment in high school.[42] Another study found marked benefit to student outcomes in high school and postsecondary institutions, with students who take dual-enrollment courses being statistically more likely to graduate high school and enroll in college than their non-dual-enrollment peers. The study also found that these impacts were particularly strong for student groups that are underrepresented in postsecondary education, including students of color and students from low-income backgrounds."[43] As noted in the **Enrollment Summary** section, we anticipate the many of our students will be of color and economically disadvantaged.
- **Postsecondary Supports:** As outlined above, we will provide our students with an array of postsecondary supports, including access to school counselors and a College Transition Coordinator. Combined, these staff will provide intensive academic advising to students to ensure that they understand and create postsecondary plans through defined pathways, as well as provide comprehensive support and guidance around the college application process. Research demonstrates that such a proactive approach to academic advising is a proven strategy in students' commitment to earn a college degree.[44] Research also shows that there are marked disparities in college enrollment by income bracket, with only 12% of students who are economically disadvantaged completing bachelor's degrees by age 24 as compared to 58% of students from the highest income quartile. Research shows that among the barriers for students who are economically disadvantaged is the complex college and application process. Research also finds that providing support around applying to college and for financial aid produces positive impacts at each stage of the college application process, ultimately increasing students' enrollment in colleges and universities.[45]
- **Response to Instruction and Intervention (RtI$^2$) Programming:** As stated in the TDOE's Response to Instruction and Intervention (RtI$^2$) Framework manual, the department's unifying vision is success for all students upon graduation from high school. A task force was convened to further define the vision of a successful K-12 graduate in the state of Tennessee. The task force defined skills that students should leave high school with to be "ready students" and refined the RtI$^2$ framework to support all children in becoming ready students. The manual also asserts that the "RtI$^2$ framework represents a continuum of intervention services in which general education and special populations work collaboratively to meet the needs of all students."[46] Additionally, an array of research shows

[41] https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/671
[42] https://www.ppic.org/blog/testimony-improving-college-access-and-success-through-dual-enrollment/#:~:text=Our%20recent%20publication%20describes%20the,did%20not%20participate%20in%20DE.
[43] https://blog.ed.gov/2022/09/the-power-of-dual-enrollment-the-equitable-expansion-of-college-access-and-success/
[44] https://www.sciencedirect.com/science/article/pii/S2590291122000699
[45] https://www.povertyactionlab.org/policy-insight/increasing-college-access-making-application-process-easier
[46] https://www.tn.gov/content/dam/tn/education/documents/rti2_manual_revisedNov2020%20(1).pdf

that an effective RtI program benefits students, with many studies giving detailed descriptions of RtI models and corresponding data to evidence effectiveness. A recent meta-analysis of such RtI research concludes large effects around systemic outcomes (e.g., reductions in referrals for special education) and student outcomes (e.g., increased reading proficiency rates) with the data indicating that RtI is an effective practice for students who are struggling.[47]

**Key Characteristic #2: Applied Learning**

- **Work-Based Learning:** The Brookings Institute found that through work-based learning experiences, including internships, students are provided with opportunities to learn academic, technical, and interpersonal skills that are needed to function in a workplace, with these experiences serving as a pathway to greater economic opportunity for all students, especially marginalized students who are of color and/or economically disadvantaged.[48] Additionally, research indicates that work-based learning helps students "apply and extend classroom learning, increase motivation and understanding," as well as supports work readiness and develops job-related skills and knowledge while increasing attendance and reducing dropout rates.[49]
- **Workforce Credential:** In the first-of-its kind study, the Fordham Institute recently conducted a study on the impact of workforce credentials earned in high school on postsecondary and employment outcomes. The study found that students who earn workforce credentials were more likely to have improved work and college outcomes in the areas of college enrollment and persistence rates, employment rates, and income as compared to their peers who did not earn a credential in high school. Further, the study showed that credentials earned in high school in a heath science-related field boosted future earnings and employment rates at a considerable level. Overall, the study concluded that the opportunity to earn a workforce credential stands as an important option for high school students, particularly for students who intend to pursue related college and career courses.[50]

**Key Characteristic #3: Personal Development**

- **Culturally-Responsive Teaching:** Research demonstrates the positive impact of culturally responsive teaching more specifically, studies in brain science and education have found that drawing on learners' background knowledge shapes comprehension as all learners process new information best when the information is linked to ideas and concepts that they already know.[51] Research indicates that instructional materials, assignments, and texts that reflect students' backgrounds and experiences improve student engagement and lead to deeper learning.[52] Several smaller studies link

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[47] http://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the whole#:~:text=Many%20articles%20provide%20descriptions%20of,special%20education%20referrals)%20and%20student

[48] https://www.brookings.edu/articles/work-based-learning-can-advance-equity-and-opportunity-for-americas-young-people/

[49] https://files.eric.ed.gov/fulltext/ED574519.pdf

[50] Matt Giani. *How Industry-Recognized Credentials in High School Shape Students' Education and Employment Outcomes*. Washington D.C.: Thomas B. Fordham Institute (August 2022). https://fordhaminstitute.org/national/research/industry-recognized-credentials.

[51] How People Learn II (2018); Hammond (2014)

[52] Tatum (2006); Tatum (2009); Wood & Jucius (2013); Dysarz (2018); Chiefs for Change (2019)

culturally responsive teaching with improved student outcomes, including academic achievement, persistence, and improved attendance.[53]

- **Pillars of Nursing:** As explained above, our Pillars of Nursing will serve as the core values guiding our school. Research shows that core values play an important role in children's development.[54] Research specifically indicates that children who possess a strong sense of ethics and values are more like to have positive behavior and attitudes.[55] As described above, professionalism is one of our pillars, and research shows that "when nurses exhibit professional behaviors, patients receive better care, team communication is improved, there is increased accountability among all practitioners, and the overall clinical environment is more positive."[56] Character is also one of our pillars; according to American Nurses Association, "core nursing strengths include a strong moral compass while providing care with integrity, and a strong focus on patient advocacy. Patients are often vulnerable and trust nurses to be honest and make decisions with their best interests in mind."[57] Compassion and empathy are also defined in our pillars. Nursing programs assert that the ability to demonstrate compassion and sensitivity, which are hallmarks of compassion and empathy, are among the essential characteristics of a nurse.[58] The American Nurses Association also defines empathy and compassion as being among the essential qualities of a nurse.[59]
- **Advisory:** Research clearly shows that students perform better in schools when they feel a sense of connection to their teachers, peers, and school overall.[60] Nurturing positive relationships, while supporting students' academic, social, and emotional growth, is at the core of advisory. Research indicates that students need more than just strong academic skills to become successful adults and shows that ensuring students have consistent, supportive relationships that foster social-emotional growth is critical to their development. Studies also find that students who are disadvantaged often have fewer in-school opportunities for such positive relationships and personal development, making advisory especially important for traditionally marginalized students.[61] Further, studies show that to be effective, advisory should meet at least once a week and incorporate one or more of the following: academic support, study skills, social-emotional learning, character development, college and career preparation, and goal setting.[62] As previously described, our advisory will meet twice a week and will encompass all of these activities.

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[53] Morrison, et al (2008); Byrd, (2016); Rodriguez, et al (2004); Dee & Penner (2017)
[54] https://www.k12digest.com/the-importance-of-mindfulness-and-core-values-in-schools/
[55] Berkowitz, M. W. (2012). The science of character education. In Handbook of research on schools, schooling, and human development (pp. 330-346). Routledge.
[56] https://www.usa.edu/blog/professionalism-in-nursing/#:~:text=When%20nurses%20exhibit%20professional%20behaviors,clinical%20environment%20is%20more%20positive.
[57] https://www.nursingworld.org/practice-policy/nursing-excellence/qualities-of-a-good-nurse/#:~:text=Integrity%20and%20advocacy%3A%20Core%20nursing,their%20best%20interests%20in%20mind.
[58] https://onlinenursing.duq.edu/blog/essential-characteristics-nurse/#:~:text=The%20personality%20of%20the%20nursing,and%20sensitivity%20to%20all%20patients.
[59] https://www.nursingworld.org/practice-policy/nursing-excellence/qualities-of-a-good-nurse/
[60] https://www.academia.edu/34437964/Sense_of_Belonging_at_School_Defining_Attributes_Determinants_and_Sustaining_Strategies
[61] https://consortium.uchicago.edu/publications/foundations-young-adult-success-developmental-framework
[62] https://www.greatschools.org/gk/articles/advisory-the-most-important-class-in-high-school-isnt-what-you-think/#:~:text=One%20study%20found%20that%20students,students%20with%20mental%20health%20needs.

- **Social-Emotional Learning (SEL):** Referenced above, CASEL specializes in the advancement of integrating social-emotional learning and academic learning in schools. CASEL asserts that "hundreds of studies involving more than 1 million students worldwide across PreK-12 offer consistent evidence that SEL has a positive impact on students' academic achievement." To this end, CASEL cites the following research-based findings (among numerous others):[63]
    - Students participating in SEL at school have higher levels of "school functioning," as reflected by their grades, test scores, attendance, and homework completion.
    - The positive impact on academics lasts long-term: Years after students participated in SEL, their academic performance was an average of 13 percentile points higher than students who didn't participate.
    - Students who engage in SEL programs see consistent improvements in social and emotional skills, and stronger social and emotional skills contribute to positive lifetime outcomes up to 18 years later. Students with stronger social and emotional skills are more likely to reach milestones including:
        - High school graduation
        - Postsecondary enrollment and completion
        - Stable, full-time employment

  Further, research conducted for "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions" found the following:[64]

  > According to a meta-analysis of 213 studies involving more than 270,000 students, those who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement compared to students who did not participate in SEL programs. Compared to students who did not participate in SEL programs, students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.

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

**Curriculum.** As described above, one of the key characteristics of our academic plan is the Nursing College and Career Preparation Program. We will realize implementation of this by utilizing rigorous, standards-based curriculum that supports learning at high levels and provides students with foundational knowledge and skills related to nursing. Our anticipated selections are summarized below and fully described above:

- **ELA:** American Reading Company
- **Math:** enVision Mathematics Tennessee
- **Science:** Proprietary; created and owned by our CMO[65]
- **Social Studies:** Proprietary; created and owned by our CMO

[63] https://casel.org/fundamentals-of-sel/what-does-the-research-say/
[64] https://srcd.onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01564.x
[65] We will apply for a waiver for our science and social and studies curricula.

The proprietary courses that we will implement as part of our contract with our CMO were created by CMO leaders in partnership with CSA Education, an organization with deep expertise in curriculum development. As noted on CSA Education's website, the organization has been creating high-quality, standards-aligned K-12 curriculum for over 30 years.[66]

**Basic learning environment.** We will educate students in grades 9-12 in a classroom-based environment that will be complemented by students' participation in work-based learning opportunities in clinical settings and completion of dual-enrollment courses that at our partner colleges and universities. We will reach enrollment capacity in Year 5 of operation, serving a total of 500 high school students. We anticipate an average class size of 20-25 students.

**f. Explain why the instructional methods and proposed curriculum are well-suited for the targeted student population. How does the curriculum honor and/or reflect the diverse identities of your students?**

As thoroughly outlined above, the key characteristics of our academic plan are anchored in research that demonstrates effectiveness with all students, including those who are at-risk, have disabilities, are acquiring English, are economically disadvantaged, and who are of color. Our academic plan was also designed to allow us to realize our mission of producing the diverse professional nursing workforce of the future. We have selected and designed our curriculum and will implement instructional methods in accordance with our mission, including through the implementation of rigorous, standards-based curriculum and instruction that covers the core, as well as provides foundational content related to nursing.

The externally-created curriculum that we anticipate using for ELA and math both have favorable ratings on EdReports.org and were designed with equity in mind. More specifically, American Reading Company provides comprehensive resources for non-English speaking students, offering parity between lessons and materials for students who are native speakers of English and those who are acquiring it. American Reading Company also engages students in texts from diverse authors and designs lessons to allow students to consider varied perspectives by learning about different cultures, identities, ethnicities, and backgrounds. Our math curriculum, enVision, is also equity-focused and offers students choice in how they explore mathematical concepts.[67]

We designed courses to equip students with the knowledge and skills needed to identify, apply to, and graduate from nursing college, which takes into account the barriers that marginalized students traditionally face around postsecondary education. We will complement these courses with robust postsecondary supports, including providing guidance around planning postsecondary pathways and supporting students through the college application and enrollment process.

We will provide students with many opportunities to apply their learning through work-based learning opportunities, which are shown to advance equity in college and career. Academic learning will occur in tandem with our emphasis on character development and social-emotional learning, which, like work-based learning, contributes to producing more equitable outcomes as all students are afforded the opportunity to acquire social-emotional intelligence and master the soft skills that are critical to postsecondary success. Our culturally responsive teaching practices will inform the delivery of all instruction and supports to ensure that we are honoring and meeting the needs of our diverse student body.

[66] https://csaedu.com/services/content-development/
[67] https://www.savvas.com/solutions/mathematics/core-programs/envision-a-g-a

**g. Explain how the academic plan aligns with Tennessee's academic standards and how will the school incorporate foundational literacy.**

All of our rigorous curriculum selections will be aligned to Tennessee Academic Standards; to ensure this alignment, we will conduct a thorough crosswalk between all our curriculum/courses and Tennessee Academic Standards. These crosswalks will be completed by the CMO and an external service provider with expertise in evaluating standards alignment. In the event that the results of any crosswalk reveal an area of misalignment, we will supplement accordingly to ensure that all Tennessee Academic Standards are sufficiently covered. We will also apply for any necessary instructional waivers per the authorizer' s guidelines.

**h. Provide the foundational literacy skills plan for the proposed school as Attachment A.**

Not applicable; we are proposing to open a high school.

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

**x. Blended learning model.** As a school that will implement a 1:1 Chromebook ratio and that will be focused on preparing students for nursing college and career, we will regularly leverage online content across subject areas and lessons in alignment with the curricula that we will implement. Additionally, as noted throughout, students will be required to take at least one dual enrollment course, which may be done in-person or virtually, depending on the course.

**y. Role of teachers.** Teachers will deliver in-person instruction daily; depending on the course, unit, and/or lesson, teachers will utilize online content as a mechanism to teach concepts and skills in alignment with the curriculum.

**z. Academic gains.** As previously noted, our model, which includes our curricula, is anchored in research. The use of technology and online content will be infused throughout lessons across subjects in alignment with our evidence-based, standards-aligned curricula. As noted throughout, our mission is anchored in diversifying the nursing workforce of the future. Ample research shows that students of color and students who are economically disadvantaged experience marked achievement gaps throughout their time in school, with gaps overwhelmingly growing rather than closing, which serves as a steep barrier to pursuing nursing college and career.[68] To this end, we have designed our model, which includes the use on online content through blended learning, to close these gaps and bring students to grade level as fast as possible so that they are able to acquire the foundational skills needed to persist in nursing college and thrive in a nursing career.

**j. Describe any key academic plan features for the proposed school that will differ from the existing school's original application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section.**

Not applicable; this prompt does not apply to Type 1 applicants.

[68] McCue, Pamela L., "The Pre-Collegiate Pipeline to Diversify the Nursing Workforce" (2017). Open Access Dissertations. Paper 575.

## Section 1.4 - Academic Performance Standards

### a. Describe the proposed school's annual and long-term academic achievement goals.

We have established rigorous academic achievement goals that support to our mission of graduating the professional nursing workforce of the future, as well as have set operational and financial goals to ensure the sound functioning and viability of our school. All established goals support realization of our mission, as well as align to the TDOE's model performance framework, which MNPS employs.

Our overarching long-term academic goal is to be in the top quartile of performance for MNPS schools by the conclusion of our charter term. We designed our annual goals, which are outlined below, to support the achievement of our long-term goal, as if we consistently meet our annual goals, we will also achieve our long-term goal.

| Annual Goal | Measurement |
|---|---|
| **Student Outcomes and Growth Goals** | |
| Earn at least a letter grade of a B for student academic performance | TDOE State Report Card |
| Earn at least a Level 4 in achievement in ELA, math, science, and social studies | TCAP |
| Earn at least a Level 4 in school-wide growth across all categories | TVAAS |
| Earn at least a Level 4 in growth for highest need students | TVAAS |
| Earn at least a Level 4 on college and career readiness | TDOE State Report Card |
| **Mission-Specific Goals**[69] | |
| All graduates will complete a work-based learning experience | SIS |
| All graduates will earn a workforce credential | Tennessee Nurse Aide Registry |
| All graduates will earn at least 3 college credits | SIS |
| **School Culture Goals** | |
| Maintain at least a 94% average daily student attendance rate | SIS |
| Maintain a chronically absent rate of less than 20%[70] | SIS |
| Maintain a suspension rate of less than 7.9% | SIS |
| Maintain a student attrition rate of less than 24.9% | SIS |
| Maintain a teacher retention rate of at least 75% | HR Files |
| **Financial Performance Goals** | |

[69] Students with disabilities may be exempt from one or more mission-specific goals in alignment with their IEPs.
[70] As explained below, the TDOE's Model Charter School Performance Framework is outdated, so we used the Tennessee Public Charter School Commission's School Performance Framework as the basis for this goal, which, as written, meets the evaluative standard.

| Annual Goal | Measurement |
|---|---|
| Ensure an annual audit is conducted and contains no material findings | Third-Party Audit |
| Maintain a current ratio that is greater than or equal to 1.1 | Internal Tracking |
| Maintain 60 days of unrestricted cash[71] | Internal Tracking |
| Enrollment variance equals or exceeds 95% in the most recent year | SIS |
| No default on loan covenants and no delinquency in debt service payments | Internal Tracking |
| Aggregated three-year total margin is positive and most recent year total margin is positive[72] | Internal Tracking |
| Maintain a debt-to-asset ratio that is less than 0.9 | Internal Tracking |
| Multi-year cumulative cash flow is positive and cash flow is positive each year[73] | Internal Tracking |
| Maintain a debt service coverage ratio that is equal to or exceeds 1.1 | Internal Tracking |
| | |

**b. Describe how the annual and long-term academic goals align with the department and authorizer's model performance framework.**

According to MNPS Charter Authorization Handbook, MNPS utilizes the TDOE's Model Charter School Performance Framework.[74] However, the publicly-available version of the TDOE's framework has not been updated since 2018 and consists of outdated academic achievement and growth metrics and measures. As such, we have directly aligned our annual student outcome and growth goals to the TDOE's accountability framework for all schools, which was revamped in 2023 to assign schools a letter grade based on performance across four indicators: achievement, growth, subgroup performance, and college and career readiness.[75] We have aligned our annual school culture goals, including attendance targets, and financial performance goals to the TDOE's Model Charter Performance Framework as the TDOE's letter grade accountability system does not articulate targets for these categories. In the event that our defined goals do not align with the framework employed by MNPS, we will revise our annual goals to ensure alignment.

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

As outlined above, the Board has established rigorous annual student outcome and growth goals that directly align to the TDOE's accountability system for all schools, as well as have established mission-specific, school culture, and financial performance goals that directly align to the TDOE's model

[71] For years 1 and 2 of operation, the goal is to maintain 30 days or greater of unrestricted days cash.
[72] For years 1 and 2 of operation, the goal is that the cumulative total margin is positive.
[73] For years 1 and 2 of operation, the goal is that cash flow is positive.
[74] https://www.tn.gov/content/dam/tn/education/nonpublic/chtr_sch/Charter_School_Model_Performance_Framework.pdf
[75] https://www.tn.gov/content/dam/tn/education/school-letter-grades/A-F%20Letter%20Grade%20Calculation_SBE%20Presentation%20November%202023.pdf

performance framework. To monitor progress toward meeting annual goals, which roll-up to the long-term academic goal established by the Board, a data dashboard will be created and will house data points relevant to each goal. To create the dashboard, we plan to contract with a provider that builds customized dashboards for schools; we have budgeted for this partnership, allocating funds for the dashboard under the consultant services line item in the budget. The Executive Director will review the dashboard during school leadership meetings. The Board will also review the dashboard data regularly in committee meetings, as well as during full Board meetings. As outlined in the **Assessment** section, we will administer Star Renaissance assessments in reading and math three times a year; these assessments are predictive of performance on TCAP exams. Accordingly, the results of Star assessments will also be included in the dashboard so that the leadership team and Board can analyze predicative progress toward meeting academic goals, as well as respond to any negative trends in a timely manner. The Board and school leadership will also engage in ongoing strategic planning to ensure the continuous improvement of the school. In the event that the Board deems it necessary to revise any of the school's goals, the Executive Director will be tasked with developing and presenting the modified goals to the Board for approval. Included in the revision will be a robust justification for changing the goals, as well as a complete plan for monitoring and meeting the revised goals upon approval by the Board.

**d. How do these goals align with academic achievement goals within the authorizer/state model performance framework and the proposed community you plan to serve?**

**Alignment to performance framework.** As explained above, according to the MNPS Charter Authorization Handbook, MNPS utilizes the TDOE's Model Charter School Performance Framework. However, the publicly-available version of the TDOE's framework has not been updated since 2018 and consists of outdated academic achievement and growth metrics and measures. As such, we have directly aligned our annual student outcome and growth goals to the TDOE's accountability framework for all schools, which was revamped in 2023 to assign schools a letter grade based on performance across four indicators: achievement, growth, subgroup performance, and college and career readiness. We have aligned our annual school culture goals, including attendance targets, and financial performance goals to the TDOE's Model Charter Performance Framework as the TDOE's letter grade accountability system does not articulate targets for these categories. In the event that our defined goals do not align with the framework employed by MNPS, we will revise our annual goals to ensure alignment.

**Alignment to the proposed community.** As explained in the **Enrollment Summary** section, we will draw students from across MNPS in alignment with our mission and innovative model. To this end, we are serving the Nashville community at large, which, like the state and country as a whole, is in the midst of a dire nursing shortage. More specifically, according to the Bureau of Labor and Statistics, there are 2 million open jobs in the U.S. healthcare industry today, and an additional 2 million jobs are predicted to be vacant by 2031.[76] Projections specific to nurses predict that more than 275,000 additional nurses will be needed by 2030, with employment opportunities anticipated to grow at a faster rate (9%) than all other occupations through 2026.[77] The global pandemic has only exacerbated this critical shortage with high workloads and unprecedented levels of burnout, making the need for a pipeline of future nurses and healthcare workers of the upmost importance.[78]

At the state level, Tennessee healthcare leaders report these same critical workforce shortages. Tennessee hospital leaders have identified nursing and allied health workforce shortages as the number

[76] U.S. Bureau of Labor Statistics, 2022
[77] Nashville Health Care Council, Healthcare Industry Nashville MSA Report, 2023
[78] Ibid.

one issue currently affecting their hospitals and expect these shortages will continue to be a challenge in the future. According to a healthcare workforce report commissioned by the Tennessee Hospital Association, overall growth in the Tennessee population will contribute to a growing demand for healthcare services. However, the report also projects a significant gap in supply of key healthcare providers to meet this growing demand of services such as registered nurses, emergency medical technicians, physician assistants, and respiratory therapists.[79] HCA Healthcare's Tristar division, which includes the city of Nashville, reports a current massive shortage of 1,017 registered nurses and 342 certified nursing assistants/patient care technicians in their own workforce. As such, our long-term and annual goals ensure that we are meeting our mission of preparing our students to be the professional nursing workforce of the future, which aligns to the community's need for more nurses.

**e. Describe corrective action plans if the school falls below state, district and/or its own academic achievement goals.**

As outlined above, the Board, Executive Director, and leadership team will regularly monitor progress toward meeting the school's annual academic achievement goals, as well as will engage in ongoing strategic planning to ensure the continuous improvement of the organization. In the event that we do not achieve our goals or do not satisfy the threshold for meeting the standard on any area of the performance framework, the Board will direct the Executive Director to develop a corrective action plan. The plan will include the results of a robust root cause analysis and outline solutions and discrete action steps accordingly. Solutions and action steps will be anchored in timebound, measurable outcomes and will articulate needed resources, timelines, and responsible parties. Once drafted, the corrective action plan will be presented to the Board for approval, with any needed revisions occurring prior to the Board voting. Once approved, the corrective action plan will be implemented and monitored with fidelity by the Executive Director. Progress toward implementation and meeting outcomes will be reviewed during Board meetings. Until student achievement meets expectations, the corrective action plan will drive all school improvement efforts.

**f. Describe the proposed school's approach to helping remediate students' academic underperformance and learning loss, including plans for Response to Instruction and Intervention (RTI$^2$) that aligns with Tennessee guidelines.**

We will implement the TDOE's RtI$^2$ framework to ensure that effectively and efficiently identify students who are at-risk of academic failure:[80]

- **Administer Universal Screeners:** We will administer universal screeners to all students across all grades in reading and math (described in detail in the **Assessments** section). Assessment results will enable us to identify students' individual levels of performance, as well as will allow us to examine data at the subgroup level to pinpoint trends. The results of the screeners will be analyzed in comparison with student performance on other assessments to ensure alignment of performance.
- **Implement Early Warning System (EWS) Processes:** Anchoring our identification system will be the EWS process, which entails the collection of multiple sources of data such as internal and external assessment data, grades, behavioral records, attendance rates, past intervention documentation, and past instances of retention, among other data points. In alignment with guidance outlined in the TDOE's RtI$^2$ Manual, the EWS will include an attendance indicator, a behavioral indicator, and academic competency indicator at minimum. As noted in our budget, we intend to utilize

[79] Tennessee Hospital Association, Tennessee Health Workforce Projections 2021-2035, 2022
[80] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

PowerSchool as our Student Information System. PowerSchool also offers an EWS as part of its platform, allowing student information and data to be seamlessly collected, housed, and analyzed. A key feature of this program is that student data is automatically analyzed, and students who pass set thresholds are flagged for further data review and potential identification of being at-risk.

- **Analyze Multiple Sources of Data:** The array of data collected as part of the EWS will be analyzed at the start of the school year, with students who exceed prescribed thresholds being flagged as being at-risk. As part of this review, the results of universal screening will be compared to data gleaned from other assessments to confirm or challenge a student's performance on the screener. In the event that a student's performance on the universal screener conflicts with that on other assessments, the student will be administered a diagnostic assessment (described below). As explained above, we plan to utilize PowerSchool for our EWS platform to ensure that students who emerge as being at-risk after the start of the year are swiftly identified and supported.
- **Conduct Additional Screening:** Students who are identified as being at-risk of academic failure through EWS review will be administered additional screening tools (e.g., survey-level assessments, diagnostics) to pinpoint each student's specific intervention needs. As indicated above, students whose performance on screeners conflict with performance on other assessments will also be screened to reliably determine intervention needs.
- **Make Data-Driven Decisions:** After analyzing the results of data, students identified as being at-risk will be referred to the RtI$^2$ team, which will craft an intervention plan specific to each student's needs. Some students identified as being at-risk may have learning gaps that span multiple grade levels, while others may require "just in time" intervention to remedy deficits that recently emerged. The RtI$^2$ team will prescribe research-based interventions accordingly, ensuring every student receives the supports that they need to successfully accelerate learning and come to grade level.

**Academic programs, strategies, and supports.** As indicated above, we will administer universal screeners to all students in reading and math. Ninth grade students who perform at an elementary school level in reading and/or math will automatically be enrolled in a year-long reading and math college readiness and skills class, which will hold a TDOE designated intervention course code. This course will carry a low-class size and provide students with targeted, intensive support that greatly accelerates learning so that multiple years of growth will be achieved by the conclusion of the course. In addition to reading and math academic content, this course will address critical skills such as those related to executive functioning and Habits of Mind. Given our school's unique model and mission to graduate the future professional nursing workforce, it is critical that we close gaps as quickly as possible. These courses, created by the school's CMO, have a proven track-record of accelerating learning. Students will also take English I and Algebra as separate courses, which will provide double exposure to reading and math content. As previously noted, research indicates that coupling grade level instruction with scaffolded support is most likely to produce the academic progression needed to close gaps and come to grade level.

In addition, we will use the identification procedures described above to provide instruction and support according to students' individual needs. Our embedded use of data will ensure that students receive the correct tiers of support; each tier is described below:

- **Tier 1 – All Students:** All students will receive high-quality, rigorous, standards-based core instruction, which will be delivered using research-based techniques and strategies. On-going data analysis will be an embedded practice and will inform the provision of Tier 1 instruction, including creating small groups of students, incorporating Universal Design for Learning strategies, providing

scaffolded instruction, deciding on instructional approaches, and informing reteaching plans. According to research, effective Tier 1 instruction generally meets the needs of 80-85% of students.

- **Tier 2 – Some Students:** In addition to receiving Tier 1 core instruction, students identified as needing additional support and being at-risk of academic failure will receive Tier 2 intervention through push-in and/or pull-out small-group support. Generally, between 10-15% of students require Tier 2 support.
- **Tier 3 – Few Students:** Students who do not demonstrate sufficient progress after receiving Tier 2 intervention will be provided with more intensive Tier 3 intervention, which will be provided to students individually in conjunction with Tier 1 core instruction.

If the percentages of students falling within each tier of instruction differs significantly from the information previously stated, the RtI$^2$ team will look first to improve Tier I instruction to ensure that students are successfully accessing core content.

In the event that Tier 1 instruction is not meeting a student's needs, the RtI$^2$ team will create a tiered intervention plan designed to meet the student's individual needs:

- **Tier 2:** When data reveals that students require support beyond Tier 1, they will be assigned to Tier 2 and receive supports accordingly. As explained in the **School Calendar and Schedule** section, we will implement extended periods. For students in grades 9 and 10, time will be embedded in extended periods; this time will be utilized in accordance with students' individual learning needs. For students receiving Tier 2 intervention, they will either be provided with small-group support by the classroom teacher or by the literacy or numeracy coordinator via push-in or pull-out. Students in grades 11 and 12 will have a daily flex block in their schedule, which will be used to provide Tier 2 intervention to students in need of it. Students receiving Tier 2 intervention will be monitored frequently to measure growth and assess the effectiveness of the support being provided. Students who demonstrate adequate progress will be exited from intervention once monitoring indicates identified gaps have been closed. Students who do not make sufficient progress will move to more intensive Tier 3 interventions.
- **Tier 3:** As with Tier 2, students who are prescribed Tier 3 supports will still receive Tier 1 core instruction. Tier 3 supports will also largely occur during the time embedded in extended periods for students in grades 9 and 10. The daily flex block will be used to deliver Tier 3 supports to students in grades 11 and 12. Students in Tier 3 will be provided with 1:1 individualized, intensive intervention via push-in or pull-out by the literacy or numeracy coordinator. Progress monitoring will occur on a weekly basis across the course of 6-8 weeks. If monitoring data reveals the student has made sufficient progress and the gap has been closed, the student will exit Tier 3 support. If data indicates that sufficient progress has not been made, the student may be referred for evaluation of specialized services.

To ensure that we provide effective, research-based interventions, we will utilize Renaissance as our intervention platform in reading and math, which offers progressive, adaptive intervention programming (focus skills) that will be employed in complement to the explicit instruction provided by teachers, the literacy coordinator, and the numeracy coordinator. We will utilize Renaissance to monitor students at their skill/instructional level, as it offers progress monitoring tools that are sensitive to change to ensure that we collect valid data around students' progress. Students' progress will be monitored on a weekly basis.

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

As outlined above, we have set an average daily attendance goal of 94% and have established the annual goal of less than 20% of students being chronically absent. To ensure that we achieve our goals and have consistently high rates of attendance, we will first and foremost establish a positive student culture that will be anchored in our Pillars of Nursing, which define high expectations for students around Scholarship, Character, Compassion and Empathy, and Professionalism (described in detail in the **School Culture and Discipline** section). We will also implement an advisory structure that will further foster a positive school culture and cultivate community. Research shows that when students attend a school with a positive culture, they are more likely and motivated to come to school. For instance, in "How to Create a Positive School Climate," researchers found that a positive school culture "decreases absenteeism, suspensions, substance abuse, and bullying, and increases students' academic achievement, motivation to learn, and psychological well-being."[81] We will also provide students with authentic, rigorous learning opportunities that hold real-world relevance to the profession of nursing. Working in tandem, our positive school culture, high expectations, and innovative academic plan will ensure high rates of student attendance as we will provide students with a learning environment and opportunities from which they will not want to be absent. However, we recognize the importance of ensuring that we have plans for identifying and addressing chronic absenteeism. To this end, we will implement the following:

- **PowerSchool:** As noted in the **Special Populations** section and documented in our budget, we plan to utilize PowerSchool as our Student Information System (SIS). In addition to utilizing PowerSchool's SIS platform, we also intend to purchase PowerSchool's Student Success Cloud, which is designed to seamlessly collect, house, and analyze data related to attendance, behavior, and academic achievement. To this end, we will employ PowerSchool to track student attendance, as well as to automate data analysis, produce data-driven attendance interventions, and facilitate two-way communications with parents about their children's attendance.
- **Advisory:** As explained in the **School Culture and Discipline** section, we will implement an advisory structure. Students will have the same advisor and will be in the same advisory cohort through all four years of their high school experience, which will foster a strong connection between students and their peers and advisors. Such connection will better ensure that every student has a trusted adult in the building. Students will meet in advisory for 43 minutes twice a week. Advisors will utilize PowerSchool to check students' attendance records and conference with students who have been absent to understand the reason for absences and to discuss potential solutions as needed. If deemed necessary after such discussion, advisors may refer students to the attendance team for further support. In these instances, students will not yet have been flagged as requiring intervention based on the number of absences. Rather, these referrals will be initiated after learning about a newly erected barrier to attending school such as the loss of transportation that will likely cause future absences. In this regard, the referral will allow the attendance team to proactively identify supports and solutions to ensure that the student is able to come to school.
- **Attendance Team:** As noted above, we will form an attendance team, which will consist of the Deans of Student Support, Community Health Manager, school counselors, social worker, and other staff as

[81] https://greatergood.berkeley.edu/article/item/how_to_create_a_positive_school_climate#:%7E:text=Researchers%20have%20found%20that%20a%20positive%20school%20climate,academic%20achievement%2C%20motivation%20to%20learn%2C%20and%20psychological%20well-being

relevant. This team takes a holistic and interdisciplinary approach to supporting students with attendance issues. To this end, the team will meet regularly to analyze attendance data, identifying any trends at the whole school, grade, cohort, and/or subgroup level. Once identified, the attendance team will formulate plans to address trends and will monitor the impact of plans, and make necessary adjustments in response to data. Additionally, students who have been flagged for absences will be referred to the attendance team. Based on data, the attendance will identify root causes of absences and create intervention plans in response. During this process the attendance team will engage with the student's family to the greatest extent possible and identify areas where social determinants of health may be contributing to the student's absences. Intervention plans will seek to address identified causes; the impact of attendance intervention plans will be closely monitored by the team. Students who are proactively identified (such as through advisory as described above) as needed support around coming to school will also be referred to and monitored by the attendance team. Parents will participate in attendance plans to the greatest extent possible.

**h. Explain how students will matriculate through the proposed school (i.e., promotion/retention policies).**

Our promotion and retention policies align with our mission of graduating the professional nursing workforce of the future. As previously explained, we will implement a standards-based approach to grading, which is anchored in evaluating students solely based on their ability to demonstrate proficiency against state academic standards. We firmly believe that the mastery learning required by standards-based grading is critical to ensuring our graduates are prepared to be futured nurses. To this end, promotion to the next grade is based entirely on academic merit as students must pass their classes to learn at the level required by our academic program. For this reason, in grade 9, three or more failures result in an academic intervention plan. If students in grade 10 and 11 must retake courses that they previously failed, causing them not to be able to take the required courses for graduation, then they are retained out of necessity as they would otherwise not be able to satisfy graduation requirements. To preserve the rigor of our academic program and maintain high academic expectations, students who fail courses will be expected to repeat them and/or recover credits so that they are able to restore their path to on-time graduation.

**i. Provide the proposed school's exit standards for students, including graduation requirements. These should clearly set forth what students in the last grade served will know and be able to do.**

As outlined in the **High School Graduation and Postsecondary Readiness** section, students must earn 24 total credits, which exceeds the State Board's requirement of 22 credits. Students will be required to earn 4 science and 5 elective focus credits instead of 3 of each. Additionally, to ensure that students acquire the experience, skills, credentials, and knowledge needed to prepare students for postsecondary opportunities in nursing and related healthcare field, we require that students successfully complete a work-based learning experience, obtain a workforce credential (entry-level patient care), and earn at least 3 college credits. Below outlines the credit requirements for graduating from our school, all of which also satisfy the State Board's requirements:

- English Language Arts: 4 credits
- Math: 4 credits
- Science: 4 credits
- Social Studies: 3 credits
- Health: 1 credit
- Foreign Language: 2 credits

- Fine Arts: 1 credit
- Elective Focus: 5 credits

Elective Focus credits are earned (and required for graduation) as follows:

- Health Design Lab II with Physical Education (this course will satisfy the physical education requirement)
- Nursing Careers
- Certified Nurse Aide
- Career Seminar with Technology Education (this course will satisfy the computer science requirement)[82]
- College Seminar with Personal Finance (this course will satisfy the personal finance requirement)

In satisfying the requirements outlined above, students will know and be able to do the following across the core (i.e., ELA, math, science, social studies) as articulated in the Tennessee Academic Standards:[83]

| English Language Arts | |
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| Language | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking<br>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing<br>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening<br>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate<br>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings<br>• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression |
| Reading | • Make inferences in increasingly complex text and logically explain their thinking behind the inferences<br>• Determine central ideas of texts, unpack the development of the ideas, and summarize key aspects of a text to show the relationship between the details and the central ideas<br>• Analyze how and why ideas, events, and characters develop and interact |

[82] We will apply for a waiver to secure TDOE approval for this course to satisfy the computer science graduation requirement.

[83] https://www.tn.gov/education/districts/academic-standards.html

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| | over the course of a single text<br>• Interpret the explicit and subtle uses of language to shape meaning<br>• Analyze how form and structure contribute to meaning-making<br>• Assess how point of view, perspective, and purpose impact the development of a text<br>• Integrate and evaluate content in diverse media formats and analyze the impact on a text<br>• Evaluate arguments and trace key points<br>• Analyze ideas across texts and time<br>• Build knowledge from content-rich nonfiction and<br>• Consider alternate and opposing interpretations of text. |
| Speaking and Listening | • Participate in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively<br>• Present information/ideas formally and informally in such a way that others can follow a line of reasoning<br>• Effectively integrate information from appropriate diverse formats<br>• Evaluate a speaker's point of view<br>• Make strategic use of digital media |
| Writing | • Recognize and write in various modes, for different purposes, including to support and sustain an opinion or argument, to inform, and to express and reflect<br>• Understand the relationship among writing task, purpose, and audience<br>• Understand writing occurs through a process, and utilize a process that includes planning, revising, editing, and rewriting<br>• Use technology to communicate effectively and to produce and publish writing<br>• Understand writing can be used to answer questions, and participate in short- and long-term research and inquiry projects<br>• Use evidence to support claims and convey ideas in writing<br>• Integrate and synthesize others' ideas into writing and<br>• Write often to develop fluency, confidence, and stamina |
| **Mathematics** | |
| Precalculus | • Represent, interpret, compare, and simplify number expressions<br>• Perform complex number arithmetic and understand the representation on the complex plane<br>• Use complex numbers in polynomial identities and equations<br>• Represent and model with vector quantities<br>• Understand the graphic representation of vectors and vector arithmetic |

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| | • Perform operations on matrices and use matrices in applications<br>• Understand and use sequences and series<br>• Solve systems of equations and nonlinear inequalities<br>• Describe and use parametric equations<br>• Understand the properties of conic sections and apply them to model real-world phenomena<br>• Build new functions from existing functions<br>• Analyze functions using different representations<br>• Extend the domain of trigonometric functions using the unit circle<br>• Model periodic phenomena with trigonometric functions<br>• Use trigonometry to solve problems<br>• Apply trigonometric identities to rewrite expressions and solve equations<br>• Use polar coordinates<br>• Model data using regression equations |
| Statistics | • Understand, represent, and use univariate data<br>• Understand, represent, and use bivariate data<br>• Understand and apply basic concepts of probability<br>• Use the rules of probability to compare probabilities of compound events in a uniform probability model<br>• Understand and use discrete probability distributions<br>• Understand the normal probability distribution<br>• Know the characteristics of well-defined studies<br>• Design and conduct a statistical experiment to study a problem, then interpret and communicate the outcomes<br>• Make inferences about population parameters based on a random sample from that population<br>• Understand and use confidence intervals<br>• Use distributions to make inferences about a data set |
| **Science** | |
| Chemistry | Matter and its interactions:<br>• Structure and properties of matter<br>• Chemical reactions<br>• Nuclear process<br>• Motion and stability: forces and interactions<br>• Forces and motion<br>• Types of interactions<br>• Stability and instability in physical systems<br>• Energy |

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| | • Definitions of energy<br>• Conservation of energy and energy transfer<br>• Relationship between energy and forces<br>• Energy in chemical processes and everyday life<br>• Waves and their applications in technologies for information transfer<br>• Wave properties<br>• Electromagnetic radiation |
| **Social Studies** | |
| U.S. Government and Civics | • Explain the fundamental principles of American government, as expressed in the Constitution and other essential documents of American federalism<br>• Analyze the functions of the legislative branch of the federal government<br>• Analyze the functions of the executive branch of the federal government<br>• Analyze the functions of the judicial branch of the federal government<br>• Identify various liberties that are ensured through the Constitution and analyze court cases that have impacted the ways our liberties are protected<br>• Identify state leaders and explain state and local governance in Tennessee through exploration of the various structures and functions of government<br>• Examine the responsibilities and opportunities of a citizen of the U.S. |
| Economics | • Explore how limited resources restrict the goods and services that people may want and how consumers must choose some things and give up others<br>• Consider systems and means created to meet and manage the issues of scarcity<br>• Understand the role that supply and demand, prices, and profits play in determining production and distribution in a free-market economy<br>• Understand the organization and role of business firms and analyze the various types of market structures in a market economy<br>• Analyze perspectives on the roles of government in a market economy and explore means of financing and influencing the economy.<br>• Understand how various models and instruments describe economic performance.<br>• Understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world |

**j. If an elementary school, how will the school approach ensuring 3rd graders receive proper tutoring, remediation, support, and summer school in alignment with Tenn. Code Ann. § 49-6-3115.**

Not applicable; we are proposing to open a high school.

## Section 1.5 Assessments

**a. Identify the primary internal assessments the proposed school will use to assess individual student and sub-group learning needs and progress throughout the year.**

In addition to external assessments such as ACT, Health Education Systems Incorporated (HESI), Accuplacer, Certified Nurse Aide (CNA), and state-mandated exams, we will administer the following primary internal assessments to assess individual student and sub-group learning needs and progress throughout the year:

- **Renaissance Star:**[84] We will administer Star assessments in reading and math to all students across grade levels; administrations will occur three times a year (fall, winter, spring). Star assessments are anchored in research, validity studies, and nationally normed referenced, which ensures that the assessments and corresponding student data are valid and reliable. Student performance can be viewed at multiple levels, including at the school, grade, cohort, subgroup, and individual student level. Dynamic reporting options are also available, which allows users to use the data goal setting and instructional planning. This ability to disaggregate data in varied ways ensures that individual and sub-group learning needs can be accurately identified throughout the school year, and multiple administrations allow student progress to be monitored as the year unfolds. Additionally, these tests can be administered in "progress monitoring mode," which allows for more frequent administrations and growth metrics on students identified as being at-risk and/or in need of intervention.
- **Final Exams:** Final exams are administered to every student across every course. These assessments are aligned to determined sets of academic standards that have been taught through each course's corresponding curriculum. Final exams function as the summative counterpart to midterm exams and contribute to course credit determinations.
- **Curriculum-Embedded Assessments:** As outlined in the **Academic Focus and Plan** section, we will implement a mixture of externally and internally created curricula. Each curriculum contains embedded assessments, which we will implement as indicated in scope and sequences and pacing guides. These assessments may be formative, enabling teachers to determine the learning needs of students, as well as allowing teachers to uncover common trends in misunderstanding. The formative data gleaned informs student supports and interventions and shapes reteach and upcoming instructional plans. These assessments will also consists of performance assessments that are summative and may involve project-based assessments, constructed responses, or application of skills.
- **Informal Classroom Assessments:** Teachers will employ informal assessment strategies throughout every lesson across classrooms. The strategies utilized may include the use of whiteboards, circulation, entry tickets, exit tickets, student discourse, and questioning techniques, among many others. Informal classroom assessments evaluate student understanding of academic content in the moment, allowing teachers to immediately clarify misunderstandings and fluidly identify and address trends in misunderstanding at the whole class, group, or individual student level while teaching and learning is occurring.

[84] https://www.renaissance.com/

**b. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.**

Our primary internal assessments align with our curriculum, performance goals, and state standards as outlined below:

- **Renaissance Star:** The Star Reading assessment evaluates students' proficiency on a continuum of grade-level reading and language skills, including students' knowledge of vocabulary, ability to apply comprehension strategies and construct meaning, analyze literary text, understand authors' use of language and literacy devices, and aptitude around recognizing, analyzing, and evaluating arguments, all of which align to our proposed ELA curriculum, which, in turn, aligns to Tennessee state standards. The Star Math assessment pinpoints students' proficiency on grade-level math skills and concepts, including quantities, functions, categorical and quantitative data, circles, probability, models, real and complex number systems, expressions, congruence, equations, and functions, among multiple others, all of which align to our identified math curriculum and to Tennessee state standards. Additionally, Renaissance conducted a study to determine if performance on Renaissance Star assessments in reading and math will predict performance on TNReady exams. The study, Pathway to Proficiency: Linking Star Reading and Star Math to the TNReady, found that Star assessments are accurate predictors of TNReady as Star Reading and Star Math scores highly correlate with TNReady scores.[85] Since TNReady exams assess proficiency on Tennessee academic standards, the study confirms that Star assessments align to state standards. Further, as outlined in the **Academic Performance Standards** section, we have established goals around performance on TNReady assessments. Since Star assessments are accurate predictors of performance on state exams, performance on Star assessments align to our performance goals.
- **Final Exams:** Our final exams are specifically designed to evaluate proficiency on the academic standards covered by the curriculum, which aligns to Tennessee academic standards. Additionally, since TCAP exams assess mastery of Tennessee state standards, performance on midterms and finals supports the goals we have established about performance on state assessments.
- **Curriculum-Embedded Assessments:** As the name indicates, these assessments are part of a course's curriculum. As noted throughout, all curricula are standards-based and align to Tennessee academic standards, thereby also aligning to our established performance goals on TNReady.
- **Informal Classroom Assessments:** These assessments occur frequently and fluidly to determine levels of student understanding while lessons are unfolding and learning is occurring. Since all our courses are anchored in standards-based curricula that align to Tennessee state standards, these assessments provide real-time data about students' progress toward mastery of state standards and, thus, performance on TNReady exams.

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

The Director of Teaching and Learning will be responsible for and involved in the building testing coordination.

[85] https://renaissance.widen.net/view/pdf/zmg9kawmqb/R52834.pdf?t.download=true&u=zceria

**d. Explain how the proposed school will collect and analyze student academic data and use it to inform instruction, professional development, and teacher evaluations.**

We understand that cultivating a data-driven culture that informs instructional decisions, determines student supports, and anchors professional learning and evaluation is critical to ensuring that our students gain proficiency on Tennessee academic standards. To this end, we will administer an array of primary internal assessments as well as require students to take a number of external assessments, which will enable us to consistently collect student academic data. To ensure valid and reliable assessment results, we will follow all regulatory and external vendor protocols with regard to the storage and administration of exams. We will also implement internal assessment protocols that will guide the administration of our internal exams. All staff will be trained in these protocols annually.

Assessment data will be analyzed across all layers of our school. More specifically, after the administration of key external and internal assessments, the RtI$^2$ team, consisting of interdisciplinary leaders and staff such as the Executive Director, Director of Teaching and Learning, Director of Nursing, Special Education Teacher, MLL Teacher, and Academic Department Chairs, and Grade Level Chairs, will analyze the data using a schoolwide data-based decision-making planning tool. The assessment data is analyzed in tandem with other factors such as rates of chronic absenteeism or behavioral data points to gain a larger contextual picture of student performance.

Additionally, Academic Department Chairs and Grade Level Chairs meet with the members of their respective Professional Learning Communities to facilitate teachers' examination of data results, as well as guide in the implementation of established action steps, which may entail the creation of reteach plans, refinement of instructional plans, and establishment of student support plans, among others. The data analysis and application done in PLCs will then be built upon during personalized coaching sessions, where teachers' coaches will provide individualized support around using assessment results to inform instruction, differentiation, and intervention.

Students will also analyze and reflect on their academic data, participating in data talks with their teachers. Students will receive their data in advance of their talk, allowing them time to examine and reflect on their results. Teachers will then engage in guided discussions with students, supporting them in reflecting on their strengths, identifying areas of opportunities, determining strategies for improvement, and establishing/refining goals. Teachers will also communicate regularly with families so that they are aware of their child's performance and progress.

As noted above, embedded within the data analysis process is the identification of professional learning needs, which informs professional development topics, the focus of PLCs, and personalized coaching depending on the trend level of the identified need, all of which is described in detail in the **Professional Development** section. Additionally, as outlined in the **Personnel/Human Capital** section, we will implement TEAM as our teacher evaluation model, which calls for the use of student academic achievement and growth data when calculating teachers' effectiveness scores.

**e. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve instruction.**

Described in detail in the **Professional Development** section, we will provide summer training to leaders and teachers prior to the start of school. During this time, trainings on how to analyze, interpret, and use performance data will be provided. We will provide ongoing follow-up training and implementation support around analyzing and applying data throughout the entirety of the school year. More specifically, teachers will receive weekly professional development; data will be revisited during these weekly sessions on a regular basis. We will provide implementation support through job-embedded data

analysis practice during PLC meetings and through instructional coaching sessions to ensure that faculty and staff are proficient in analyzing and using data to improve instruction.

## Section 1.6 School Calendar and Schedule

**a. Provide the annual academic calendar for the proposed school as Attachment B.**

See **Attachment B**.

**b. Provide the proposed school's detailed daily schedule by grade as Attachment C.**

- **Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies.**

See **Attachment C**.

**c. Explain why the academic calendar and schedule will be optimal for student learning. Summarize how you will plan time for tiered interventions, enrichment, tutoring, and other academic activities.**

Our academic calendar and schedule are optimal for student learning in that they satisfy all state and district requirements. Specifically, our academic calendar includes the mandated 180 instructional days, as well as closely aligns to MNPS' annual calendar. We elected to implement an academic calendar that mirrors that of MNPS to support families who have children who attend other schools in the district. We appreciate the challenges that can be incurred when families follow multiple calendars, so we are seeking to avoid conflicts with the district's calendar to the greatest extent possible.

Additionally, as detailed in **Attachment C**, our school day spans seven hours, starting at 8:30 and ending at 3:30 four days per week, which exceeds the required 6.5 hours. On two of these days, students attend 5 65-minute extended periods of instruction and 1 45-minute advisory period, where they engage in social-emotional learning, goal setting, and community building activities, among others. On these days (Mondays and Fridays), students are provided with 370 total instructional minutes (just over 6 hours). On Tuesdays and Thursdays, students attend 5 75-minute periods, which amounts to 375 instructional minutes (6.25 hours). One day a week, students start school at 8:30 and dismiss at 1:50 for a school day just shy of 5.5 hours so that staff can participate in professional development, which is permissible under Tennessee Code.[86] Specifically, the Code states, Tennessee Code § 49-6-3004 (e)(1), "A local board of education or private or church-related school that exceeds the full six and one half (6 1/2 ) hours instructional time required by law by one half ( 1/2 ) hour daily for the full academic year shall be credited with the additional instructional time…This excess accumulated instructional time may be used for early student dismissal for faculty professional development." On early release days (Wednesdays), students receive 275 instructional minutes (just over 4.5 hours). In sum, our daily schedule provides all students with 1,020 instructional minutes per week, which equates to 17 hours of learning time. Given this, our schedule is optimal because it provides ample time for students to receive academic instruction, tiered interventions, enrichment, tutoring and other activities as described below:

- **Academic Instruction:** As outlined above, our daily schedule provides students with extended instructional periods four times a week and full 55-minutes periods on early release days once per week, which amounts to 1,020 minutes, or 17 hours, of instruction per week. Our extended periods ensure that our students in grades 9 and 10 have ample time to close gaps, master core grade-level

[86] https://casetext.com/statute/tennessee-code/title-49-education/chapter-6-elementary-and-secondary-education/part-30-attendance/section-49-6-3004-school-term

content, and build a solid foundation of knowledge around topics related to nursing and healthcare. More specifically, as explained in the **High School Graduation and Postsecondary Readiness** section, all courses are 1.0 credit and all are a semester in length with the exception of the core courses that students take in grades 9 and 10. Those core courses span the entire year to allow students ample time to engage with grade-level content, close gaps, and come to proficiency. Thus, the combination of our extended periods coupled with our extended core courses in grades 9 and 10 allow for a faster pace of learning in grades 11 and 12, when all courses are a semester long, including core courses. This approach is backed by research that shows that when students are provided with additional learning time (such as through extended periods and extended courses) to receive grade-level instruction that is scaffolded according to students' individual needs, learning progress is accelerated. This allows students to close gaps and move forward in their learning.[87] As noted above, in grades 11 and 12, our extended periods enable us to cover a year's worth of core content in a semester as students are ready and have been primed for a faster pace of learning.

- **Tiered Interventions:** As detailed in **Attachment C** and described above, four days a week, we will implement extended periods, with 65-minute periods two days a week and 75-minute periods the other two days, with embedded intervention time. Since core classes span two semesters in grades 9 and 10, these extended periods provide sufficient time for intervention, special education services, English language services, and/or gifted services to occur via push-in or pull-out during periods. Students in grades 9 and 10 who have been identified as needing tiered interventions will receive support during their extended periods, with the classroom teacher and literacy and numeracy improvement coordinators providing small-group Tier 2 intervention support and the literacy and numeracy improvement coordinators pushing in or pulling out to provide intensive Tier 3 intervention. By embedding time for intervention, we are able to flexibly respond to students' needs across the entirety of the school day and week, which, as explained above, is proven to accelerate student learning when coupled with grade-level instruction. Starting in grade 11, core classes span one semester in alignment with a collegiate model. Our extended periods ensure enough time to cover a year's worth of content in a semester but do not provide time for intervention or pull-out and/or dedicated services for students with disabilities, who are English learners, and/or who are academically gifted. Accordingly, students in grades 11 and 12 have a daily flex block that is over an hour long four times a week and just under an hour long one day a week. Intervention, special education services, English language services, and/or gifted services will be delivered during flex blocks. Students who do not require services will participate in dual enrollment courses during this time.
- **Enrichment:** Similar to students who need intervention support, students who require enrichment will use the time embedded in every extended period to enrich and extend their learning. Additionally, our schedule will afford students ample opportunity to take rigorous, college-level courses. As outlined in **Attachment C**, students can take up to five dual-enrollment courses, which will provide students with an array of enrichment opportunities. Students will participate in dual enrollment on campus and virtually, depending on the courses taken.
- **Tutoring:** The time embedded into extended blocks will also be utilized to provide tutoring to students who do not require intensive tiered interventions but need extra assistance in understanding an academic concept or skill. In addition, students will attend a 45-minute advisory period twice a week. Among the activities that will be completed during advisory is time for tutoring.

[87] https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help

- **Other Activities:** To ensure that we provide students with the rigorous, well-rounded education needed to achieve our mission of preparing a diverse group of students to be the professional nursing workforce of the future, our daily schedule allows us to embed the following other activities:
    - **Advisory:** Students will attend a 45-minute advisory period twice a week. We have scheduled advisory to occur commonly across the school, which will allow students to stay in the same advisory cohort lead by the same Advisor all four years of their high school experience. During advisory, students will engage social-emotional learning opportunities to build critical soft skills, complete college and career readiness activities, set and monitor goals, build community and relationships, and get academic support through activities such as credit audits and tutoring. A robust body of research definitively shows the symbiotic relationship between social-emotional competence and academic performance, as well as indicates that proficiency in soft skills is critical to success in college and career.[88] where students receive lessons to develop their social-emotional competence, set and monitor goals, complete credit audits, engage in attendance reflections, and cultivate community, among other activities that build important soft skills. We will utilize Naviance, which is a platform provided by PowerSchool, that supports students in preparing "for their futures with personalized college, career, and life readiness (CCLR) planning tools" during advisory time.[89]
    - **Nursing-Specific Courses:** As fully detailed in the **Academic Focus and Plan** section, we will require our students to complete courses specific to nursing preparation so that students are able to acquire the foundational knowledge and skills needed to thrive in college and in their nursing careers. We have designed our schedule to allow ample time for these courses while still meeting all graduation requirements, which is outlined in detail in the **High School Graduation and Postsecondary Readiness** section.
    - **Work-Based Learning Opportunities:** Also a graduation requirement, our daily schedule affords students in grades 11 and 12 time to participate in work-based learning opportunities. More specifically, once a week we will dismiss students at 1:50 pm to participate in work-based learning opportunities, such as internships. Work-based learning opportunities will occur in clinical settings at our partners' sites. Research indicates that work-based learning acts as a lever to advance equity and opportunity, as well as enables students to learn valuable academic, technical, and interpersonal skills.[90]
    - **Weekly Professional Development:** As noted above, we will dismiss early once a week. During this time, all faculty and staff will engage in professional learning to further refine their practice. A wide body of research definitively shows that the quality of instruction students receive is a critical factor in student outcomes; therefore, our daily schedule is designed to allow our teachers and staff to receive on-going, job-embedded professional development that is responsive to their individual and collective needs to ensure that they, in turn, provide students with high-quality instruction and services that optimizes student learning.

[88] https://www.paultough.com/how-children-succeed/
[89] https://www.powerschool.com/classroom/naviance/
[90] https://www.brookings.edu/articles/work-based-learning-can-advance-equity-and-opportunity-for-americas-young-people/

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

In addition to the programming outlined above, we will offer an array of after-school clubs to our students. While most offerings will be in response to student interest and demand, we will have National Honor Society and Student Ambassadors clubs, which will begin within the first year of operation. For clubs offerings informed by student interest, during the first semester of operation, we will poll students during advisory to solicit their feedback about clubs of interest. Based on the results, we will then determine staff advisors, potentially launching clubs at the start of the second semester. The frequency of meetings will be determined upon each club's formation. To ensure that our club offerings reflect the current interests of students, we will solicit students' input about clubs annually and adjust accordingly. We have allocated stipend funds in the budget for clubs, which is outlined in **Attachment AA.**

**e. If Saturday School, summer school, additional remediation and tutoring after school hours, or other after school programming will be offered, describe the program(s), including those in alignment with Tenn. Code Ann. § 49-6-3115.**

- **Explain the schedule and length of the program, including the number of hours and weeks.**
- **Address 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?**

Not applicable; we do not currently plan to offer Saturday School, summer school, additional remediation and tutoring after school hours, or other after-school programming. If, after opening, it becomes evident based on data and/or demand that our students require additional programming, we may elect to implement one or more of the above programs in response to need.

## Section 1.7 Special Populations

**a. Describe the experience of the leadership team in working with special populations.**

We are applying to open a new start charter high school that will operate independently and will not be a part of an existing network of schools, and we have not yet identified an Executive Director or other members of the leadership team. However, as outlined in the **Personnel/Human Capital** section, we will implement robust recruitment mechanisms to attract and hire highly qualified leaders and staff who possess the experience, expertise, and credentials needed to effectively serve all students, including special populations of students. As part of our hiring processes, we will ensure that individuals who have experience working with special populations of students participate in hiring decisions and have established comprehensive job descriptions, which include required qualifications, for all positions for which we will hire, including for those who will lead and oversee the work with our special populations of students. A summary of these descriptions, including each role's general responsibilities and required qualifications, are detailed below:

**Executive Director**

The Executive Director, as the senior leader of the organization, is responsible for providing strategic, financial, and operational leadership for Nurses Middle College Nashville. The Executive Director will work closely with the Board of Directors, senior leadership team, and the CMO to ensure authentic implementation of the model with fidelity, including but not limited to the mission, vision, rigorous academic objectives, work-based learning goals, and the organizational culture of health and nursing. The Executive Director will also ensure compliance with all local, state, and federal regulations and statutes, as well as oversee the hiring of all personnel, including those who serve special populations of students. The Executive Director will ultimately hold the responsibilities that all students, including special populations of students, receive all needed and legally mandated supports and services.

The Executive Director will have the following qualifications and demonstrate the below characteristics:

- Current Bureau of Criminal Identification and Investigation (B.C.I.)
- Proof of U.S. Citizenship, residency, or work visa
- Bachelor's degree in nursing required, graduate degree preferred
- At least 5 years of executive leadership in a healthcare organization or non-profit organization
- Have experience managing a complex budget, including working with restricted revenue streams
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter who seeks feedback to continue professional growth
- Have excellent written and oral communication skills
- Ability to develop strategy, align resources, implement plans with fidelity, assess progress, and address gaps to achieve strong and consistently high results across all functional areas
- Meticulous attention to data collection and data analysis to drive decision making
- Proficient in Microsoft and Google platforms
- Remains current regarding changes and developments in the nursing profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field to ensure quality leadership

- Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same
- Manages time and resources effectively, prioritizing efforts according to organizational goals
- Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
- Possess strong critical thinking, organizational, problem solving and team-building skills
- Demonstrates belief in the importance of interdisciplinary approach to student education

**Director of Teaching and Learning**

The Director of Teaching and Learning is a key member of the school's leadership team who leads and guides the school in the pursuit of academic goals aligned with the mission and the vision of the school. Serving as the primary instructional leader, the Director of Teaching and Learning ensures systems, strategies, and interventions are in place to maximize each student's academic success. The Director of Teaching and Learning provides leadership and vision in the ongoing planning, implementation, development, direction, review, and evaluation of the school's instructional materials and services, including but not limited to the coordination of instructional practices within the school to ensure the delivery of quality curriculum and instruction, leading professional development, leading data-driven decision making, and managing all academic assessments. The Director of Teaching and Learning ensures the academic supports, services, and interventions are in place to provide a student-centered learning structure while also building and supporting a culture of learning for teachers.

The Director of Teaching and Learning will have the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Master's degree from an accredited college or university with an emphasis in educational administration/leadership.
- Current and active State Department of Education building-level certification
- 5 or more years of charter school leadership experience; urban teaching experience preferred
- Understands current state and federal laws, regulations governing student accountability systems including but not limited to the school accountability report card included in Every Student Succeeds Act (ESSA) plan, the Individuals with Disabilities Education Act, state accountability, the authorizer's performance framework, and the charter school renewal process
- Experience effectively working with others, including within a team, across an organization, or with community partners
- Experience in and a documented track record of data collection, data analysis, and measuring outcome goals
- Passionate and invested in the Nurses Middle College's mission and core belief that people and schools can grow
- Have excellent written and oral communication skills
- Remains current regarding changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field to ensure quality leadership
- Self-starter who is detail oriented

- Meticulous attention to data collection and data analysis to drive decision making
- Proficient in PowerSchool or other Student Information System (SIS), Google Suite, and Microsoft
- Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same
- Manages time and resources effectively, prioritizing efforts according to organizational goals
- Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
- Seeks constructive feedback and other opportunities for self-development

**Director of Nursing**

The Director of Nursing is a key member of the school's senior leadership team and leads the school's efforts in preparing students for careers in nursing as aligned with the mission and the vision of the school. Serving as the nursing programmatic team leader, the Director of Nursing leads the academic team in providing the nursing and health care courses, college coursework, healthcare internships, and the workforce certificate/license classes that highlight the uniqueness of the Nurses Middle College model. The Director of Nursing also manages college and career readiness opportunities, programming, and curriculum to ensure each student has meaningful exposure to the nursing profession and is on a clear pathway to college.

The Director of Teaching and Learning will have the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Citizenship, residency, or work visa
- Valid RN license through the State Department of Health
- Bachelor's degree in nursing; master's degree preferred
- At least 3 years of relevant experience
- At least 5 years clinical nursing experience
- At least 3 years of supervisory/ management experience
- Experience teaching or working with adolescents/young adults
- Skills in developing partnerships with outside organizations to enhance student opportunities
- Excellent presentation skills
- Excellent writing skills for documentation, state reports, and internal data
- Possess strong critical thinking, organizational, problem-solving, and teambuilding skills
- Demonstrates belief in the importance of multidisciplinary approach to student education
- Demonstrates the ability to make evidence-based decisions consistent with sound judgment and experience which will facilitate program growth and development
- Possess a growth mindset driven by the belief that all Nurses Middle College students can succeed in college and a nursing career
- Promotes and enforces the Nurses Middle College educational philosophy, goals, objectives, policies, and procedures that directly benefit the student
- Establishes an equitable and inclusive school climate, where students are at the helm of educational practices

**Dean of Student Support**

The Dean of Student Support is a key member of the school's leadership team who supports the team's efforts to actively support students, families, and staff members as part of building and maintaining a positive school culture in service of achieving the Nurses Middle College Pillars of Nursing. The Dean of Student Support is responsible for supporting the academic and social developmental needs of students, working directly with the school leadership team in maintaining a productive learning environment and creating a community founded in equity, diversity, and inclusion. The Dean of Student Support provides proactive leadership to the school's counseling program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development. The Dean of Student Support also serves as a consultant to educators, families, and students through supporting and implementing best practices positive behavioral supports and interventions, disciplinary referrals, attendance, truancy, behavior monitoring plans, advising, and wrap-around supports.

The Dean of Student Support will have the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Bachelor's degree required; master's degree preferred
- Bi-lingual preferred
- Experience in administrative and classroom leadership roles
- Proficient in PowerSchool or other Student Information System (SIS)
- Training in RtI/MTSS preferred
- Experience with and certification in restorative justice and restorative practices

**Community Health Manager**

The Community Health Manager is responsible to provide referrals for social resources such as, but not limited to, free and subsidized medical and legal services, affordable housing, food, access to affordable medication, to students and the school community. The Community Health Manager evaluates students' and families' social needs and connects them to appropriate resources. This role performs outreach and education to the students and school community and connects students and families to community resources, as well as educates students and families about new resources. The Community Health Manager oversees referral coordination for students and families and connects students and families to health educational programs. The Community Health Manager is an advocate and liaison for students and families, works with students and families in a holistic manner, and serves as a bridge between community resources and students and families.

The Community Health Manager will have the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Bi-lingual preferred
- Current and active State Department of Health certification
- Self-starter who is detail oriented

- A broad knowledge base of the community being served
- Knowledge of specific health issues and health and social service systems
- Meticulous attention to data collection and data analysis to drive decision making
- Proficient in PowerSchool or other Student Information System (SIS)
- Remains current regarding changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field to ensure quality leadership
- Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same
- Good communication skills, including, but not limited to, verbal and written
- Organizational skills, service coordination, and interpersonal skills
- Ability to teach and present information to both individuals and groups.
- A strong level of commitment and desire to help the community and individuals, persistence, honesty, open-mindedness, and a friendly and outgoing personality
- Possesses problem solving skills and perseverance as well as assertiveness and strong advocacy abilities
- Manages time and resources effectively, prioritizing efforts according to organizational goals
- Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
- Seeks constructive feedback and other opportunities for self-development

**Special Education Teacher**

The Special Education Teacher reports to the Director of Teaching and Learning and is responsible for providing students with learning activities and experiences designed to help them fulfill their educational potential. In collaboration with content teachers, the Special Education Teacher will develop or modify curricula and prepare lessons and other supplementary instructional materials appropriate to the students' accommodations and modifications in Individualized Education Programs (IEPs). The Special Education teacher prepares snapshots, reflective of students' IEPs, for content teachers and works in partnership with content teachers to ensure students' needs are met. The Special Education teacher must be knowledgeable of and conduct responsibilities in alignment to federal and State regulations regarding special education services.

The Special Education Teacher will possess the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Bachelor's degree in education or special education preferred
- Current and active State Department of Education's Secondary Education certification and highly qualified status in content area as specified and mandated by the TDOE
- Experience in developing Individualized Education Programs (IEPs) and designing and delivering aligned student-based learning experiences
- Knowledgeable of all federal, state, and local laws and regulations pertaining to the education of students with disabilities and the special education services that would benefit them

- Self-starter who is detail oriented
- Meticulous attention to data collection and data analysis to drive decision making.
- Ability to communicate effectively verbally and in writing.
- Ability to establish and maintain effective working relationships with students, staff, families, advocates, and the community
- Proficient in PowerSchool or other Student Information System (SIS)
- Remains current regarding changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field to ensure quality leadership
- Takes responsibility for behavior, mistakes, and results; learns from successes and failures; and teaches others to do the same
- Manages time and resources effectively, prioritizing efforts according to organizational goals
- Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
- Seeks constructive feedback and other opportunities for self-development

**MLL Teacher**

The Multi-Language Learner (MLL) teacher provides support for students who are identified as English Learners (ELs) in a variety of settings including co-teaching, small group instruction, and consultation with classroom Teachers. The MLL teacher serves as a resource for students who are learning the English language. The MLL teacher works to provide direct English Language Development (ELD) instruction and assists general education classroom teachers with internalization of appropriate curricula and the development of appropriate strategies to meet the unique needs of ELs. The MLL teacher follows regulations set forth by the State Department of Education, including those associated with ELD standards, instructional, assessment, and reporting requirements that pertain to Title III.

The MLL Teacher will possess the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Bachelor's degree as a Teacher of English Learners preferred
- Current and active State Department of Education certification for Teacher of ESOL and highly qualified status as specified and mandated by the State's Department of Education
- Minimum of two (2) years teaching experience in an urban public school or charter school setting preferred
- Self-starter who is detail oriented
- Meticulous attention to data collection and data analysis to drive decision making
- Shows unwavering commitment to urban youth achieving greatness
- Proven track-record of high achievement in the classroom
- Exhibits resilience to persevere and turn challenges into opportunities
- Proficient in PowerSchool or other Student Information System (SIS)
- Remains current regarding changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field to ensure quality leadership

- Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same
- Manages time and resources effectively, prioritizing efforts according to organizational goals
- Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
- Seeks constructive feedback and other opportunities for self-development

**Literacy Improvement Coordinator**

The Literacy Improvement Coordinator will support teachers and students to expand and refine school-wide literacy strategies aligned with the school's unique mission and vision. The Literacy Improvement Coordinator will provide personalized support that is based on the goals and identified needs of individual students and teachers in alignment with the overall instructional practices within the school. The Literacy Improvement Coordinator's primary roles are to a) work with teachers to support best practices in literacy instruction, b) use formative and summative data to create and deliver purposeful interventions for students, and c) make recommendations to the Director of Teaching and Learning about potential next steps to address areas of need.

The Literacy Improvement Coordinator will possess the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Advanced degree from a regionally accredited institution
- State Department of Education's Teacher Certification in English Language Arts required
- Three (3) or more years of teaching experience; urban teaching experience is preferred
- Understands current state and federal laws, regulations governing student accountability systems, including, but not limited to, the school accountability report card included in the Every Student Succeeds Act (ESSA) plan, state accountability, the authorizer's performance framework, and the charter school renewal process
- Experience working effectively with others, including within a team, across an organization, or with community partners
- Proficient in PowerSchool or other Student Information System (SIS)
- Experience in and a documented track-record of data collection, data analysis, and measuring outcome goals
- Passionate and invested in our school mission and our core belief that people and schools can grow
- Ability to effectively write and communicate

**Numeracy Improvement Coordinator**

The Numeracy Improvement Coordinator will support teachers and students to expand and refine school-wide numeracy strategies aligned with the school's unique mission and vision. The Numeracy Improvement Coordinator will provide personalized support that is based on the goals and identified needs of individual students and teachers in alignment with the overall instructional practices within the school. The Numeracy Improvement Coordinator primary roles are to a) work with teachers to support best practices in numeracy instruction, b) use formative and summative data to create and deliver purposeful interventions for students, and c) make recommendations to the Director of Teaching and Learning about potential next steps to address areas of need.

The Numeracy Improvement Coordinator will possess the following qualifications and demonstrate the below characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Advanced degree from a regionally accredited institution
- State Department of Education's Teacher Certification in Mathematics required
- Three (3) or more years of teaching experience; urban teaching experience is preferred
- Understands current state and federal laws, regulations governing student accountability systems, including, but not limited to, the school accountability report card included in the Every Student Succeeds Act (ESSA) plan, state accountability, the authorizer's performance framework, and the charter school renewal process
- Experience working effectively with others, including within a team, across an organization, or with community partners
- Experience in and a documented track-record of data collection, data analysis, and measuring outcome goals
- Passionate and invested in our school mission and our core belief that people and schools can grow
- Ability to effectively write and communicate

**b. What staff (by role and number), including support staff, does the proposed school plan to hire to address the needs of the special populations identified in subsections (d), (e), (f) and (g)?**

We have designed our staffing plan to ensure that our students who have disabilities, are English learners (ELs), are at-risk of academic failure, require behavioral support, and/or who qualify for gifted services receive all needed supports and services to be successful. Below outlines the staff (by role and number) that we plan to hire to address the needs of our special populations of students:

| Role | SY 2025-26 | SY 2026-27 | SY 2027-28 | SY 2028-29 | SY 2029-30 |
|---|---|---|---|---|---|
| Executive Director | 1 | 1 | 1 | 1 | 1 |
| Director of Teaching and Learning | 1 | 1 | 1 | 1 | 1 |
| Director of Nursing | 1 | 1 | 1 | 1 | 1 |
| Dean of Student Support | 1 | 1 | 2 | 2 | 2 |
| Community Health Manager | - | 1 | 1 | 1 | 1 |
| Guidance Counselors | 1 | 1 | 2 | 2 | 2 |
| Social Worker | - | 1 | 1 | 1 | 1 |
| Special Education Teachers[91] | 1 | 1 | 2 | 2 | 2 |
| MLL Teachers[92] | 1 | 2 | 3 | 4 | 4 |

[91] One of the Special Education Teachers will be identified to assume coordinator responsibilities and will receive a stipend to compensate for these additional duties, some of which may occur outside of contract hours.

| Role | SY 2025-26 | SY 2026-27 | SY 2027-28 | SY 2028-29 | SY 2029-30 |
|---|---|---|---|---|---|
| MLL Coordinator | - | - | - | 1 | 1 |
| Literacy Improvement Coordinator | - | - | 1 | 1 | 1 |
| Numeracy Improvement Coordinator | - | - | - | 1 | 1 |
| | | | | | |

**c. Describe the proposed school's plan to prepare for special populations. What adjustments will be made to the school's daily schedule to address the diverse needs of the students?**

Outlined in the **Enrollment Summary** section, we anticipate that 82% of our students will be economically disadvantaged, 33% will be English learners (ELs), and 10% will have disabilities and receive special education services. These projections informed our staffing plan (outlined in the chart above) to ensure that we have sufficient staff to support our special populations of students. Additionally, we will contract out for related services such as occupational, speech, and physical therapy. In the event that our projections do not match our actual enrollment, we will adjust our staffing plan and budget immediately to ensure that we have the staff needed to effectively serve our students. Additionally, we recognize that an individual student or group of students may require more intensive support to enact their IEP. This may require us to revisit our staffing model to add an additional staff member (full time, part time, or support staff as paraprofessional) to support that learner. Our team will be responsive to individual student needs when examining our staffing structure.

We will also form a Response to Instruction and Intervention ($RtI^2$) team, which will consist of the Director of Teaching and Learning, Dean of Student Support, Community Health Manager, Counselor, Social Worker, Special Education Teacher, Numeracy Improvement Coordinator, Literacy Improvement Coordinator, MLL teacher, and relevant general education teachers. The $RtI^2$ team will convene regularly (e.g., quarterly) and will examine $RtI^2$ academic and behavioral progress monitoring data and referrals for students who have been identified as being academically and/or behaviorally at-risk for failure in school. With input and support from parents to the greatest extent possible, the team will craft individualized, tiered intervention and progress monitoring plans. After plans are implemented for 6-8 weeks, the team will reconvene to evaluate the student's progress and make adjustments to plans accordingly, which may include a referral for evaluation for specialized services. In the event that a referral for an evaluation is considered, parent consent will be obtained. Parents will be kept abreast of their child's progress and will be included in progress monitoring meetings and evaluation results meetings.

Additionally, as explained in the **Academic Focus and Plan** section, we will implement a rigorous, unique model that supports the needs of all students, including those requiring special education services. More specifically, as part of our plan, we will implement standards-based curricula and differentiate lessons according to students' individual needs, which we will identify through an array of primary internal assessments that we will administer throughout the year (outlined in the **Assessments** section). We will also utilize standards-based grading when evaluating students' mastery of content and standards. This approach reduces bias by eliminating subjective and inflating factors such as behavior when determining if students have demonstrated proficiency and calculating grades. This approach to evaluating

[92] One of the MLL Teachers will be identified to assume coordinator responsibilities and will receive a stipend to compensate for these additional duties, some of which may occur outside of contract hours, until Year 4, at which time the coordinator role will become an FTE.

performance benefits all students, including subpopulations of students, and is explained in the **High School Graduation and Postsecondary Readiness** section.

Working in complement to our academic focus is our emphasis on students' personal development, which is anchored in our Pillars of Nursing (outlined in the **School Culture and Discipline** section) and is aimed at cultivating students' social-emotional skills. A robust body of research clearly indicates that students' academic performance is tightly wound with their social-emotional competence. For example, research presented by CASEL demonstrates the correlation between social-emotional competence, behavior, and academic achievement, as well as shows that an emphasis on social-emotional learning brings positive outcomes for students, staff, and the school community as a whole.[93] In short, our academic plan couples rigorous academic learning with social-emotional skill development, which will work in complement to effectively support the diverse needs of all of our students, including the special populations of students we will serve.

Further, as described in the **School Calendar and Schedule** section, we have designed our daily schedule to meet our students' diverse learning needs. We will implement extended periods that are over an hour long four times a week, which will allow for ample time for core instruction. Since core classes span two semesters in grades 9 and 10, these extended periods also provide sufficient time for intervention, special education services, English language services, and/or gifted services to occur via push-in or pull-out during periods. Starting in grade 11, core classes span one semester in alignment with a collegiate model. Our extended periods ensure enough time to cover a year's worth of content in a semester but do not provide time for intervention or pull-out and/or dedicated services for students who with disabilities, who are English learners, or who are academically gifted. Accordingly, students in grades 11 and 12 have a daily flex block that is over an hour long four times a week and just under an hour long one day a week. Intervention, special education services, English language services, and/or gifted services will be delivered during flex blocks. Students who do not require services will participate in dual enrollment courses during this time. Research shows that this is a sound, effective approach as it provides ample time for students to engage in grade-level instruction while allowing time for students to also receive the scaffolded supports and services they need to progress in their learning.[94] Additionally, our schedule will allow students to meet in a 45-minute advisory period twice a week, where students receive lessons to develop their social-emotional competence, set and monitor goals, complete credit audits, engage in attendance reflections, and cultivate community, among other activities that build important soft skills. We will utilize Naviance, which is a platform provided by PowerSchool, that supports students in preparing "for their futures with personalized college, career, and life readiness (CCLR) planning tools."[95]

All of the above is underpinned by the robust professional development that we will provide our staff around teaching and supporting special populations of students. As outlined in detail in the **Professional Development** section, our teachers will receive ample professional development during the summer prior to the start of school. Professional development will continue throughout the year, with teachers engaging in weekly trainings. Among the topics that will be covered during professional development are employing sheltered English instruction strategies, implementing Individualized Education Programs (IEPs), making accommodations and modifications, implementing Response to Instruction and Intervention (RtI$^2$) programming, and enriching learning for students who are intellectually gifted.

[93] https://casel.org/fundamentals-of-sel/what-does-the-research-say/
[94] https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help
[95] https://www.powerschool.com/classroom/naviance/

Teachers will receive robust implementation support during regular collaborative meetings and on-going instructional coaching to ensure that they are equipped with the skills and expertise needed to effectively serve our special populations of students.

**d. Describe the following related to students with disabilities:**

- **Methods for identifying students with disabilities and avoiding misidentification or over-identification;**
- **Specific instructional programs, practices, and strategies the proposed school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities;**
- **Plans for monitoring and evaluating the progress and success of students with disabilities, including coordination with the authorizer's monitoring and evaluation; and**
- **Plans for promoting graduation for students with disabilities (high school only).**

**Methods for identifying students with disabilities.** We will adhere to all Child Find requirements that mandate that schools identify and evaluate students with disabilities and who require special education and related services. To accomplish this, we will identify students through the following methods:

- **Existing Individual Education Program (IEP) and 504 Plans:** To ensure that we identify students who are coming to our school with existing IEPs and 504 plans, we will embed the identification process into our enrollment procedures. To this end, when students newly enroll with us, we will ask students' parents/guardians if their child has ever been evaluated for, diagnosed with, and/or received services for a disability. If the parent/guardian answers yes to any of these questions, we will engage with the student's previous school to obtain the student's IEP. Once secured, we will review and meet as an IEP team to make any needed updates to the student's IEP prior to implementing it with fidelity. At a minimum, existing IEPs will undergo formal review on an annual basis. To ensure we do not miss a student's IEP or 504 plan at enrollment, a thorough review of all new students' cumulative files will be conducted.
- **Referral for Evaluation:** If a student is suspected to have a disability but has not yet been identified, the student's parents/guardian or school staff may request that the child be evaluated. Once requested, we will adhere to all mandated timelines around notification and evaluation. If the student's parents make the request, the referral for evaluation will proceed immediately and in accordance with prescribed timelines. We will contract with outside related service providers, including a licensed school psychologist, to execute the evaluation effectively. If the referral is generated from school staff, we will implement the following steps prior to proceeding with a referral to ensure that the student has been screened and has received tiered interventions prior to being evaluated:
    - **Implement Universal Screening:** As explained in the **Assessments** section, we will require that all students take Renaissance Star exams in reading and math at the start of every school year. These tests will serve as our universal screeners and will allow us to identify students' areas of strength and need and pinpoint any gaps in learning students may have. We will then administer these assessments two additional times throughout the year (winter and spring), which enables us to see student growth, identify students who are not making adequate growth, and pinpoint any new gaps that emerge as the year progresses.
    - **Provide Response to Instruction and Intervention (RtI$^2$) Programming:** Students who are identified as having gaps will receive tiered, evidence-based interventions, which are outlined in detail below, in alignment with their individual needs. While receiving

intervention, students will be consistently monitored; students who do not show sufficient progress will receive more intensive interventions, such as an increase in time of the intervention, a reduced intervention class size, or a different program or intervention.

- **Make Referral for Evaluation:** If a student does not demonstrate sufficient progress after receiving the most intensive Tier 3 interventions, then the student will be referred for an evaluation to determine eligibility for special education services. The student will only be evaluated after securing parent permission.
- **Create IEP:** If the results of an evaluation indicate that a student does have a disability and the parent/guardian consents to services, then an IEP will be created accordingly and in collaboration with the entire IEP team. The IEP will outline all mandated services, accommodations, and/or modifications, as well as articulate the student's personalized learning goals. The IEP will be implemented with fidelity and, at a minimum, will be formally reviewed annually as required by law.

**Methods for avoiding misidentification.** As explained above, prior to school staff referring a student for evaluation, the student will undergo universal screening and receive tiered interventions that will intensify as required by the results of progress monitoring. Students will only be referred for evaluation by school staff after the student does not demonstrate sufficient progress after receiving all appropriate intensive Tier 3 interventions. We will greatly mitigate potential instances of misidentification by implementing these methods. Additionally, students who have been identified and receive special education services through an IEP will be re-evaluated every three years by a contracted team of trained clinicians (e.g., school psychologist, related service providers) as required by the Individuals with Disabilities Education Act (IDEA), which also serves as a method to remedy instances of misidentification. Further, to avoid misidentification of ELs for unnecessary special education support, these evaluations may be conducted in the student's native language in place of or in addition to English.

**Methods for avoiding overidentification.** The methods for avoiding misidentification described above also serve as a means to avoid overidentification. Additionally, as outlined throughout the application, we will cultivate a robust data-driven culture. To this end, leaders will engage in data analysis frequently. We will review academic performance and behavioral data in the aggregate and in disaggregated form, which will enable us to monitor identification trends holistically and by subgroup. In the event that the results of analysis reveal a statistically significant increase in identification and/or disproportionate identification of a subgroup of students, we will conduct a thorough examination of the data to determine if overidentification is occurring, as well as pinpoint root causes and prescribe solutions.

**Instructional programs, practices, and strategies to be employed.** In alignment with our belief that all students should be educated in the least restrictive environment (LRE) possible, students with disabilities will participate in general education classes to the greatest extent possible. Additionally, as detailed in the **Academic Focus and Plan** section, all students, including those with disabilities, will have access to the general education curriculum. We will adhere to the United States Department of Education's requirement that all IEPs be aligned to state content standards for the grade in which the student is enrolled.[96] To this end, general education content will be modified, accommodated, scaffolded, and/or presented via specially designed instruction as required by each student's IEP, ensuring that all students have access to grade-level content and instruction. Students will receive services through pull-out and push-in support in alignment with their IEPs. As required, special education teachers will push-in to classes to provide support to students in accessing content in general education settings. As explained in

[96] https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf

the **School Calendar and Schedule** section, we implement extended periods and allocate time during every period to address students' specific needs. Students whose IEPs call for them to receive pull-out services, such as small group intervention, will be pulled during this time, preventing them from missing core instruction. When not receiving support and services by special educators through push-in, pull-out, or specially designed instruction, students will receive all required accommodations and modifications during their general education classes by their general education teachers as outlined in law. Additionally, academic accommodations (e.g., extended time or read aloud) may be provided in a separate setting, as well as related services such as occupational, speech, and physical therapy.

**Monitoring and evaluating progress.** As outlined in the **Assessments** section, we will administer an array of primary internal assessments, including Renaissance assessments in reading and math, final exams, curriculum-embedded summative and performance-based assessments, and formative in-class checks for understanding. These assessments will be administered in complement to external assessments such the ACT and state-mandated exams. Progress toward individual student IEP goals will be assessed on a weekly/bi-weekly basis by the special education teacher(s) in collaboration with general education teachers. This information will be regularly communicated to parents via progress monitoring reports and/or phone calls. At least once a quarter, assessment results will be analyzed to monitor progress toward meeting the goals outlined in a student's IEP. Additionally, all IEPs will undergo formal review on an annual basis; during this review, student progress will be closely analyzed, and IEPs will be adjusted as deemed necessary by data review. Further, all students with IEPs will be re-evaluated for special education services by an assessment specialist once every three years as required by IDEA; the results of re-evaluation will function as an additional data point for monitoring and evaluating students' progress.

**Promoting graduation for students with disabilities.** Students who have IEPs and receive special education services will have equal opportunity to earn a general education diploma. To this end, any student who satisfies the requirements for a general education diploma will receive one. In the event that a student who receives special education services and has an IEP does not satisfy the requirements for a general education diploma, the student may earn an occupational diploma at the conclusion of their fourth year of high school if they meet the following criteria outlined in State Board policy 2.103:[97] Below outlines the occupational diploma criteria:[98]

- Received special education services or supports and made satisfactory progress on an individualized education program (IEP)
- Did not met the requirements for a traditional high school diploma
- Have satisfactory records of attendance and conduct
- Have completed the occupational diploma Skills, Knowledge, and Experience Assessment (SKEMA) created by the TDOE
- Have completed two years of paid or non-paid work experience

Students who receive the occupational diploma may continue to work toward a traditional high school diploma through the end of the school year in which they turn 22 years old.

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[97] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/february-10%2C-2023-sbe-meeting/2-10-23%20IV%20C%20High%20School%20Policy%202.103%20Clean.pdf

[98] As outlined in State Board policy, the determination that the goal is for a student with a disability to obtain an occupational skills diploma will be made at the end of the student's 10th grade year or two academic years prior the student's expected graduation date.

**e. Describe the following related to English Learners (EL) in accordance with State Board of Education Rule 0520-01-19-.03:**

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

**Methods for identifying EL students.** State Board rule requires that students who are English learners be identified through two primary methods; we will fully comply with this requirement and implement the required methods with fidelity:[99]

1. **Home Language Survey (HLS):** We will obtain students' HLS when they newly enroll with us but have previously attended another school in the United States. We will administer the HLS when students who have never enrolled in another school in the United States newly enroll at our school; the HLS will consist of the following three questions:

    1. What is the first language your child learned to speak?
    2. What is the language your child speaks most often at home?
    3. What is the language that is most often spoken to your child at home?

    If any answer to the above questions is a language other than English, then the student will be identified as having a non-English language background (NELB).

2. **NELB Assessment:** Students identified as having a NELB through the HLS as described above will be assessed for English proficiency to determine EL status through the WIDA Screener, which is an approved NELB assessment by the TDOE. Every student who is identified as having a NELB will be assessed, with the only exception being for a student who has documentation from their previous Local Education Agency (LEA) or state that definitively indicates that the student has meet all criteria around achieving fluent English proficiency (FEP).

**Methods for avoiding misidentification.** We will implement the following methods to avoid instances of misidentification:

- Comply with State Board of Education Rule (Chapter 0520-01-19) with fidelity
- Employ translation services as necessary when administering the HLS to ensure respondents fully understand each question prior to answering
- Assess students identified as having a NELB background with the WIDA Screener to determine their levels of English proficiency and use the results to inform EL status
- Ensure those who administer the WIDA Screener satisfy all training requirements and hold certification
- Provide all required testing accommodations or modifications for students with IEPs or 504 Plans during the WIDA screener

[99] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2020-sbe-meetings/november-6%2C-2020-sbe-meeting/11-6-20%20II%20B%20ESL%20Program%20Rule%200520-01-19%20Clean.pdf

- Adhere to the policies and procedures articulated in the TDOE English as a Second Language Manual[100]

**Instructional programs, practices, and strategies.** We will comply with all federal, state, and local laws, rules, policies, and procedures relevant to serving students who are ELs. As such, we will adhere to all requirements related to screening, annual testing, standardized assessments, parent notifications, placements, programs, teacher qualifications, teacher credentials, instruction, monitoring, and reclassification. Additionally, every student, including those who are ELs, will be educated in the LRE and will have access to grade-level core curricula. Students who are ELs will participate in our general education program and will receive targeted language services to support them achieving English proficiency as fast as possible. To this end, we will implement the following TDOE-service delivery models (as detailed in State Board policy and the TDOE English as a Second Language Manual):

- **Sheltered English Instruction:** Content will be sheltered during all general education classes to help students who are ELs access the general education curricula. Teachers will utilize research-based strategies such as realia, graphic organizers, visual aids, audio and video clips, and the surrounding classroom environment to assist students in comprehending academic content.
- **Specially Designed Academic Instruction in English (SDAIE):** MLL teachers will provide SDAIE to ELs during push-in and/or pull-out services, a service-delivery model that teaches English simultaneously with content. SDAIE will largely be employed to support students with intermediate fluency in English and will employ the following key features: instructional strategies designed to lower the affective filter, use of modified speech, provision of contextual clues, use of multisensory experiences, frequent comprehension checks, formative and summative assessment, appropriate lesson design, and content-driven plans.
- **Push-In English Instruction:** MLL teachers will provide push-in support to students who are ELs largely during ELA classes. MLL teachers will collaborate with students' general education teachers to align lessons and the delivery of support. As described above, both general education teachers and MLL teachers shelter instruction to effectively support students in the general education classroom. Additionally, MLL teachers will provide SDAIE to ELs as appropriate per the student's fluency level.
- **Pull-Out English Instruction:** When deemed necessary, students who are ELs will also receive pull-out support from MLL teachers. For students in grades 9 and 10, pull-out support will occur during extended periods. For students in grades 11 and 12, pull-out support will occur during the daily flex block. Such support may be in response to the need to provide targeted instruction around accessing content-specific concepts and/or address students' language acquisition needs. Pull-out support may be one-to-one or may occur as small group instruction. Depending on the nature of the pull-out support, small groups may be mixed-level proficiency or have homogeneous levels of mastery. Sheltered English instruction and/or SDAIE will be employed during pull-out depending on students' needs and fluency levels.
- **Structured English Immersion:** Also commonly considered English Language Development (ELD), this service delivery model is utilized to rapidly increase language proficiency through a focus on English, rather than specific academic content, for extended periods of time. Students who are ELs and who require this intensive level of acquisition support will participate in daily immersion instruction, which will work in tandem with the above service delivery models (i.e., sheltered English immersion,

[100] https://www.tn.gov/content/dam/tn/education/cpm/ESL_Manual.pdf

SADIE, push-in, pull-out) to bring students to proficiency as quickly as possible. For students in grades 9 and 10, ELD support will occur during extended periods. For students in grades 11 and 12, ELD support will occur during the daily flex block. We intend to implement an ELD curriculum such as Nat Geo Lift during structured English Immersion, which aligns with the WIDA ACCESS and supports students in gaining proficiency across the language domains.

ELs will receive accommodations aligned to their ILPs. The general education teacher and MLL teacher will work together to ensure that accommodations related to instruction, assessments, and the classroom environment are in place. These accommodations will be provided in addition to any special education accommodations, modifications, or services for students who are dually identified special education and EL. Students who are ELs are also able to access tiered interventions through RTI$^2$. Language proficiency will be considered when identifying the placement of eligible ELs in tiered interventions.

**Maintaining and addressing individual learning plans (ILPs).** Every student who is classified as having EL status (including students of T1 and T2 status) will have an ILP as required by the State Board. Each ILP will articulate the student's academic and language goals and needs and will document the student's progress in gaining English proficiency as demonstrated by assessment and performance data. ILPs will be created collaboratively with the student's ILP team, including the student and the student's MLL teacher, general education teachers, counselor, and parents participating in the drafting of the ILP to the greatest extent possible. ILPs will be implemented with fidelity and progress will be reviewed every quarter. At a minimum, ILPs will detail the following information:

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

We will communicate the student's placement and qualifying services to the student's family and inform parents of their rights. We will incorporate the use of a translator as needed to ensure that families are empowered to make informed decisions about their student's learning plan.

**Monitoring and evaluating progress and success.** As outlined above, every student who is an EL will have an individualized ILP, which will serve as the primary monitoring tool for student progress, as it is a comprehensive plan that provides incremental growth and achievement data, in addition to outlining goals, expectations, accommodations, and services. MLL teachers will work in collaboration with general education teachers to monitor progress toward ILP goals on a regular basis (e.g., weekly, bi-weekly). ILPs will also document teacher comments, which serve as a qualitative data point for gauging progress. As stated above, ILPs will be formally reviewed every quarter; during this review, an array of data points such as internal assessment data, classroom performance, and teacher input will be analyzed and synthesized to pinpoint how much progress the student is making. The effectiveness of the accommodations and services being provided to the student will also be examined. In addition to evaluating the student's individual progress, we will compare performance to other students who are ELs and to students who are native English speakers. Such comparison will enable us to pinpoint any trends or gaps that need to be addressed, as well as assess the effectiveness of our EL program as a whole. All students who are ELs will also be assessed annually on their English language proficiency levels through the WIDA ACCESS, the results of which will be documented in ILPs year over year.

In addition to monitoring data, we understand the importance of communicating this information to students and families regularly. Leveraging the use of translator services, the MLL teacher will be responsible for quarterly communication with parents regarding their student's progress toward ILP goals.

**Exiting students from EL services.** We will implement the exit criteria outlined in State Board rule, which is outlined below:

- English learners who score 4.4 composite or higher and 4.2 or higher for literacy on the WIDA ACCESS shall be exited from ESL direct services. Students who exit ESL direct services shall be considered transitional ELs for four (4) school years.
- Students in the first ($1^{st}$) and second ($2^{nd}$) years of transition are referred to as T1 and T2, respectively. During this transition period, T1 and T2 students shall be monitored and served as needed. Students in the third and fourth years of transition are referred to as T3 and T4, respectively. During this transition period, ESL direct service is not required for T3 and T4 students. However, T3 and T4 students will be included in the district's EL subgroup with T1 and T2 students for accountability purposes.
- Transitional EL students are considered proficient and shall be served in the general education classroom and shall be monitored for two (2) years. If a transitional student demonstrates difficulty in the general education classroom due to language proficiency, he or she shall receive intervention. Accommodations shall be utilized to support the student. If intervention is unsuccessful, the district shall implement its local policy or procedure to reclassify the student as an EL.
- If a student was exited from ESL services by another state, the exit shall stand as valid.

As stated above, students who exit from ESL direct services will be considered transitional ELs for four years and will be monitored during this transition period. To ensure effective monitoring of our transitional students, we will employ the transitional monitoring procedures in the TDOE's English as a Second Language Manual, which recommends the following:

- **Initial Follow-Up:** We will conduct an initial follow-up within the first two weeks a student has exited services to verify that the student is achieving academically and to check on the student's social and psychological adjustment.
- **Post-Exit Monitoring Activities:** We will continue to monitor students who have exited through periodic review of the following:
    - Grades and classroom performance data
    - Internal and state assessment scores
    - Information gleaned from interviews with the student and/or parents
    - Quarterly input from the student's general education teachers around if the exited student is adjusting and succeeding without services, as well as if there are any evident adjustment or academic needs

**f. Describe the following related to at-risk students:**

- **Methods for identifying at-risk students through academic and behavioral processes; and**
- **How the proposed school will address the learning needs of at-risk students and monitor their progress. Specify the programs, strategies, and supports that will be provided.**

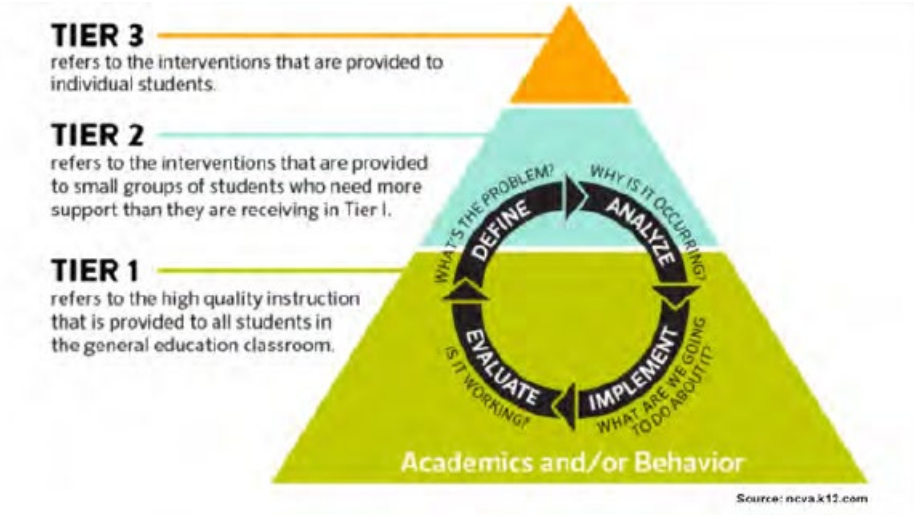
**Methods for academic identification:** We will implement the TDOE's RtI$^2$ framework to ensure that effectively and efficiently identify students who are at-risk of academic failure:[101]

- **Administer Universal Screeners:** We will administer universal screeners to all students across all grades in reading and math (described in detail in the **Assessments** section). Assessment results will enable us to identify students' individual levels of performance, as well as will allow us to examine data at the subgroup level to pinpoint trends. The results of the screeners will be analyzed in comparison with student performance on other assessments to ensure alignment of performance.
- **Implement Early Warning System (EWS) Processes:** Anchoring our identification system will be the EWS process, which entails the collection of multiple sources of data such as internal and external assessment data, grades, behavioral records, attendance rates, past intervention documentation, and past instances of retention, among other data points. In alignment with guidance outlined in the TDOE's RtI$^2$ Manual, the EWS will include an attendance indicator, a behavioral indicator, and academic competency indicator at minimum. As noted in our budget, we intend to utilize PowerSchool as our Student Information System. PowerSchool also offers an EWS as part of its platform, allowing student information and data to be seamlessly collected, housed, and analyzed. A key feature of this program is that student data is automatically analyzed, and students who pass set thresholds are flagged for further data review and potential identification of being at-risk.
- **Analyze Multiple Sources of Data:** The array of data collected as part of the EWS will be analyzed at the start of the school year, with students who exceed prescribed thresholds being flagged as being at-risk. As part of this review, the results of universal screening will be compared to data gleaned from other assessments to confirm or challenge a student's performance on the screener. In the event that a student's performance on the universal screener conflicts with that on other assessments, the student will be administered a diagnostic assessment (described below). As explained above, we plan to utilize PowerSchool for our EWS platform to ensure that students who emerge as being at-risk after the start of the year are swiftly identified and supported.
- **Conduct Additional Screening:** Students who are identified as being at-risk of academic failure through EWS review will be administered additional screening tools (e.g., survey-level assessments, diagnostics) to pinpoint each student's specific intervention needs. As indicated above, students whose performance on screeners conflict with performance on other assessments will also be screened to reliably determine intervention needs.
- **Make Data-Driven Decisions:** After analyzing the results of data, students identified as being at-risk will be referred to the RtI$^2$ team, which will craft an intervention plan specific to each student's needs. Some students identified as being at-risk may have learning gaps that span multiple grade levels, while others may require "just in time" intervention to remedy deficits that recently emerged. The RtI$^2$ team will prescribe research-based interventions accordingly, ensuring every student receives the supports that they need to successfully accelerate learning and come to grade level.

[101] https://www.tn.gov/content/dam/tn/education/special-education/rti/Updated_RTI2_Manual.pdf

**Academic programs, strategies, and supports.** As indicated above, we will administer universal screeners to all students in reading and math. Ninth grade students who perform at an elementary school level in reading and/or math will automatically be enrolled in a year-long reading and math college readiness and skills class, which will hold a TDOE designated intervention course code. This course will carry a low-class size and provide students with targeted, intensive support that greatly accelerates learning so that multiple years of growth will be achieved by the conclusion of the course. In addition to reading and math academic content, this course will address critical skills such as those related to executive functioning and Habits of Mind. Given our school's unique model and mission to graduate the future professional nursing workforce, it is critical that we close gaps as quickly as possible. These courses, created by the school's CMO, have a proven track-record of accelerating learning. Students will also take English I and Algebra as separate courses, which will provide double exposure to reading and math content. As previously noted, research indicates that coupling grade level instruction with scaffolded support is most likely to produce the academic progression needed to close gaps and come to grade level.

In addition, we will use the identification procedures described above to provide instruction and support according to students' individual needs. Our embedded use of data will ensure that students receive the correct tiers of support; each tier is described below:




- **Tier 1 – All Students:** All students will receive high-quality, rigorous, standards-based core instruction, which will be delivered using research-based techniques and strategies. On-going data analysis will be an embedded practice and will inform the provision of Tier 1 instruction, including creating small groups of students, incorporating Universal Design for Learning strategies, providing scaffolded instruction, deciding on instructional approaches, and informing reteaching plans. According to research, effective Tier 1 instruction generally meets the needs of 80-85% of students.
- **Tier 2 – Some Students:** In addition to receiving Tier 1 core instruction, students identified as needing additional support and being at-risk of academic failure will receive Tier 2 intervention through push-in and/or pull-out small-group support. Generally, between 10-15% of students require Tier 2 support.
- **Tier 3 – Few Students:** Students who do not demonstrate sufficient progress after receiving Tier 2 intervention will be provided with more intensive Tier 3 intervention, which will be provided to students individually in conjunction with Tier 1 core instruction.

If the percentages of students falling within each tier of instruction differs significantly from the information previously stated, the RtI$^2$ team will look first to improve Tier I instruction to ensure that students are successfully accessing core content.

In the event that Tier 1 instruction is not meeting a student's needs, the RtI$^2$ team will create a tiered intervention plan designed to meet the student's individual needs:

- **Tier 2:** When data reveals that students require support beyond Tier 1, they will be assigned to Tier 2 and receive supports accordingly. As explained in the **School Calendar and Schedule** section, we will implement extended periods. For students in grades 9 and 10, time will be embedded in extended periods; this time will be utilized in accordance with students' individual learning needs. For students receiving Tier 2 intervention, they will either be provided with small-group support by the classroom teacher or by the literacy or numeracy coordinator via push-in or pull-out. Students in grades 11 and 12 will have a daily flex block in their schedule, which will be used to provide Tier 2 intervention to students in need of it. Students receiving Tier 2 intervention will be monitored frequently to measure growth and assess the effectiveness of the support being provided. Students who demonstrate adequate progress will be exited from intervention once monitoring indicates identified gaps have been closed. Students who do not make sufficient progress will move to more intensive Tier 3 interventions.
- **Tier 3:** As with Tier 2, students who are prescribed Tier 3 supports will still receive Tier 1 core instruction. Tier 3 supports will also largely occur during the time embedded in extended periods for students in grades 9 and 10. The daily flex block will be used to deliver Tier 3 supports to students in grades 11 and 12. Students in Tier 3 will be provided with 1:1 individualized, intensive intervention via push-in or pull-out by the literacy or numeracy coordinator. Progress monitoring will occur on a weekly basis across the course of 6-8 weeks. If monitoring data reveals the student has made sufficient progress and the gap has been closed, the student will exit Tier 3 support. If data indicates that sufficient progress has not been made, the student may be referred for evaluation of specialized services.

To ensure that we provide effective, research-based interventions, we will utilize Renaissance as our intervention platform in reading and math, which offers progressive, adaptive intervention programming (focus skills) that will be employed in complement to the explicit instruction provided by teachers, the literacy coordinator, and the numeracy coordinator. We will utilize Renaissance to monitor students at their skill/instructional level, as it offers progress monitoring tools that are sensitive to change to ensure that we collect valid data around students' progress. Students' progress will be monitored on a weekly basis.

**Methods for behavioral identification:** As outlined above, we will implement an EWS as a method to identify students who are at-risk of academic failure. The EWS will house an array of data, including data related to behavior such as attendance rates, office discipline referrals, and suspension data. This data will be examined to identify students in need of tiered behavioral support. Like academic support, all students will receive high-quality Tier 1 behavioral interventions, including positive reinforcement through the implementation of a Positive Behavioral Interventions and Supports (PBIS) framework, which is anchored in our Pillars of Nursing. Positive student behavior will be reinforced, and students who are struggling to meet behavioral expectations will be supported through interventions such as behavior contracts, check-in/check-out, small-group social-emotional support, and counseling. Students identified being at-risk will be referred to the RtI$^2$ team to further examine the student's data and create behavioral intervention plans accordingly. Students who do not respond to Tier 1 and Tier 2 behavioral supports will undergo further evaluation through the completion of a Functional Behavior Assessment

(FBA), the results of which will be used to inform the student's behavior intervention plan (BIP). If a student still continues to struggle to meet behavioral expectations after the completion of an FBA and implementation of intensive interventions as outlined in the student's BIP, the student will be referred for evaluation to determine if the student has a disability and requires specialized services.

**g. Describe the following related to gifted students:**

- **Methods for identifying and meeting the needs of intellectually gifted students, including specific research-based instructional programs, practices, strategies, and opportunities the proposed school will employ or provide to enhance their abilities; and**
- **Plans for monitoring and evaluating the progress and success of intellectually gifted students.**

**Methods for identifying students who are intellectually gifted.** As outlined above and explained in the **Assessments** section, we will administer an array of assessments to students throughout the year. Students whose performance on assessments is above grade level will be flagged as potentially being intellectually gifted. Once flagged, the RtI$^2$ team will collect and analyze an array of data points such as those documented in the EWS, as well as teacher observation and performance on other classroom-based assessments and assignments. These data sources will be triangulated to determine if the student should be referred for formal evaluation for giftedness. If a referral is made, the student will be evaluated in accordance with the TDOE's evaluation procedures around determining eligibility for receiving intellectually gifted services:[102]

1. **Collect Information:** Solicit input from stakeholders (with at least one participant being trained in giftedness): referring teacher(s), licensed school psychologist, teacher with gifted education credentials or special education teacher, and parents
2. **Analyze Varied Data:** Analyze data from multiple assessments and examine performance through the lens of multiple criteria
3. **Conduct Assessment:** Employ multi-modal identification process that includes multiple sources of information that provide a collection of evidence around the following:
    - Characteristics of giftedness/creativity
    - Educational performance
    - Cognition or intellectual ability evidenced by scores at the 94$^{th}$ percentile or above
4. **Evaluate Documentation:** Consider how intellectual giftedness is affecting the student's performance in the learning environment and how specialized instruction and related services would impact the student's educational experience

**Instructional programs, practices, strategies, and opportunities.** As outlined in the **Academic Focus and Plan** section, our model is designed to graduate the professional nursing workforce of the future. To accomplish this, we will implement rigorous, standards-based curricula across all classes, as well as require that students participate in college-level classes through dual enrollment partnerships. We will also offer rigorous college-level courses internally, including those designed to teach content and standards related to the medical field and nursing, as well as Advanced Placement classes. To this end, the design of our model and academic plan embeds ample opportunity for rigorous learning to challenge all students, including those who are above grade level. In the event that a student is identified as being intellectually gifted, we will provide gifted services as outlined in the student's IEP, which may entail

[102] https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_intellect_gift.pdf

taking college-level courses and participating in work-based learning experiences such as internships earlier than 11th grade. Intellectually gifted students may also be grouped by similar areas of giftedness so that they can collaboratively work on extension opportunities, as well as may receive services through TDOE-defined progressing strategies (i.e., acceleration, curriculum compacting).[103] Once created, the student's IEP will be implemented with fidelity to ensure learning experiences meet the level of rigor and challenge the student requires.

**Monitoring and evaluating.** Students who are identified as being intellectually gifted through the procedures outlined above will have IEPs that detail each student's goals and scope of enrichment services. IEPs will be monitored every quarter, which will entail the review of various data points, as well as consider input from teachers, parents, and students to determine the effectiveness of services, progress toward meeting goals, and pace of acceleration. Further, every student's IEP will undergo formal review on an annual basis, with updates occurring as needed during this time. Students will also undergo re-evaluation once every three years as required by IDEA.

[103] https://www.tn.gov/education/students/student-supports-in-tn/special-education/intellectually-gifted.html

## Section 1.8 School Culture and Discipline

**a. Provide as Attachment D the Student Handbook and/or forms that will be provided to or required of students and families.**

See **Attachment D.**

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

To achieve our mission of preparing a diverse group of students to be the highly educated and professional nursing workforce of the future, which stands as our primary goal and objective, we will foster a school culture characterized by our vision of providing a supportive learning environment that will allow all students to develop the skills, knowledge, and passion necessary to excel in nursing. We will realize our mission and vision and establish our intended culture through preparing students with our nursing college and career programming and nurturing students' personal development, both of which are key characteristics of our academic plan as described in the **Academic Focus and Plan** section. Foundational to cultivating students' personal development are our Pillars of Nursing; these pillars are: scholarship, professionalism, character, and compassion and empathy. Our pillars anchor our academic and behavioral expectations and provide a common language around what our school culture will look like, feel like, and sound like for all school stakeholders.

Accordingly, we will cultivate a culture focused firmly on nursing college and career readiness through the lens of our scholarship pillar, the crux of which is a commitment to learning. All staff will model scholarship and will support students in developing habits of scholarship. College and career readiness and scholarship will be embedded across every facet of our school, from our specialized nursing college and career readiness courses to our dual-enrollment and work-based learning programming to the work of the College Transition Coordinator, and more. To this end, all students will be immersed in a school culture that believes in their potential, holds high expectations, and promotes nursing college and career readiness.

Working in concert with our emphasis on college and career readiness as a key tenet of our school culture is our focus on students' personal development, which will be promoted through the pillars of scholarship, professionalism, character, and compassion and empathy. Research shows that academic performance is not siloed from social-emotional competence; they share a symbiotic relationship, with academic performance often being negatively affected by social-emotional skill deficits and, conversely, boosted by social-emotional competence.[104] To this end, we will support students in acquiring skills around self-awareness, self-management, social awareness, relationships, and responsible decision making, which CASEL defines as being the core skills students need to achieve social-emotional competence.[105] These core skills directly align to our pillars and mastery of them will ensure that students have the soft skills needed to thrive beyond high school.

To successfully cultivate a culture that is characterized by the above, we will implement an array of Tier 1 supports, practices, and programs, including rigorous, standards-based core curricula, specialized nursing college and career courses, dual-enrollment offerings, work-based learning opportunities, an advisory program, and culturally-responsive teaching practices, among others. We will also reinforce behaviors that meet cultural expectations with positive reinforcement and support students who struggle to meet expectations through school-wide implementation of a Positive Behavior and Interventions and Supports

[104] https://casel.org/fundamentals-of-sel/what-does-the-research-say/
[105] https://casel.org/fundamentals-of-sel/

(PBIS) framework. PBIS will be integral as it will provide the foundational structure through which all the above cultural components will cohesively come together to build and sustain our intended school culture.

To this end, the implementation of our PBIS framework will function much like our RtI$^2$ programming (outlined in the **Special Populations** section) in that it will immerse all students and staff in proactive primary prevention systems and practices that teach, model, and reinforce behaviors that meet cultural expectations (Tier I). Students who demonstrate struggle in meeting cultural expectations will be provided with secondary prevention (Tier II) in addition to primary prevention. Students who continue to demonstrate challenging behaviors after receiving secondary prevention and/or students who exhibit high-risk behaviors will be supported through tertiary prevention (Tier III) in addition to primary prevention. Specific secondary and tertiary prevention supports will be tailored according to each student's individual needs and may include behavior contracts, check-in/check-out, small-group social-emotional support, and counseling, among other supports.

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

As explained above, we will cultivate a school culture that is firmly focused on nursing college and career readiness and emphasizes students' personal development – both of which will be centered around our Pillars of Nursing, which will serve as the foundation of our school's academic and behavioral expectations. We will implement an array of programming that will nurture our intended school culture, all of which will be anchored by our implementation of our PBIS framework and framed with language that aligns to our pillars. To this end, we will implement the following for students, teachers, administrators, and parents.

**For Students:**

- **Open Houses:** We will hold open houses to introduce students and families to our school. Open houses will serve as students' foundational cultural experience as they will be introduced to our mission, vision, model, academic plan and corresponding academic and behavioral expectations, including our Pillars of Nursing, for the first time.
- **Orientation Week:** All students participate in a comprehensive orientation week prior to first attending our school. During this time, students learn more about the school's mission, vision, model, and academic plan, including about our Pillars of Nursing. Students are also oriented to academic and behavioral expectations and participate in teambuilding activities. To this end, orientation week lays the foundation on which culture will continue to be built and sustained as students matriculate through our school.
- **Parent/Student Handbook:** All students will receive a comprehensive handbook that explicitly outlines academic and behavioral expectations, as well as details our PBIS framework and how students will be supported in meeting cultural expectations. Students are required to sign and submit an acknowledgement form indicating that they have read and agree to abide by the rules and regulations outlined in the handbook.
- **Advisory:** We will implement an advisory program; as detailed on the daily schedule contained in **Attachment C**, students will attend a 45-minute advisory period twice a week. Students will stay with the same advisory cohort and have the same advisor throughout all 4 years of their high school experience, allowing advisory cohorts to form deep relationships with each other and with their advisors. During advisory, students will engage in a range of activities that will support their personal

development, including engaging in lessons that build social-emotional competence, reinforce our Pillars of Nursing, and cover soft skills, and, by extension, nurture school culture. While students' personal development will be addressed throughout the school day, advisory will serve as a time specifically dedicated to explicitly teaching skills and building knowledge related to personal development, as well as provides protected time to engage in relationship- and culture-building activities.

- **Social-Emotional Learning (SEL):** As referenced above, students will participate in SEL during advisory, which they attend twice a week. We will anchor all SEL in the research-based standards articulated by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which build students' skills in self-awareness, self-management, responsible decision making, relationships, and social awareness.[106] Research shows that students benefit from SEL at a higher rate when SEL is embedded across all classroom practices, infused with academic learning, and integrated into the daily fabric of the school.[107] To this end, in alignment with CASEL's indicators of schoolwide SEL, we will provide explicit SEL instruction during advisory and integrate SEL with academic instruction throughout the school day.[108] Explicit SEL instruction will be framed in the context of our Pillars of Nursing and will be reinforced during daily instruction through the use of culturally responsive teaching, modeling, and recognition of students who exhibit the pillars and related social-emotional skills. SEL through the lens of our Pillars of Nursing are also weaved through the nursing college and career readiness courses students will take each year.
- **Culturally Responsive Teaching:** Instruction will be delivered using culturally responsive teaching practices that honor the diverse identities of our students and meet their diverse learning needs. To this end, culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning and infuses social-emotional learning with academic learning.[109] By respecting the diversity of our student body, we will nurture a supportive learning environment, which is foundational to creating and sustaining a positive school culture.
- **Student of the Month:** We will celebrate students who model cultural expectations as defined through our Pillars of Nursing through our student of the month recognition program. Such recognition will reinforce positive behaviors, which serves as a PBIS primary prevention strategy, and inspire other students to strive to be recognized as student of the month.
- **Student Ambassadors:** Students who consistently demonstrate alignment with our pillars of nursing will be appointed as student ambassadors. In this role, students are given meaningful leadership opportunities around events and initiatives that shape the culture of the school. Among the responsibilities student ambassadors may have include organizing events for teacher appreciation week and spearheading school fundraisers.

**For Teachers and Administrators:**

- **Leadership Institute:** Leaders will participate in summer professional development by attending a Leadership Institute, which will be hosted and facilitated by our CMO. To this end, leaders from across the schools that contract with our CMO, as well as CMO leadership, will convene annually.

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[106] https://schoolguide.casel.org/what-is-sel/what-is-sel/

[107] Durlak, et al (2011).

[108] https://schoolguide.casel.org/what-is-sel/indicators-of-schoolwide-sel/

[109] Ladson-Billings, G. (1994). The Dreamkeepers. San Francisco: Jossey-Bass Publishing Co.

During this time, leaders will engage in teambuilding activities and other culture-building initiatives, among other trainings specific to leading the school.

- **Collaborative Meeting Cadence:** Leaders and teachers will have protected collaborative meeting time throughout the school year (as described in the **Professional Development** section). While this time will be used to engage in data analysis, planning, and discussions about students and teaching and learning, it will also serve as a mechanism to build culture as leaders and teachers will engage in professional collaborations that are guided by collaboratively established norms and procedures.
- **Department Norms and Vision:** All departments will collaboratively create norms that will guide their work as department during collaborative meetings. Departments will also collaboratively define a departmental vision that will articulate what departments seek to achieve and how they will do so. The creation and implementation of these norms and visions will function as key mechanisms to establish and maintain culture.
- **Professional Development:** As outlined in the **Professional Development** section, teachers will receive comprehensive professional development during the summer and throughout the school year. Topics related to culture will be consistently addressed during professional development. Additionally, this time will be used to provide leaders and teachers with the opportunity to engage in teambuilding activities to build culture.
- **Instructional Coaching:** As outlined in the **Professional Development** section, teachers will be provided with ongoing instructional coaching, part of which will be anchored in ensuring a classroom climate conducive to learning. Using a normed tool, teachers will receive observations, feedback, and coaching on the culture of their classrooms to ensure that all students are educated in supportive learning environments.
- **Teacher of the Month:** Like our students, we will also celebrate teachers who model our Pillars of Nursing. Leaders will nominate the first recipient, with every Teacher of Month then identifying the next month's honoree.
- **Teacher of the Year:** We will further celebrate our teachers by participating in the state's Teacher of the Year program, nominating teachers who have demonstrated outstanding alignment with our pillars and who have produced notable student outcomes through high-quality teaching practices.

**For Parents:**

- **Open Houses:** We will hold open houses to introduce families to our school. Open houses will serve as parents' foundational cultural experience as they will be introduced to our mission, vision, model, academic plan and corresponding academic and behavioral expectations, including our Pillars of Nursing.
- **Orientation Week:** As noted above, all students participate in a comprehensive orientation week at the start of their 9$^{th}$ grade year. During this time, students learn about the school's mission, vision, model, and academic plan, including about our Pillars of Nursing. Students also will also be oriented to academic and behavioral expectations and participate in teambuilding activities. Parents will also attend a portion of orientation week, ensuring that they are introduced to all academic and behavioral expectations, as well as to the school's intended culture. Parents will be afforded the opportunity to meet other parents, as well as engage with students and staff.
- **Parent/Student Handbook:** All parents will receive a comprehensive handbook that explicitly outlines academic and behavioral expectations, as well as details our PBIS framework and how students will be supported in meeting cultural expectations. Parents are required to sign and submit

an acknowledgement form indicating that they have read and agree to abide by the rules and regulations outlined in the handbook.

- **Communication:** We view parents as our parents and will engage in frequent, ongoing communications with them throughout the school year through an array of mechanisms such as phone calls, emails, newsletters, and in-person communications, among others. We will encourage parents to participate in their child's education and in the life of our school.
- **Community and School Events:** We will hold a number of events for the broader community, as well as just for our families. Among these events are health fairs, health walks, informational meetings that cover topics such as standards-based grading, celebrations of diversity and culture such as International Night, and health-focused parent nights that cover topics like diabetes awareness.

**Students who enter mid-year.** To ensure that students who enter mid-year feel welcomed and are quickly oriented to the mission, model, and expectations of our school, students and their parents will attend an orientation session prior to their first day of attending classes. During this time, they will be introduced to the school's key leaders and meet with their guidance counselor who will orient students to their schedules and expectations of the school and review the parent/student handbook. Students will be taken on a guided tour of the school to orient them to the layout of the building. Students will also receive their uniforms, be issued their Chromebooks, and be given their school badges. Additionally, students will be paired with student ambassadors, who will assist students during their first few weeks of school. Ambassadors will serve as a resource for questions and ensure that students know how to get to their classes and other places in the building, as well as support students who entered mid-year in meeting their new classmates.

**d. Explain how the school culture will embrace special populations, including students with disabilities, English Learners, and students at risk of academic failure or dropping out.**

We have designed our academic plan, which outlines the foundational components of our school culture, including our focus on nursing college and career readiness and emphasis on personal development through the lens of our Pillars of Nursing, to be inclusive of and responsive to all students. Accordingly, as described above, we will implement cultural practices that foster inclusively, including our advisory structure, provision of SEL, and use of culturally responsive teaching, all of which will be underpinned by implementation of our PBIS framework, which will ensure that all students receive the proactive and responsive preventative supports they need to fully participate in the life and culture of our school. To this end, the blueprint that illustrates our school culture was envisioned with all students, including special populations of students such as those with disabilities, who are acquiring English, and who are at-risk of academic failure, in mind. In short, we will cultivate and sustain a school culture that embraces all students through the implementation of inclusive systems, practices, structures, and policies that are designed to effectively and equitably serve and benefit all students.

**e. Provide the student discipline policy as Attachment E (if not already included in Attachment D of the school handbook).**

Our discipline policy is contained in our student handbook, which can be found as **Attachment D**.

**f. If not addressed in the student discipline policy, describe the philosophy for student discipline that supports the proposed school's model, including:**

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

Practices that we will use to promote good discipline are contained in our parent/student handbook, which can be found as **Attachment D**.

- **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;**

Offenses for which students must be suspended or expelled are contained in our parent/student handbook, which can be found as **Attachment D**.

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

An explanation of how we will protect the rights of students with disabilities is contained in our parent/student handbook, which can be found as **Attachment D**.

- **The job description and qualifications of the administrative individuals responsible for carrying out the school's discipline policies; and**

The Dean of Student Support will be responsible for carrying out the school's discipline policies. A summary of this role's overarching responsibilities and outline of required qualifications are as follows:

The Dean of Student Support is a key member of the school's leadership team who supports the team's efforts to actively support students, families, and staff members as part of building and maintaining a positive school culture in service of achieving the Nurses Middle College Pillars of Nursing. The Dean of Student Support is responsible for supporting the academic and social developmental needs of students, working directly with the school leadership team to maintain a productive learning environment, and creating a community founded in equity, diversity and inclusion. The Dean of Student Support provides proactive leadership to the school's counseling program that is preventative in design, developmental in implementation, and supports students in the areas of academic achievement, career and college planning, and personal and social development. The Dean of Student Support also serves as a consultant to educators, families, and students through supporting and implementing best practices for disciplinary referrals, attendance, truancy, behavior monitoring plans, advising, and wrap-around supports.

The Dean of Student Support will satisfy the following requirements:

- Bachelor's degree required; master's degree preferred
- Bilingual preferred
- B.C.I. Clearance
- Proof of U.S. Citizenship, residency, or work visa
- Experience in administrative and classroom leadership roles
- Training in RTI/MTSS preferred
- Certified/Experience in Restorative Practices/Justice

- **How students and parents will be informed of the school's discipline policy.**

Students and parents will learn about the school's discipline policy during orientation week. During this time, they will receive the parent/student handbook, which comprehensively outlines our policy. They will sign and submit an acknowledgement form indicating that they understand and agree to abide by the policy.

## Section 1.9 Recruitment and Enrollment

**a. Provide as Attachment F the proposed school's 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 and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);**
- **Nondiscriminatory admission policies, pursuant to Tenn. Code Ann. § 49-13-107;**
- **Any proposed articulation agreements, pursuant to Tenn. Code Ann. § 49-13-113;**
- **Identification of any pre-admission activities for students or parents; and**
- **Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.**

See **Attachment F**.

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

We will inform parents and other members of the community about our school through the following mechanisms:

- **Leveraging Partnerships:** As outlined in detail in the **Parent and Community Engagement and Support** section, we have already established robust partnership with a number of local organizations, colleges, and universities, including with HCA Healthcare, Ascension, National Healthcare Corporation, Belmont, Tennessee State University, and Vanderbilt University. We also have the support of Bloomberg Philanthropies, which is a philanthropic organization that supports an array of initiatives aimed at supporting advancement in the areas of the arts, education, public health, and government innovation. We will leverage these partnerships as a means to inform parents and the broader community about our school. Among the efforts completed to date are:
    - Partners featured our school in their internal organizational newsletters.
    - The Executive Chief Nursing Officer at HCA Healthcare TriStar Division published an op-ed in the Tennessean promoting our school.[110]
    - We visited Tennessee State University to inform stakeholders on campus about our school and collected numerous signatures of support while there.
- **Engaging Schools and Community Organizations:** We are also in the process of forming new partnerships and forging relationships with an array of community organizations across Nashville. We have identified a number of charter middle schools that may serve as feeders to our school and are in the process of cementing recruitment partnerships with these schools. Once finalized, we will come to these middle schools and give presentations about our school, as well as provide students with informational packets to take home. We will also seek to attend family events held by these schools, where we will aim to meet as many families as possible and inform them about our school. Additionally, we are in the process of identifying additional community organizations such as faith-based institutions, community libraries, youth centers, and community centers, among others. We

[110] https://www.tennessean.com/story/opinion/contributors/2024/05/03/nurses-week-nashville-health-workforce-shortage/73518589007/

will display informational materials about our school at these organizations, as well as look to their staff to inform their patrons through word-of-mouth. Among the efforts completed to date are:

  - We participated in Nurses Week by providing appreciation meals to nurses at Matthew Walker Comprehensive Health Center and Siloam Health Antioch; during this time, we held informational sessions about our school.
  - We visited an array of community centers, schools, churches, and other community organizations, manning informational tables to inform stakeholders about our school. These include the following:
    - Hadley Park Community Center
    - Parkwood Community Center
    - South Inglewood Community Center
    - Fisk University
    - Meharry Medical College
    - Iglesia Una Esperanza
    - Iglesia Centro Cristiana para la Familia
    - Casa de Dios
    - Plaza Mariachi
    - International Soccer Complex
  - We established a partnership with the Hispanic Family Foundation (HFF). In addition to sponsoring the organization's health fair (described below), we will engage in the following efforts collaboratively with the HFF:
    - Make quarterly appearances on Activa.
    - Participate in family- and health-focused events throughout the year, including the Back to School Backpack Giveaway event held in July.
    - Hold health-focused monthly meetings at Plaza Mariachi.

- **Conducting Canvassing Efforts:** We will conduct canvassing efforts in the neighborhoods where families whose children go to the middle schools we identify as feeder partners, as well as in the areas surrounding the community organizations with which we form partnerships. Through such canvassing, we will seek to talk to as many community members and parents as possible, as well as leave informational materials.
- **Deploying Advertisements:** We will also use varied forms of advertising to inform the community and parents about our school, including securing billboard space at high-traffic area across the city, running radio and television advertisements, and placing print advertisements in local publications. In support of our efforts to recruit a diverse population, we have engaged with Radio Vido, participating in interviews about our school. We are also running advertisements in Nashville Noticias.
- **Utilizing Social Media Platforms:** We will utilize an array of social media platforms, including X, Facebook, and Instagram, to inform the community and parents about our school. All of our print

materials will list our social media sites, as well as feature QR codes that, when scanned, will take users to our various platforms. We will continually push new content out to our platforms.

- **Using Varied Communication Methods:** To cast as wide of a net as possible in informing the broader community and parents about our school, we will employ varied communication methods. We will engage in several rounds of physical mailings, sending informational brochures to homes across the city. We will also communicate through electronic means, sharing information about our school through mass emails and texts.
- **Attending Community Events:** We will attend various community events as a means to introduce our school to the community and parents. As events permit, we will staff a booth, disseminate informational materials, and answer questions. Among the efforts completed to date are:
    - We were a prominent sponsor of the Hispanic Family Foundation (HFF) Heath Fair, which was held at Plaza Mariachi in April. During this event, we talked with over 100 attendees, sharing information about our school.
    - We virtually participated in a Nashville PROPEL event in April, where we presented information about our school and engaged in a question-and-answer session with attendees.
- **Holding Informational Sessions:** We will hold frequent virtual and in-person informational sessions to inform community members and parents about our mission, vision, and model. We will leverage our partnerships as places to hold these in-person meetings.

**c. Describe how you are assessing the demand for your school. Include data and factors, including methodology and calculations used to determine projected enrollment and needs within the community.**

**Assessing demand.** The need for our school is great as there is currently a critical shortage of healthcare workers, especially nurses, nationally and across the state of Tennessee. More specifically, according to the Bureau of Labor and Statistics, there are 2 million open jobs in the U.S. healthcare industry today, and an additional 2 million jobs are predicted to be vacant by 2031.[111] Projections specific to nurses predict that more than 275,000 additional nurses will be needed by 2030, with employment opportunities anticipated to grow at a faster rate (9%) than all other occupations through 2026.[112] The global pandemic has only exacerbated this critical shortage with high workloads and unprecedented levels of burnout, making the need for a pipeline of future nurses and healthcare workers of the upmost importance.[113]

At the state level, Tennessee healthcare leaders report these same critical workforce shortages. Tennessee hospital leaders have identified nursing and allied health workforce shortages as the number one issue currently affecting their hospitals and expect that these shortages will continue to be a challenge in the future. According to a healthcare workforce report commissioned by the Tennessee Hospital Association, overall growth in the Tennessee population will contribute to a growing demand for healthcare services. However, the report also projects a significant gap in the supply of key healthcare providers to meet this growing demand of services such as registered nurses, emergency medical technicians, physician assistants, and respiratory therapists.[114] HCA Healthcare's Tristar division,

[111] U.S. Bureau of Labor Statistics, 2022
[112] Nashville Health Care Council, Healthcare Industry Nashville MSA Report, 2023
[113] Ibid.
[114] Tennessee Hospital Association, Tennessee Health Workforce Projections 2021-2035, 2022

which includes the city of Nashville, reports a current massive shortage of 1,017 registered nurses and 342 certified nurse aide/patient care technicians in their own workforce.

College nursing programs recognize the need to recruit, retain, and graduate more nurses, especially those from diverse backgrounds. Most nursing programs have the capacity to enroll additional nursing students, but enrollment is decreasing, and fewer students are applying. This is due to a variety of factors, including fewer students interested in pursuing a college degree and a lack of students who are prepared for the rigor of a college-level nursing program, often causing them to either drop from the program or change majors after the first year.[115]

The NursesMC CMO created our proposed model in 2011 as a solution to the critical nursing shortage and to ensure a diverse nursing and healthcare workforce to improve health equity outcomes. As explained throughout this application, the NursesMC model supports students in earning workforce experience and industry credentials while in high school and spurs them to pursue postsecondary coursework and a career in healthcare after graduation. Two other schools currently contract with our CMO and, accordingly, implement the model we are proposing. One of the schools just opened its doors to students this school year (SY 2023-24); the other has been operational since 2011. Over the course of its many years of operation and implementation of the model, the original school has received accolades for its innovative design, impressive student achievement, and positive impact on the community. More specifically, since opening, the school has consistently been in the top performance of the state for college success metrics, and, for the past five years, has been the top school in in the state in which it operates for students earning college credits and workforce credentials. The school's charter has been renewed twice, receiving full-term renewals with no conditions both times. Additionally, in 2022, the school was honored by the Providence Business News as the best K-12 school for its commitment to Diversity, Equity, and Inclusion. To this end, our proven school model will help to address the critical shortage of nurses that is only predicted to continue to grow nationally and state-wide, including in the city of Nashville, making the need for our school critical.

The great need for our school has, in turn, garnered great demand. Through the parent and community efforts outlined above, we have secured robust documented support for our school. Specifically, we have amassed a total of 691 signatures of support from Nashville parents and community members. Of these signatures, 143 were collected electronically and 548 were collected via hard copy forms. In addition to names and contact information, we asked those who signed electronically to also indicate if they or someone they know is interested in enrolling a child in our school. Of the 143 electronic respondents, 71 indicated interest in enrolling a child in our school. Further, we asked all supporters to provide the zip code in which they reside. Of the 691 signatures collected, 679 people also provided their zip code. In all, we collected signatures of support from people who reside in over 30 zip codes, demonstrating widespread support of our school across Nashville. Further, as previously noted, we will recruit from historically marginalized communities in alignment with our mission. We have collected 296 signatures of support from residents across zip codes that we will target for recruitment, demonstrating marked support by residents in our target recruitment areas. Below outlines the zip codes of communities from which we will prioritize recruitment and corresponding signature of support count:

- 37013: 174 signatures
- 37207: 18 signatures
- 37208: 49 signatures
- 37217: 48 signatures

[115] American Association of Colleges of Nursing, 2023

- 37218: 7 signatures

**Determining enrollment.** As explained throughout, we will contract with NursesMC, who will serve as our CMO. We will implement the NursesMC mission, vision, and model, which currently is being implemented at two other schools, one of which opened this school year (SY 2023-24). The other school has been in operation for twelve years and has produced notable student outcomes. To this end, enrollment projections are defined by the NursesMC model and are based on the student-to-teacher ratios and staffing plan required of the model. Accordingly, to implement the NursesMC mission and model with fidelity, we need to adhere to the proven enrollment plan created by our CMO.

**d. Describe your plan to recruit students in the year prior to opening with this authorizer, including the strategies, activities, events, responsible parties, and a timeline.**

- **What established community organizations are you targeting for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.**

To ensure that we meet our enrollment targets, we will implement a comprehensive recruitment and marketing campaign that will consist of the following strategies, activities, and events:

| Strategy, Activity, & Event | Description | Responsible Party | Timeline |
|---|---|---|---|
| Hire Recruitment Specialist | We will hire a Recruitment Specialist; this person will be from and connected to the Nashville community. We will hire for this role at the start of Q3 in 2024 so that this person is ready to launch formal recruitment efforts the day after the charter application is approved. | Executive Director | April 2024 |
| Collect Contact Information | As described above, we will employ numerous mechanisms to inform the community and parents about our school. While doing so, we will collect contact information (name, mailing address, phone number, and email address) of parents. We will then utilize this contact information while employing the below recruitment efforts. | Recruitment Specialist | Ongoing |
| Leverage Partnerships | As noted above, we have already established partnerships with numerous | Executive Director | Ongoing |

| Strategy, Activity, & Event | Description | Responsible Party | Timeline |
|---|---|---|---|
| | healthcare organizations and postsecondary institutions that we will leverage to recruit students. To this end, we will display marketing and informational materials throughout their facilities, request that they feature our school on their websites and social media platforms, and refer to our school in the information that they push to their stakeholders. We will also hold informational sessions at their facilities, highlighting our school and the scope of the partnership. | | |
| Identify Feeder Middle Schools | We will identify charter middle schools that can serve as feeders to our high school. Once these partnerships are secured, we will give presentations at each of the schools and send marketing materials home with students. We will also participate in the family events these schools hold. | Executive Director | September 2024 – March 2025 |
| Engage Community Organizations | We will form relationships with key community organizations across Nashville such as faith-based institutions, community libraries, youth centers, and community centers, among others. We will display marketing materials on their premises, as well as hold informational sessions as we are permitted. We also request that organizations promote our school to the extent that they are willing | Executive Director | Ongoing |

| Strategy, Activity, & Event | Description | Responsible Party | Timeline |
|---|---|---|---|
| | such as through word-of-mouth efforts or by featuring our school on their website and in communications like newsletters. | | |
| Conduct Canvassing | We will conduct canvassing efforts in the neighborhoods surrounding feeder middle school and community organizations that support our school. We will conduct canvassing in coordination with giving presentations at middle schools and holding informational sessions on the premises of community organizations. | Recruitment Specialist | September 2024 – March 2025 |
| Deploy Advertisements | We will use varied forms of advertising, including securing billboard space, running radio and television advertisements, and placing print advertisements in local publications. | Executive Director | September 2024 – March 2025 |
| Utilize Social Media Platforms | We will direct traffic to our social media platforms such as X, Instagram, and Facebook. We will frequently push new content out across our platforms, as well as embed application links on our landing page and in our posts. | Recruitment Specialist | Ongoing |
| Blast Communications | We will engage in multiple rounds of communication blasts via physical mailings and mass emails and texts. | Recruitment Specialist | September 2024 – March 2025 |
| Attend Community Events | We will attend community events, staffing a booth as the event permits to disseminate information about our school and provide | Executive Director and Recruitment Specialist | Ongoing |

| Strategy, Activity, & Event | Description | Responsible Party | Timeline |
|---|---|---|---|
| | access to applications. | | |
| Frequent Community Hubs | We will set up informational booths at an array of community hubs such as box stores and gyms across the city to disseminate information about our school and provide access to applications. | Executive Director and Recruitment Specialist | January 2025 – March 2025 |
| | | | |

**e. Describe in detail the recruitment and marketing strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?**

With oversight and support from the Executive Director, the Recruitment Specialist, will be responsible for overseeing implementation of the recruitment and marketing strategies that we will employ, all of which are outlined in detail in the above response.

**f. Describe how students will be given an equal opportunity to attend the proposed school.**

- **Specifically describe any plans for outreach to families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.**
- **If your school has a specific area of focus, describe the plan to market that focus.**

**Outreach.** As our mission indicates, we are seeking to serve a racially, economically, and linguistically diverse population of students and our recruitment efforts will reflect our commitment to diversity, equity, and inclusion as outlined below:

- **Students with Economic Disadvantage:** As previously noted, we will prioritize our recruitment efforts in communities with high rates of poverty. As described above, we will attend community events, frequent local hubs, present at middle schools, and conduct canvassing efforts to ensure that students and parents know about and have access to application materials. We will provide support in completing and submitting applications to families who have technology or other constraints.
- **Student with Low Academic Achievement:** Across all of our marketing materials, we will feature the comprehensive supports and programming that we will provide to close learning gaps and advance student achievement. We will also provide an overview of our RtI$^2$ programming, emphasizing the individualized tiered interventions that we will provide to students to bring them to grade level. We will also coordinate with leaders who oversee MTSS/RtI$^2$ systems at our identified feeder middle schools.
- **Students with Disabilities:** To attract students with disabilities, we will emphasize the school's comprehensive approach to serve students with disabilities, including our staffing plan and range of services that we will provide in accordance with students' IEPs. We will also work with directors and coordinators of special education programs at our identified feeder middle schools around recruitment.

- **English Learners:** When hiring our Recruitment Specialist, we will prioritize recruiting qualified candidates who are multilingual and who have minority backgrounds. We will produce all of our print materials in multiple languages, as well as ensure that the information we provide electronically is accessible in varied languages. In those materials, we will highlight the language services and supports that we will provide, as well as emphasize the immense need for multilingual nurses. We will also run our television and radio advertisements in languages other than English and run print advertisements in publications written in other languages. Additionally, we will have translation services at our recruitment events.

**Area of focus.** As explained throughout this application, our mission, vision, and model are focused on preparing a diverse group of students to be the professional nursing workforce of the future. As described above, we will implement a comprehensive recruitment plan that includes marketing strategies and materials, all of which will prominently feature our nursing focus. We will also leverage an array of partnerships with healthcare organizations and colleges and universities that offer postsecondary nursing programs to market our specific focus. Additionally, as indicated below, once we are operational, we will hold recruitment events in our building, allowing prospective students to see the operation of our school and specialized focus firsthand.

**g. Describe student recruitment after the proposed school has opened. How will it differ from pre-opening recruitment?**

While we will continue to implement the recruitment plan outlined above after our schools opens, we will employ additional strategies as outlined below:

- **Collect and Apply Recruitment Data:** As part of our application and enrollment process, we will collect "how did you hear about us" data. We will analyze this data to identify the highest and lowest leverage recruitment strategies and adjust our recruitment strategy accordingly.
- **Leverage Personal Pipelines:** We will leverage the personal networks of our students, staff, parents, and Board members once we are operational. We will make marketing materials available for dissemination and encourage our school stakeholders to promote our school to rising 9$^{th}$ grade students.
- **Form Parent Recruitment Taskforce:** Once we are operational, we will form a parent recruitment taskforce that will consist of parents of students who are currently enrolled in our school. We will utilize this taskforce in an array of recruitment efforts, including canvassing and attending community events, among others to provide information about our school from the perspective of a parent.
- **Implement Parent Referral Program:** Parents who refer a family whose child ultimately enrolls in our school will receive a prize. We will determine the specific prizes during Year 1 of operation.
- **Hold Recruitment Events:** Once we are operational, we will hold informational sessions, host school tours, and offer meet-and-greets at our school, which will allow prospective families to see our facility while they learn about our school and meet staff and other students.

**h. Describe student recruitment after the proposed school has opened.**

- **How will it differ from pre-opening recruitment?**
- **Please identify how this will differ from current enrollment strategies.**

Not applicable; this prompt is not required for Type 1 applicants.

## Section 1.10 Parent and Community Engagement and Support

**a. What feedback regarding the startup of the school has been provided by the community – including parents interested in enrolling their student(s) in your school, and how has this feedback been incorporated into this application? Provide a detailed explanation of how the feedback was collected, and a strong rationale for the validity of responses.**

As outlined in the **Enrollment Summary** section, one of the primary factors that led us to selecting Nashville as the location for our school is the wealth of postsecondary and healthcare partners that are aligned to our mission of preparing students to be the diverse professional nursing workforce of the future. Specifically, Vanderbilt University Medical Center's mission is to intentionally diversify the nursing workforce, which it is working to achieve through implementation of the center's strategic plan that outlines partnership and collaboration with local schools as a means to recruit diverse candidates. The medical center specifically views our school as a means to help achieve its mission and notes that our school will positively impact the Nashville community. Tennessee State University (TSU) states that the mission and model of our school directly aligns to the TSU School of Nursing's mission, workforce needs, and strategic plan. Similarly, Belmont University asserts that our mission closely aligns to a core component the university's aspirational aim to be a radical champion for helping young people and communities to flourish. Belmont University is also eager for the expanded pipeline of highly prepared, diverse nursing school candidates that our school will produce.

HCA Healthcare's Tristar division also indicates that our model aligns to the organization's commitment to the care and improvement of human life, as well as views our school as a viable pipeline for diverse candidates to fill nursing positions across the organization after they complete postsecondary nursing programs. Ascension Saint Thomas Midtown Hospital similarly indicates that our mission and model support their efforts to address the nursing shortage. Further, the National Healthcare Corporation (NHC) believes that promoting healthcare as a career to high school students is instrumental in addressing the healthcare worker shortage. NHC indicates that our school will contribute to ensuring a prepared and viable nursing workforce, including throughout the NHC organization after they finish postsecondary programs in nursing. As noted in the **High School Graduation and Postsecondary Readiness** section, we require that our students earn an industry credential. We consulted with the above partners when determining what specific entry-level credential to require, ensuring that our requirement aligns to local needs. Based on the feedback we received, we will require that students earn a Certified Nurse Aide credential. Further, our healthcare and educational partners are actively informing their stakeholders about our school and are receiving substantial positive feedback. For instance, HCA Healthcare's Tristar division features our school in their company newsletter that is widely distributed to stakeholders. Many stakeholders who are parents have requested to learn more about the school, so much so that HCA requested that we provide them with informational materials to distribute to interested families.

Our mission and model also align with the Metro Public Health Department's strategic initiatives and goals. Specifically, the department cites workforce development and transformation as a priority in its 2022-2025 strategic plan as part of the department's equity roadmap. This roadmap specifically calls to expand and develop a sustained and culturally responsive workforce at all levels.[116] Our mission and model also align with several MNPS's Every Student Known initiatives, including providing students with culturally responsive sustainable learning environments, supporting students and families in identifying

[116] https://www.nashville.gov/sites/default/files/2023-01/MPHD-Strategic-Plan-2022-2025-optimized.pdf?ct=1674840357

and removing barriers that impede student academic outcomes, providing students with social-emotional learning opportunities, enhancing post-secondary opportunities and transition supports, and providing layers of support beyond the classroom teacher.[117]

At the state level, the Tennessee State Board of Education's 2022-2025 master plan is focused on positioning school districts to prepare Tennessee students for the workforce, post-secondary success, and productive citizenship, through initiatives that address literacy, college and career readiness, and effective classroom educators.[118] The Tennessee Department of Education also has a strong commitment to innovative school models that reimagine and transform high school and middle school students' educational experience and has already invested 500 million dollars towards this initiative.[119]

The Tennessee State Collaborative on Reforming Education's (SCORE) report on the State of Education in Tennessee states that student achievement gaps in K-12 education are widening and indicates that the college matriculation rate dropped to its lowest on record. SCORE calls for state and local leaders, educators, and advocates to establish an aligned vision for student success that advances student learning, closes opportunity gaps, and creates a workforce-ready system that prepares every student to have the opportunity for a job that enables economic independence. Our mission and model address the education priorities outlined in the 2023 report, specifically, 1) advancing high-quality instruction for every student, 2) addressing Tennessee's college-going decline, and 3) preparing all Tennessee students for work.[120] In short, our school addresses the top priorities of local universities, local healthcare organizations, the local health department, the local school district, as well as aligns to the top initiatives of the TDOE, State Board, and SCORE. To this end, our school serves as one unique solution to an array of priorities and initiatives, all of which have been established in response to data and other forms of feedback.

**b. Describe how you will engage parents and community members and how this engagement strategy will adjust from the time that the proposed school is approved by this authorizer through the school's opening. What specific strategies would you rely on to establish buy-in from local parents and community members during the pre-opening period?**

As outlined in the **Recruitment and Enrollment** section, we will engage parents and community members from the time that the school is approved through its opening by implementing the following strategies, which will establish buy-in from local parents and community members during the pre-opening period:

- **Leveraging Partnerships:** We have already established robust partnership with a number of local organizations, colleges, and universities, including with HCA Healthcare, Ascension, National Healthcare Corporation, Belmont, Tennessee State University, and Vanderbilt University. We also have the support of Bloomberg Philanthropies, which is a philanthropic organization that supports an array of initiatives aimed at supporting advancement in the areas of the arts, education, public health, and government innovation. We will leverage these partnerships as a means to engage parents and the broader community. Among the engagement efforts completed to date are:
    - Partners featured our school in their internal organizational newsletters.

[117] https://www.mnps.org/cms/one.aspx?portalId=32970327&pageId=36885413
[118] Tennessee State Board of Education 2022-2025 Master Plan, 2022
[119] Tennessee Department of Education Innovative School Models, 2022
[120] Tennessee State Collaborative on Reforming Education, State of Education in Tennessee Report, 2023

- The Executive Chief Nursing Officer at HCA Healthcare TriStar Division published an op-ed in the Tennessean promoting our school.[121]
- We visited Tennessee State University to inform stakeholders on campus about our school and collected numerous signatures of support while there.

- **Engaging Schools and Community Organizations:** We are also in the process of forming new partnerships and forging relationships with an array of community organizations across Nashville. We have identified a number of charter middle schools that may serve as feeders to our school and are in the process of cementing partnerships with these schools. Once finalized, we will come to these middle schools and give presentations about our school, as well as provide students with informational packets to take home. We will also seek to attend family events held by these schools, where we will aim to meet as many families as possible and engage them in our school. Additionally, we are in the process of identifying additional community organizations such as faith-based institutions, community libraries, youth centers, and community centers, among others. We will display informational materials about our school at these organizations to further engage parents. Among the engagement efforts completed to date are:
  - We participated in Nurses Week by providing appreciation meals to nurses at Matthew Walker Comprehensive Health Center and Siloam Health Antioch; during this time, we held informational sessions about our school.
  - We visited an array of community centers, schools, churches, and other community organizations, manning informational tables to inform stakeholders about our school. These include the following:
    - Hadley Park Community Center
    - Parkwood Community Center
    - South Inglewood Community Center
    - Fisk University
    - Meharry Medical College
    - Iglesia Una Esperanza
    - Iglesia Centro Cristiana para la Familia
    - Casa de Dios
    - Plaza Mariachi
    - International Soccer Complex
  - We established a partnership with the Hispanic Family Foundation (HFF). In addition to sponsoring the organization's health fair (described below), we will engage in the following efforts collaboratively with the HFF:
    - Make quarterly appearances on Activa.

[121] https://www.tennessean.com/story/opinion/contributors/2024/05/03/nurses-week-nashville-health-workforce-shortage/73518589007/

        - Participate in family- and health-focused events throughout the year, including the Back-to-School Backpack Giveaway event held in July.
        - Hold health-focused monthly meetings at Plaza Mariachi.

- **Conducting Canvassing Efforts:** We will conduct canvassing efforts in the neighborhoods where families whose children go to the middle schools we identify as feeder partners, as well as in the areas surrounding the community organizations with which we form partnerships. Through canvassing, we will seek to engage with as many community members and parents as possible.
- **Deploying Advertisements:** We will also use varied forms of advertising to engage the community and parents in our school, including securing billboard space at high-traffic area across the city, running radio and television advertisements, and placing print advertisements in local publications. In support of our efforts to recruit a diverse population, we have engaged with Radio Vido, participating in interviews about our school. We are also running advertisements in Nashville Noticias.
- **Utilizing Social Media Platforms:** We will utilize an array of social media platforms, including X, Facebook, and Instagram, to engage the community and parents in our school. All of our print materials will list our social media sites, as well as feature QR codes that, when scanned, will take users to our various platforms. We will continually push new content out to our platforms.
- **Using Varied Communication Methods:** To cast as wide of a net as possible in engaging the broader community and parents in our school, we will employ varied communication methods. We will conduct several rounds of physical mailings, sending informational brochures to homes across the city. We will also communicate through electronic means, sharing information about our school through mass emails and texts.
- **Attending Community Events:** We will attend various community events as a means to engage the community and parents. As events permit, we will staff a booth, disseminate informational materials, and answer questions. Among the engagement efforts completed to date are:
    - We were a prominent sponsor of the Hispanic Family Foundation (HFF) Heath Fair, which was held at Plaza Mariachi in April. During this event, we talked with over 100 attendees, sharing information about our school.
    - We virtually participated in a Nashville PROPEL event in April, where we presented information about our school and engaged in a question-and-answer session by attendees.
- **Holding Informational Sessions:** We will hold frequent virtual and in-person informational sessions to engage community members and parents, providing information about our mission, vision, and model. We will leverage our partnerships as places to hold in-person meetings.

**c. Provide, as Attachment G, any of the following: letters of support, including those within the local community, outreach to parents, intents to enroll, or memoranda of understanding, 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/or reflects the community's needs and interests.**

**Note: General letters of support that include generic language such as "this school will provide a high-quality option" or "we will work to support the school once opened" do not satisfy this expectation. Instead, letters of support should demonstrate a clear commitment that is measurable and that is likely to result in enrollment targets being met, demonstrate financial support, or sustainable community engagement.**

See **Attachment G**.

**d. Outline any community organization, business, or other educational institutions that the proposed school will partner with. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.**

Bloomberg Philanthropies is serving as a funding partner as our mission and model align to the organization's Healthcare Career Connected Learning Initiative. To this end, the organization has committed to providing philanthropic support, totaling ~$2.8M for start-up, with an additional ~$16.9M allocated over the first three years of operation, for a total of ~$19.7M in committed philanthropic funds. Additionally, we have established a number of partnerships with healthcare organizations and postsecondary institutions that will be integral to realizing our mission through implementation of our model. These partnerships are outlined below, as well as can be found as part of **Attachment G**:

- **Ascension:** This partnership will provide us with access to the Ascension Saint Thomas Midtown Hospital, allowing students to take hospital tours, shadow nurses and other healthcare workers, and complete their work-based learning experience in a hospital setting. This partnership will also allow students to make robust professional connections in the nursing industry that they can leverage in the future for employment. We are in the process of finalizing the terms of this partnership and will define all fee-based and/or in-kind commitments in the coming months after being approved.
- **HCA Healthcare:** Through this partnership, we will have access to clinical settings for our students to complete their work-based learning experiences. Additionally, our school will serve as a feeder for this organization, allowing our students to make professional connections in high school that can lead to future employment within the HCA organization. We are in the process of finalizing the terms of this partnership and will define all fee-based and/or in-kind commitments in the coming months after being approved.
- **National Healthcare Corporation (NHC):** This partnership will provide us with access to high-quality clinical space, specifically, within the four skilled nursing centers NHC operates in the Nashville area. This organization also operates a foundation, and advanced educational funding opportunities will be available for our students to pursue their postsecondary nursing education after graduation. Further, potential future employment options will be available to students through this partnership. We are in the process of finalizing the terms of this partnership and will define all fee-based and/or in-kind commitments in the coming months after being approved.
- **Vanderbilt University Medical Center:** Vanderbilt University Medical Center's mission is to diversify its nursing workforce to better reflect the demographics of Nashville, which has experienced diversification in the demographics of its residents in recent years. The Medical Center seeks to train diverse students from historically underrepresented backgrounds in nursing. As noted throughout this application, we will recruit students from across Nashville in order to enroll a diverse population that reflects the demographics of the city. The partnership will provide us with access to nurse mentors and nurse adjunct faculty and enable students to complete dual-enrollment courses, as well as provide our students with access to clinical rotations in addition to other work-based experiences. We are in the process of finalizing the terms of this partnership and will define all fee-based and/or in-kind commitments in the coming months after being approved.
- **Belmont University:** This university's postsecondary nursing program, the Gordon E. Inman College of Nursing, is focused on expanding its pipeline of highly prepared, diverse candidates for its program. Our school will serve as a future feeder for the university as our diverse student body will

graduate with the foundational knowledge and skills needed to thrive in rigorous nursing programs. In turn, the College of Nursing will provide access to dual-enrollment courses and nursing mentors. We are in the process of finalizing the terms of this partnership and will define all fee-based and/or in-kind commitments in the coming months after being approved.

- **Tennessee State University (TSU):** This university is focused on recruiting, retaining, and graduating candidates for its School of Nursing in light of the current critical nursing shortage. TSU will look to us to provide them with a pipeline of candidates who are prepared to meet the rigorous demands of their nursing program. Additionally, this partnership will give us access to TSU adjunct nursing clinical and didactic faculty, allow students to complete dual-enrollment courses, and provide us with simulation and classroom space within their College of Health Sciences building. We are in the process of finalizing the terms of this partnership and will define all fee-based and/or in-kind commitments in the coming months after being approved.

**e. Outline how the proposed school will engage parents and community members prior to the school's opening and throughout the life of the school (in addition to any proposed governance roles).**

We will implement the strategies detailed above to engage parents and community members prior to the school's opening. Once we become operational, we will also engage parents and community members through the following:

- **Hosting Open Houses:** We will hold open houses to introduce families to our school. Open houses will serve as parents' foundational engagement experience as they will be introduced to our mission, vision, model, academic plan and corresponding academic and behavioral expectations, including our Pillars of Nursing.
- **Holding Orientation Week:** All students participate in a comprehensive orientation week at the start of their 9$^{th}$ grade year. During this time, students will learn about the school's mission, vision, model, and academic plan. Parents will also attend a portion of orientation week during which time they will have the opportunity to meet other parents, as well as engage with students and staff.
- **Engaging in Ongoing Communication:** We view parents as our partners and will engage in frequent, ongoing communications with them throughout the school year through an array of mechanisms such as phone calls, emails, newsletters, and in-person communications, among others. We will encourage parents to participate in their child's education and in the life of our school.
- **Holding Community and School Events:** We will hold a number of events for the broader community, as well as just for our families. Among these events are health fairs, health walks, informational meetings that cover topics such as standards-based grading, celebrations of diversity and culture such as International Night, and health-focused parent nights that cover topics like diabetes awareness.

**f. 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.**

Parents will be informed and educated on all school policies during orientation week. During this time, they will receive the parent/student handbook, which comprehensively outlines our school policies. They will sign and submit an acknowledgement form indicating that they understand and agree to abide by the policies articulated in the handbook.

**g. If not already identified, describe any programs and resources you will offer to parents and/or the community and how they may support the school's mission and vision.**

As outlined above, we will host a number of events for parents throughout the year. These events will vary, with some providing health information such as diabetes awareness and healthy eating. We will also provide robust support to families as students progress through the college application and acceptance process. We will hold informational and technical assistance sessions around completing applications, applying for financial aid, and budgeting.

**h. Provide a needs analysis and description of the need for the proposed school, including how the proposed school would serve the interests and meet the needs of students and families in the communities the charter school intends to serve.**

As noted in the **Recruitment and Enrollment** section, the need for our school is great as there is currently a critical shortage of healthcare workers, especially nurses, nationally and across the state of Tennessee. More specifically, according to the Bureau of Labor and Statistics, there are 2 million open jobs in the U.S. healthcare industry today, and an additional 2 million jobs are predicted to be vacant by 2031. Projections specific to nurses predict that more than 275,000 additional nurses will be needed by 2030, with employment opportunities anticipated to grow at a faster rate (9%) than all other occupations through 2026. The global pandemic has only exacerbated this critical shortage with high workloads and unprecedented levels of burnout, making the need for a pipeline of future nurses and healthcare workers of the upmost importance.

At the state level, Tennessee healthcare leaders report these same critical workforce shortages. Tennessee hospital leaders have identified nursing and allied health workforce shortages as the number one issue currently affecting their hospitals and expect that these shortages will continue to be a challenge in the future. According to a healthcare workforce report commissioned by the Tennessee Hospital Association, overall growth in the Tennessee population will contribute to a growing demand for healthcare services. However, the report also projects a significant gap in supply of key healthcare providers to meet this growing demand of services such as registered nurses, emergency medical technicians, physician assistants, and respiratory therapists. HCA Healthcare's Tristar division, which includes the city of Nashville, reports a current massive shortage of 1,017 registered nurses and 342 certified nurse aides/patient care technicians in their own workforce.

Further, the current nursing workforce overwhelmingly lacks diversity, as the majority of nurses in the US are White. A 2020 study found that while 40% of the US population identify as people of color, only 19.4% registered nurses have minority backgrounds.[122] Ample research definitively shows marked disparities in the health outcomes of White patients as compared to patients of color.[123]

> The disparities in health care and health outcomes between majority and racial/ethnic minority and underserved populations are well documented. Multiple reports and other sources of evidence support the urgent need to reduce and, ultimately, eliminate health disparities. To illustrate, findings from the 2012 Agency for Healthcare Research and Quality's "National Healthcare Disparities Report" showed that health-care quality and access for minority groups and low-income populations continues to lag behind other groups. Diabetes care, maternal and child health care, adverse events, cancer screening, and access to care are just a few examples in

[122] https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Enhancing-Diversity-Factsheet.pdf

[123] Phillips JM, Malone B. Increasing Racial/Ethnic Diversity in Nursing to Reduce Health Disparities and Achieve Health Equity. Public Health Reports. 2014;129(1_suppl2):45-50. doi:10.1177/00333549141291S209

> which persistent disparities exist for minority and low-income populations. While quality of care is slowly improving for some groups, quality measures of disparities related to age, race/ethnicity, and income are not improving… Demographic trends predict a rapid growth in racial/ethnic minority populations by 2060… This projected growth in minority populations, coupled with the growing disparities in health care and health outcomes, underscores the need to recruit and retain a diverse nursing workforce that mirrors the nation's culturally diverse population.

Nashville's population is racially, economically, and linguistically diverse, but, statistically, the nurses of Nashville are mostly White. The Brookings Institution notes that census population projections indicate that the US will become minority White by 2045, underscoring the critical the need to diversify the nursing workforce.[124] The American Association of Colleges of Nursing asserts the following:[125]

> Nursing leaders recognize a strong connection between a culturally diverse nursing workforce and the ability to provide quality, culturally competent patient care. Though nursing has made great strides in recruiting and graduating nurses that mirror the patient population, more must be done before adequate representation becomes a reality. The need to attract students from underrepresented groups in nursing – specifically men and individuals from African American, Hispanic, Asian, American Indian, and Alaskan native backgrounds - is a high priority for nursing profession.

Preparing a diverse student population to become Nashville's future nursing workforce will help to achieve heath equity. According to a report by the National Advisory Council on Nurse Education and Practice, "nurses who are members of underrepresented minority groups or disadvantaged populations are more likely to advocate for services and programs in their communities."[126] In "A Critical Need for a More Diverse Nursing Workforce," the authors find that the positive impact of a more diverse nursing workforce can be seen across the healthcare sector, stating that, "creating a more diverse workforce is beneficial in creating a sense of community, narrowing the health disparity gap, and promoting the health of all people."[127]

While college nursing programs recognize the need to recruit, retain, and graduate more nurses, especially those from diverse backgrounds as highlighted above, they are encountering challenges in doing so. Most nursing programs have the capacity to enroll additional nursing students, but enrollment is decreasing, and fewer students are applying. This is due to a variety of factors, including fewer students interested in pursuing a college degree and a lack of students who are prepared for the rigor of a college-level nursing program, often causing them to either drop from the program or change majors after the first year.

The NursesMC CMO created our proposed model in 2011 as a solution to the critical nursing shortage and to ensure a diverse nursing and healthcare workforce to improve health equity outcomes. As explained throughout this application, the model supports students in earning workforce experience and industry credentials while in high school, and further spurs them to pursue postsecondary coursework and a career in healthcare after graduation. Two other schools currently contract with our CMO and,

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[124] https://www.brookings.edu/articles/the-us-will-become-minority-white-in-2045-census-projects/
[125] https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Enhancing-Diversity-Factsheet.pdf
[126] Ibid.
[127] Adams VW, Price-Lea PJ. A critical need for a more diverse nursing workforce. N C Med J. 2004 Mar-Apr;65(2):98-100. PMID: 15239513.

accordingly, implement the model we are proposing. One of the schools just opened its doors to students this school year (SY 2023-24); the other has been operational since 2011.

Over the course of its many years of operation and implementation of the model, the original school has received accolades for its innovative design, impressive student achievement, and positive impact on the community. More specifically, since opening, the school has consistently been in the top performance of the state for college success metrics, and, for the past five years, has been the top school in in the state in which it operates for students earning college credits and workforce credentials. The school's charter has been renewed twice, receiving full-term renewals with no conditions both times. Additionally, in 2022, the school was honored by the Providence Business News as the best K-12 school for its commitment to Diversity, Equity, and Inclusion. To this end, our proven school model will help to address the critical shortage of nurses that is only predicted to continue to grow nationally, state-wide, and at the local level, as well as help diversify the future nursing workforce, which will improve health equity for the residents of Nashville.

The great need for our school has, in turn, garnered great demand. Through the parent and community efforts outlined above, we have secured robust documented support for our school. Specifically, we have amassed a total of 691 signatures of support from Nashville parents and community members. Of these signatures, 143 were collected electronically and 548 were collected via hard copy forms. In addition to names and contact information, we asked those who signed electronically to also indicate if they or someone they know is interested in enrolling a child in our school. Of the 143 electronic respondents, 71 indicated interest in enrolling a child in our school. Further, we asked all supporters to provide the zip code in which they reside. Of the 691 signatures collected, 679 people also provided their zip code. In all, we collected signatures of support from people who reside in over 30 zip codes, demonstrating widespread support of our school across Nashville. Further, as previously noted, we will recruit from historically marginalized communities in alignment with our mission. We have collected 296 signatures of support from residents across zip codes that we will target for recruitment, demonstrating marked support by residents in our target recruitment areas. Below outlines the zip codes of communities from which we will prioritize recruitment and corresponding signature of support count:

- 37013: 174 signatures
- 37207: 18 signatures
- 37208: 49 signatures
- 37217: 48 signatures
- 37218: 7 signatures

## Section 1.11 Phase-In/Turnaround Planning

**a. Describe your organization's prior experience in turning around or converting an underperforming school. Include student outcomes and results. Describe how your organization achieved these results and address the challenges you faced in turning around that school. If your organization does not have such experience, please provide a comprehensive rationale that explains the suitability of your organization to successfully transform a struggling school.**

**b. Describe how your organization will engage with the local neighborhood, community, and student population prior to the conversion. Explain your strategies and plan for recruiting an underperforming zoned student population.**

**c. Describe specific ways that you will transform the existing school culture. How will you determine what parts of the existing school culture you will keep, modify, or add? How will you create a new identity while simultaneously respecting and reinforcing the building history and role in the community?**

**d. If proposing a phase-in approach:**

  **a. Describe how you will transition to a shared campus. Include your approach to sharing space, resources, and services, and collaborating with others on the campus. Be sure to outline any essential elements for co-location.**

  **b. In the event that the LEA chooses to transition students out of the school sooner than originally planned, how will you minimize disruptions to your model?**

**e. If proposing a full school take-over approach:**

  **a. Describe your transition plan, including communications with existing staff.**

  **b. Identify the additional teaching and non-teaching personnel needed to ensure student success beginning in year 1 of your conversion.**

Not applicable; we are not proposing a conversion.

## 1.12 High School Graduation and Postsecondary Readiness

**a. Explain how the proposed school will meet Tennessee graduation requirements in accordance with State Board policy 2.103. Describe how students will earn credits, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements exceed those required by the State, explain the additional requirements.**

**Meeting Tennessee graduation requirements.** The design of our model, academic plan, and daily schedule ensure that students will be able to meet all Tennessee graduation requirements as outlined in State Board policy 2.103.[128] More specifically, as explained in detail in the **Academic Focus and Plan** section, we will implement rigorous, standards-based curricula that align to Tennessee Academic Standards. All of our courses are rigorous and support our mission of producing the professional nursing workforce of the future. Additionally, as outlined in the **School Calendar and Schedule** section, we will implement a daily schedule that affords students the time needed to satisfy the prescribed 22 credit minimum for a high school diploma. Our course offerings will also enable students to meet all required course requirements for graduation. Students will be required to participate in the ACT or SAT, as well as take all state-mandated Tennessee Comprehensive Assessment Program (TCAP) exams. Further, as explained in the **Special Populations** section, we will implement a comprehensive Early Warning System (EWS), which will allow us to proactively identify students who are at-risk of academic failure due to unsatisfactory academic performance, attendance, and discipline. Students who are identified as needing support will receive holistic support through prescribed intervention plans, in alignment with the RTI$^2$ framework, to ensure that students are able to succeed academically and restore a satisfactory record of attendance and discipline for graduation.

**Earning credits.** Students will be awarded credit for courses in which they are enrolled and earn a passing final grade. We have crafted our credit policy in alignment with our mission and model, which is anchored in preparing students to be prepared for nursing college and career. To this end, all courses are 1.0 credit each. While most courses are a semester in length to mirror a collegiate course configuration, the core (i.e., ELA, math, and science) courses that our students take in grades 9 and 10 span a full year. As explained in the **School Calendar and Schedule** section, we will implement extended periods, which provides students in grades 9 and 10 with ample exposure to grade-level core curricula, providing them with the time to close any gaps and achieve proficiency. These courses are divided into two parts – Part A and Part B – and each part lasts a semester and carries 0.5 credit, totaling 1.0 credit once both parts are satisfactorily completed. A student will not move onto Part B if they did not earn a passing grade in Part A, which ensures that students are proficient in the content and skills that are built upon in Part B. If a student does not achieve proficiency in Part A, they are able to make up that part of the course in the current year. This approach embeds credit recovery within the daily schedule as students will only be one semester behind rather than a full year as is traditionally the case. Once students reach grade 11, we will increase the pace of instruction and all core courses that carry a full credit span the course of one semester rather than two.

The ample exposure that students will receive to core grade-level instruction coupled with the time built into our extended periods that will be used to provide students with individualized scaffolds, supports, intervention, services, and/or enrichment during grade 9 and 10 will ensure that students acquire the content knowledge and master the skills needed to learn at an faster pace in grades 11 and 12. This

[128] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/february-10%2C-2023-sbe-meeting/2-10-23%20IV%20C%20High%20School%20Policy%202.103%20Clean.pdf

approach is backed by research, which shows that when students are provided with additional learning time – through extended periods and a longer school day (both of which we will implement) – and when that additional learning time is anchored in delivering grade level instruction that is supplemented by individualized scaffolds, supports, and services, learning progress is accelerated, allowing students to close gaps and move forward in their learning.[129] To this end, after two years of extended exposure to grade level content, our students will be primed to fully shift to a semester model of credits, which mirrors that of colleges and universities.

Moreover, much like a postsecondary major, we have a prescribed scope and sequence of courses that students will generally follow to ensure that they meet all graduation requirements, as well as graduate with the knowledge, skills, experience, and credentials needed to purse nursing in college and as a career. Like all courses of study, there will be some exception to our defined scope and sequence of courses. For instance, as explained in the **Special Populations** section, students who enroll on an elementary school level will not take Nursing Exploration Part A and B in their 9th grade year and will instead take a year-long reading and math college readiness course to accelerate their learning and close gaps. However, most students will follow the below scope and sequence, and all students will take all courses required for graduation:

| 4-Year Scope and Sequence of Courses | | | | | |
|---|---|---|---|---|---|
| **Grade 9** | | | **Grade 10** | | |
| **Semester 1** | **Semester 2** | | **Semester 1** | **Semester 2** | |
| Algebra I Part A[130] | Algebra I Part B | | Algebra II Part A | Algebra II Part B | |
| ELA I Part A | ELA I Part B | | ELA II Part A | ELA II Part B | |
| Biology I Part A | Biology I Part B | | Biology II (Microbiology) Part A | Biology II (Microbiology) Part B | |
| Health Design Lab I with P.E. | Health Design Lab II with P.E. | | US History and Geography | World History and Geography | |
| Nursing Exploration Part A | Nursing Exploration Part B | | Nursing Careers | Nursing Ethics | |
| **Grade 11** | | | **Grade 12** | | |
| **Semester 1** | **Semester 2** | | **Semester 1** | **Semester 2** | |
| Geometry | Precalculus | | Physiological Art | Anatomical Art | |
| Chemistry | Anatomy and Physiology | | ELA IV | Nursing Research Seminar | |
| ELA III | Government, Civics, and Economics | | College Seminar with Personal Finance | Spanish for Nurses II | |
| Flex or Dual Enrollment Course | Flex or Dual Enrollment Course | | Spanish for Nurses I | Flex or Dual Enrollment Course | |
| Certified Nurse Aide (CNA) | Career Seminar with Technology Education[131] | | Flex or Dual Enrollment Course[132] | Dual Enrollment Course[133] | |

[129] https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help

[130] Courses are semester-long and earn 1 credit, except for courses that are represented by Part A and Part B. These courses are also 1 credit but are extended to two semesters to include time for remediation and enrichment.

[131] We intend to have this course satisfy the computer science graduation requirement and will submit a special course application accordingly.

**Calculating grade-point averages (GPAs).** We will implement a standards-based approach to grading. More specifically, all academic content covered across all courses will align to Tennessee Academic Standards, ensuring that students are exposed to and expected to master appropriate and rigorous grade level academic material. Employing standards-based grading reflects students' progress toward mastery of specific skills, competencies, and content in each course as defined by state standards. Standards-based grading better ensures equitable grading practices as this approach has been proven to more accurately assess what students know and can do, remove bias from grading, and intrinsically motivate students.[134] Teachers will be trained and supported in implementing standards-based grading and will be held to the following expectations to ensure that grades are as accurate as possible:

- Students' cumulative grade will be a numerical weighted and decaying average of scores for proficiency on standards related to academic course content.
- Students are expected, and encouraged, to make mistakes as part of their learning process. For this reason, the results of formative assessments will only be used by teachers to inform instruction and as a feedback mechanism for students. Formative assessments will not be weighted and will not be included as a graded event in teachers' gradebooks.
- Students' academic achievement will not be conflated with academic behavior; accordingly, behavior will not be considered when grading.
- Alternate tasks are another opportunity for students to demonstrate proficiency on a standard not yet mastered. Students will not re-take the same assessment.

Teachers' gradebooks will be configured to include the main subjects, standards, and assessments associated with each course. One assessment may include more than one standard; in these cases, the score will be entered multiple times, as appropriate. As indicated above, grading is cumulative and based on a weighted mean and decaying average, which acknowledges that student demonstration and mastery of learning takes time. To this end, assignments completed earlier in the course are weighted less heavily than those that occur later. We will use the following scale of 0-4 to indicate the level of proficiency demonstrated on each assessed standard:

| Standards-Based Proficiency Scale | | | | |
|---|---|---|---|---|
| **No Evidence of Proficiency** | **Developing Proficiency** | **Partially Proficient** | **Proficient** | **Mastered** |
| 0 | 1 | 2 | 3 | 4 |

The above scale will be converted to a traditional letter grade, using the guidance in the Uniform Grading System as outlined in State Board policy 3.301:[135]

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[132] Students who require academic intervention and/or credit recovery will participate in a Flex period; students who do not require intervention will participate in dual enrollment.
[133] Students must take one dual enrollment course (3 credits) to graduate.
[134] Feldman, J. (2019). Grading for equity: What it is, why it matters, and how it can transform schools and classrooms.
[135] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2022-sbe-meetings/july-22%2C-2022-sbe-meeting/7-22-22%20III%20O%20Uniform%20Grading%20Policy%203.301%20Clean.pdf

| Grade | Percentage Range[136] |
|---|---|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | 0-59 |

We will employ PowerSchool as our SIS; PowerSchool is equipped to automate these conversions to ensure consistency, accuracy, and alignment with Board policy. Additionally, as required by the Uniform Grading Policy, applicable courses will be weighted and will carry additional percentage points. Once converted, the traditional letter grade derived from the percentage range will then receive a grade point in alignment with the scale outlined in the Uniform Grading Policy. GPAs will then be calculated by adding the total number of earned grade points by the sum of credits available.

**Including information on transcripts.** We will include the following information on all student transcripts:

- **School Information:**
    - School Name
    - School Address
    - School Phone Number
    - Name and Contact Information of Executive Director
    - Name and Contact Information of Director of Teaching and Learning
    - Name and Contact Information of School Counselor
- **Student Information:**
    - Student Name
    - Local Student Identification Number
    - Courses Taken
    - Final Grade by Course
    - Teacher of Record by Course
    - Number of Credits Earned
    - Any Credit Attained through Credit Recovery
    - Grade Point Average
    - Workforce Credential Earned
    - Internship Information
    - Awards and Accomplishments

[136] Per the Uniform Grading Scale, we will add 4 percentage points to the grades used to calculate the semester average for dual enrollment courses.

**Offering electives.** We have designed our course offerings to satisfy the graduation requirements outlined by the State Board, as well as to support our mission of graduating the professional nursing workforce of the future. To this end, all of our elective courses have been designed in alignment with our mission. Students are required to take two additional health courses as electives; these courses will provide students with critical knowledge and skills about the nursing profession, with one resulting in students earning an entry-level patient care credential. In addition to these health courses, we have designed a series of College and Career Readiness (CCR) elective courses that will provide students with valuable foundational knowledge and skills relevant to attending college and pursuing a nursing career. These elective course offerings are described in more detail below:

**Elective Health Courses**

- **Nursing Careers:** This course provides an overview of healthcare careers, including roles, responsibilities, skills, and competencies of different occupations. Students explore the health field including the characteristics of health care workers, ethical and legal considerations in health care and selected content common to all health programs. Topics include healthcare facilities, delivery, and workflow, medical terminology and body systems, healthcare technology, safety and health practices, effective communication, and cultural competence and diversity. This course is required for graduation.
- **Certified Nurse Aide (CNA):** Composed of lecture, skill labs, and clinical, the CNA course provides students with the opportunity to earn a state license that enables them to secure entry-level employment as a CNA in the health care or nursing industry. This course curriculum is governed, and will be approved by, the Tennessee Department of Health. This course is required for graduation.

**Elective College and Career Readiness Courses**

- **Nursing Exploration:** In this course, the units begin by exploring personal skills, values, understanding of self, and self-management, and then continue with what constitutes professional and ethical and professional conduct in various settings. Through examples, students will learn strategies for setting and meeting goals, as well as explore skills for overcoming difficulties. The Pillars of Nursing are explored in depth, as students reflect on their engagement with the community. This course includes exploration of various communities and how they interact with the healthcare system. The culmination of these units will require that students use insights and skills in discussion and analysis of common nursing and healthcare situations.
- **Nursing Ethics:** The course will focus on nursing ethics and the ethical dilemmas that take place in a healthcare environment. Students will discuss the fundamental theories in health ethics, as well as the dichotomies between ethics and values in society. Students will learn about the code of ethics established by the American Nursing Association (ANA). Scenarios will center on topics, such as reproduction, infants, children, adolescents, adults, elders, and mental/psychosocial health. Students will also discover the role of ethics in decision-making. They will examine the definition of an ethical dilemma and the theory of ethical decision-making. Students will also discuss patient rights, nursing rights, care ethics, advanced care planning, and end-of-life care. This course uses case studies to deepen students' dialectic thinking, analytical, evaluative, and communication skills.
- **Career Seminar with Technology Education:** This course will explore a pathway to career success and ways to accomplish specific career goals in nursing. In the first unit, students explore a pathway to career success by discovering and evaluating how their personal values, strengths, and weaknesses influence both work habits and career options in nursing. In the second unit, students will focus on career preparation, including developing resumes, reviewing job applications, and

conducting mock interviews. Students will create a career portfolio. The third unit builds on what the students are learning by exploring professionalism in the workplace. Instructional time on professionalism includes learning about cultural humility. The fourth unit facilitates students' reflection on how this course supports their current on-the-job training as interns. At the end of this unit, students will create a website), proposing a pathway to success that uses their current internship as the starting point. Through this course, students will satisfy the computer science graduation requirement. This course is required for graduation.

- **College Seminar with Personal Finance:** The focus of this course includes exploration of personal and professional identity in preparation for college admittance. Students will demonstrate the ability to set goals, through building relationships with peers, faculty, and other authority figures. Students will explore the importance of taking the SAT's and how to interpret and understand what the scores mean. In preparation for nursing school students will learn about the HESI and NCLEX exams. Students will develop their own strategy to keep on target with many deadlines. Through collaboration and communication, students will explore different colleges to help understand the application process. Using effective communication skills, students will complete college essays, supplemental essays, personal statements, and interviews. Students will navigate the Free Application for Student Federal Aid (FAFSA) and complete it and evaluate school loans and credit cards. Through this course, students will satisfy the Personal Finance graduation requirement. To this end, Personal Finance standards are embedded throughout the course. Students have the opportunity to apply their learnings related to Personal Finance in real-world situations related to nursing college and career. Upon completion of this course, students will create a presentation highlighting the entire college application process. This course is required for graduation.
- **Nursing Research Seminar:** In this capstone course, students self-select a health-related topic for their final research paper and presentations. Through a series of interviews, fieldwork, literature reviews, and data analyses, students produce collegiate-level projects that answer robust healthcare-related thesis questions.

**Implementing additional graduation requirements.** To ensure that we realize our mission of graduating the professional nursing workforce of the future, we have established additional graduation requirements that students must satisfy. Specifically, students must earn 24 total credits, which exceeds the State Board's requirement of 22 credits. Students will be required to earn 4 science and 5 elective focus credits instead of 3 of each. Additionally, to ensure that students acquire the experience, skills, credentials, and knowledge needed to prepare students for postsecondary opportunities in nursing and related healthcare field, we require that students successfully complete a work-based learning experience, obtain a workforce credential (entry-level patient care), and earn at least 3 college credits. Below outlines the credit requirements for graduating from our school, all of which also satisfy the State Board's requirements:

- English Language Arts: 4 credits
- Math: 4 credits
- Science: 4 credits
- Social Studies: 3 credits
- Health: 1 credit
- Foreign Language: 2 credits
- Fine Arts: 1 credit
- Elective Focus: 5 credits

Elective Focus credits are earned (and required for graduation) as follows:

- Health Design Lab II with Physical Education (this course will satisfy the physical education requirement)
- Nursing Careers
- Certified Nurse Aide
- Career Seminar with Technology Education (this course will satisfy the computer science requirement)
- College Seminar with Personal Finance (this course will satisfy the personal finance requirement)

**b. Describe how graduation requirements will ensure readiness for college or other postsecondary opportunities (i.e., trade schools, community colleges, military, or workforce).**

As outlined above, our graduation requirements exceed those of State Board policy, with students being required to successfully complete a work-based learning experience, obtain a workforce credential in entry-level patient care, and earn at least 3 college credits, all of which will ensure students' readiness for college and other postsecondary opportunities. The Brookings Institute found that through work-based learning experiences, including internships, students are provided with opportunities to learn academic, technical, and interpersonal skills that are needed to function in a workplace, with these experiences serving as a pathway to greater economic opportunity for all students, especially marginalized students who are of color and/or economically disadvantaged. Additionally, research indicates that work-based learning helps students "apply and extend classroom learning, increase motivation and understanding," as well as supports work readiness and develops job-related skills and knowledge while increasing attendance and reducing dropout rates.[137]

In addition, we will require students to earn an additional credit in science, as well as require that students complete a sequence of elective CCR classes, which are proprietary courses created by our CMO. As outlined above, students will take Nursing Exploration in grade 9, Nursing Careers in grade 10, Career Seminar with Technology Education in grade 11, and College Seminar with Personal Finance in grade 12. Students will also complete a capstone in grade 12 titled Nursing Research Seminar. As described in detail above, all of these courses are designed to equip students with knowledge and skills relevant to ensuring readiness for students to succeed in college and pursue careers in nursing or related healthcare fields.

As outlined in the **Academic Focus and Plan** section, our CMO currently contracts with two other schools, one of which just opened this school year in Albany, NY. The other school has been in operation since 2011 and has produced impressive student outcomes through the implementation of the academic plan described in this section, including the use of these proprietary CCR courses. More specifically, year over year, the school has been ranked first in the state for postsecondary success, outperforming all suburban schools and Career and Technical Education (CTE) programs. The school consistently earns 3 out of 3 possible points for postsecondary success on the state's report card, which measures the percentage of student who graduate with credentials and college credits. Further, the school consistently outperforms the state in the percentage of graduates enrolled in a postsecondary institution, most recently exceeding the state's average of ~64% by ~27 percentage points, with ~91% of graduates enrolled in a postsecondary program the first academic year of high school graduation. As detailed above, these courses are specially designed to equip students with the knowledge and skills needed to get students to and graduate from college.

[137] https://files.eric.ed.gov/fulltext/ED574519.pdf

**c. Outline systems or structures the proposed school will use to assist students at risk of dropping out and/or not meeting graduation requirements.**

As explained in detail in the **Special Populations** section, we will implement a comprehensive Early Warning System (EWS) that will swiftly identify students whose performance, behavior, and/or attendance indicates that they are at risk of dropping out and/or not meeting graduation requirements. We will take a holistic and interdisciplinary approach to supporting students, engaging with the family of the student to the greatest extent possible and identifying areas where social determinants of health may be contributing the student's performance and behavior. Once identified, we will provide responsive supports, including tiered academic and behavioral interventions as applicable. Attendance support plans that address the root causes of a student missing school will be developed and implemented in instances of excessive absences. In the event that tiered interventions and/or attendance plans do not yield satisfactory improvement, the student will be referred for further evaluation, which may include an evaluation to determine eligibility for specialized services or a functional behavioral assessment. As outlined in the **Special Populations** and **Personnel/Human Capital** sections, we will employ ample staff whose roles are designed to support and provide intervention to students who are identified as being at risk; these roles include: Deans of Student Support, Community Health Manager, School Counselors, Social Worker, and Numeracy and Literacy Improvement Coordinators.

In addition, as explained in the **School Calendar and Schedule** section, we will implement an advisory structure, where students meet with their advisors and advisory cohort twice a week. Among the activities that will be completed during advisory are credit audits, grade checks, and goal setting, which assist students in staying informed and being involved in their progress around meeting graduation requirements. These advisory activities will work in complement to the work of the counselors, who will meet with students on a regular basis to ensure that they are on-track to graduate and formulate proactive plans for students who are at-risk of not graduating. We will also provide timely notice to students who are not on track to meeting graduation requirements and will reiterate to students and their families the actions that they need to take to ensure that they graduate on time. Further, we have designed our courses to support students who need to recover credit. More specifically, our 9$^{th}$ and 10$^{th}$ grade ELA, science, and mathematics courses are year-long courses that are divided into two parts – Part A and Part B - with each part spanning a semester and carrying a 0.5 credit. If a student does not pass Part A of the year-long course, they do not proceed to Part B until they retake and earn credit for Part A. Likewise, if a student passes Part A but fails Part B, they will only be required to retake Part B. This approach embeds credit recovery within the daily schedule as students will only be one semester behind rather than a full year as is traditionally the case.

**d. Describe plans for incorporating early post-secondary and work-based learning opportunities for students.**

As explained throughout this application, our mission is anchored in preparing the professional nursing workforce of the future. We have designed our academic plan to achieve our mission. A key component of our academic plan is implementing featured healthcare experiences for students that provide work-based learning opportunities. More specifically, during their 9$^{th}$ grade year, students will go on hospital tours so that they gain first-hand experience about the functioning and layout of hospitals. In 10$^{th}$ grade, they shadow a healthcare worker so that they can observe what is like to work in a hospital. Students will then earn entry-level patient care certification and complete a healthcare internship during their 11$^{th}$ grade year. These experiences culminate in 12$^{th}$ grade when students will be given the opportunity of entry-level employment in healthcare. Our work-based opportunities will function in complement to students' classroom-based academic learning, which includes access to early post-secondary

opportunities. More specifically, through established partnerships with local colleges and universities, we will offer an array of dual-enrollment opportunities for students, allowing them to earn college credit. As explained in our graduation requirements, students are required to successfully complete a work-based learning experience, obtain a workforce credential (entry-level patient care), and earn at least 3 college credits to graduate.

**e. Identify each type of high school diploma to be offered at the proposed school.**

We will offer a traditional high school diploma; students who satisfy the requirements for this type of diploma as outlined in State Board policy 2.103, as well as meet our additional graduation requirements as outlined above, will receive the traditional diploma. Because our course and graduation requirements are aligned to our mission of graduating the professional nursing workforce of the future, it is critical that students complete all requirements as each is essential in preparing students to work as nurses or related healthcare role.

Students who have IEPs and receive special education services will have equal opportunity to earn a general education diploma. To this end, any student who satisfies the requirements for a general education diploma will receive one. In the event that a student who receives special education services and has an IEP does not satisfy the requirements for a general education diploma, the student may earn an occupational diploma at the conclusion of their fourth year of high school if they meet the following criteria outlined in State Board policy 2.103.[138] Below outlines the occupational diploma criteria[139]

- Received special education services or supports and made satisfactory progress on an individualized education program (IEP)
- Did not met the requirements for a traditional high school diploma
- Have satisfactory records of attendance and conduct
- Have completed the occupational diploma Skills, Knowledge, and Experience Assessment (SKEMA) created by the TDOE
- Have completed two years of paid or non-paid work experience

Students who receive the occupational diploma may continue to work toward a traditional high school diploma through the end of the school year in which they turn 22 years old.

[138] https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2023-sbe-meetings/february-10%2C-2023-sbe-meeting/2-10-23%20IV%20C%20High%20School%20Policy%202.103%20Clean.pdf

[139] As outlined in State Board policy, the determination that the goal is for a student with a disability to obtain an occupational skills diploma will be made at the end of the student's 10th grade year or two academic years prior the student's expected graduation date.

## Section 2: Operations Plan and Capacity

### Section 2.1 Governance

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

**Composition and size.** The Board currently consists of six members who collectively possess the experience, expertise, and skills to effectively govern our school. Two members are former charter school founders, successfully designing, launching, and leading charter schools that also implemented specialized models like ours. Additionally, one of these schools is a high school, and the other is located in Nashville. Taken together, these two members have combined experience in leading a school in Tennessee and in the grades our school will serve. Another member holds deep expertise in supporting the founding and operation of charter schools in Tennessee. The three other members are key leaders in healthcare and are registered nurses. Taken together, the members have first-hand experience and deep expertise needed to effectively govern our specialized academic program, which marries traditional core and specialized nursing content. Further, all members possess experience related to operations as they all have served in senior-level leadership positions. Finally, while all members have financial experience and have been responsible for overseeing and implementing budgets, two members hold specific expertise in finance and operations. One member is a Certified Management Accountant and serves in a finance and operations leadership role at the State Collaborative on Reforming Education and held past finance and operations roles at the Tennessee Department of Education. The other member has experience managing all operational aspects of their respective organizations, including the Tennessee Charter School Incubator, Tennessee Charter School Center, and Project Renaissance. Further, each member is deeply committed to the school's mission, vision, and model and will govern with achievement and implementation of each in mind. The bylaws stipulate that the Board will implement the following officer roles:

- **President:** The President will preside at all meetings of the Board. The President will perform all duties attendant to the office and will perform such other duties as on occasion will be assigned by the Board.
- **Vice President:** The Vice-President will preside at meetings of the Board in the absence of or request of the President. The Vice-President shall perform other duties as requested and assigned by the President.
- **Secretary:** The Secretary will keep the minutes of all meetings of, or caused to be kept, the Board in the books proper for that purpose. The Secretary shall maintain copies of the Articles of Incorporation and these Bylaws and shall perform such other duties as occasionally may be assigned by the Board.
- **Treasurer:** The Treasurer will maintain the financial books and records of the organization or cause the financial books and records of the organization to be kept, and will report to the Board at each regular meeting on the status of the Organization's finances. Specifically, the Treasurer will see that: (a) Full and accurate accounts of receipts and disbursements are kept; (b) A system is in place such that all monies and other valuable effects are deposited in the name and to the credit of the Organization in such depositories as shall be designated by the Board; and (c) Board Members at the regular meetings of the Board, or whenever they may require it, receive an account of the financial condition of the Organization. The Treasurer will comply with all requirements with respect to non-

profit status of the Organization and ascertain that appropriate procedures are being followed in the financial affairs of the Organization and shall perform such other duties as occasionally may be assigned by the Board.

**Committees.** As required by the bylaws, the following committees will be formed:

- **Executive Committee:** This committee will manage routine Board functions and will be composed of at least the President, Vice President, and Secretary as elected. The Executive Committee will have such further power and duties as shall be delegated to it by a majority vote of a quorum of the Board.
- **Audit Committee:** This committee will be composed of independent Board members and the Treasurer and will be responsible for overseeing the annual school audit.
- **Finance Committee:** The Finance Committee will be composed of independent Board members, Treasurer, and will be responsible for overseeing all financial matters related to the school. The committee will convene regularly to review budgets, financial statements, and fundraising initiatives, ensuring fiscal responsibility and sustainability for the organization.
- **Academic Committee:** The Academic Committee will be responsible for evaluating the school's academic performance and ensuring alignment with educational standards and the school's mission.

The bylaws stipulate that the Board may form ad hoc committees for various purposes and of various sizes to assist in the administration and affairs of the organization. Committees may be formed for purposes deemed necessary by the Executive Committee.

**Representation of key stakeholders.** The Board will ensure active and effective representation of key stakeholders through the following:

- **Ex-Officio Representation:** The Executive Director will serve on the Board as an ex-officio member, ensuring representation of school staff and students.
- **Parent Representation:** As required by Tennessee Code, we will appoint a parent whose child is enrolled in our school to the Board within six months of the school's opening.
- **CMO Representation:** As outlined in detail in the **Charter Management Organization** section, upon approval of the charter application, the Board will enter into a contract with the NursesMC CMO. A primary stipulation of the contract will be that the CMO provides on-going, timely reports to the Board around key indicators related to the implementation of the NursesMC model to ensure the success of the school.
- **Public Representation:** We will comply with all requirements of the Tennessee Open Meetings Act, including ensuring that all Board meetings are open to the public and encouraging stakeholders and community members to attend. We will post Board meeting dates, agendas, and minutes on our website, as well as publish our bylaws and policies on our site. All posted materials will also be available in the languages spoken by the families our school serves. Stakeholders may request hard copies of public Board artifacts. Additionally, time for public comment will be a standing item on Board meeting agendas.

**Educational and operational success.** The Board will hold the charter and is ultimately responsible for the academic, operational, and financial success of the school. As such, the bylaws that govern the Board outline a defined leadership structure for the Board, naming the officer roles of President, Vice President, Treasurer, and Secretary, as well as articulating clear responsibilities for each office. The bylaws prescribe clear and well-defined lines of Board leadership. The bylaws also call for the formation

of committees, with the function and composition of each being clearly articulated. Further, the bylaws allow for the formation of ad hoc committees as needed, allowing the Board proactively and flexibly respond to any needs of and issues encountered by the school. Taken together, the Board's standing committees and ability to form ad hoc committees will ensure robust oversight of the school's academic, operational, and financial performance. The Executive Committee will further ensure oversight of policies to maintain compliance with laws, rules, and regulations at the local, state, and federal levels. Additionally, as indicated above, Board members collectively possess the expertise and experience needed to effectively govern the school. Specifically, they have the educational, financial, and community expertise needed to ensure the school is an educational and operational success.

**b. Describe how the board will evaluate the success of the proposed school, the school leader, and its own performance.**

**Success of the school.** The Board will evaluate the success of the school against the established goals outlined in the **Academic Performance Standards** section, which defines annual academic, mission-specific, operational, and financial goals. Committees will convene to analyze and discuss relevant data and will provide a synopsis of findings to the full Board for consideration. The Board will then review the committees' findings and additional data as relevant to each goal during Board meetings to ensure oversight of progress in meeting performance objectives. The Board's analysis will also be informed by the Executive Director (or proxy), who will highlight key data points for discussion during Board meetings. Data will be disaggregated in multiple ways, including by individual student, cohort, and subgroup to ensure that the Board is abreast of and can respond to any trends that are evident through disaggregation. Additionally, performance data will not be examined in isolation but will also be viewed alongside other data related to other factors that may impact performance such as data points related to attendance and behavior. The ongoing and holistic analysis of data in the aggregate and in disaggregated form will enable the Board to consistently monitor progress toward meeting the school's performance goals, as well as allows the Board to proactively respond to any trends that emerge, allowing for early intervention. Among the data that will be presented to and examined by the Board are the following:

| Academic Data | Operational Data | Financial Data |
|---|---|---|
| • Renaissance Star<br>• Final Exams<br>• TCAP<br>• TVAAS<br>• State Letter Grade<br>• PSAT/SAT/ACT<br>• HESI<br>• Accuplacer<br>• CNA<br>• Work-Based Learning<br>• Dual-Enrollment | • Attendance Rates and Variance<br>• Enrollment Rates<br>• Discipline Referral Rates<br>• Student Retention Rates<br>• Staff Retention Rates | • Account Statements<br>• Invoices<br>• Receipts<br>• Budgeted Versus Actual Expenditures<br>• Audits<br>• Annual Budget<br>• Philanthropy |

**Success of the school leader.** The Executive Director will be held accountable for the academic, operational, and financial performance of the school. To this end, the Board will evaluate the Executive

Director annually using an effective evaluation process and utilizing a tool that aligns to our mission, model, and performance goals, as outlined below:

- **Evaluation Process:** The Board will follow the six-step evaluation process defined by Education Board Partners, a nonprofit organization with deep expertise in charter school governance.[140] This process will ensure that the Board implements best practice when evaluating the Executive Director:

    1. **Goal Settin**g: To ensure that the Executive Director and Board are both clear on the goals and metrics that inform the evaluation, as well as have a common definition of what excellence looks like, the Executive Director will identify 3-5 evaluation goals that will drive the annual evaluation. These goals will be aligned to the school's performance goals, as well as encompass professional development goals for the Executive Director. As part of goal setting, the data sources that will be used to evaluate achievement of the goals will also be defined. The Board will approve the goals.

    2. **Regular Monitoring and Feedback:** Throughout the year, the Board will monitor the collection of data in alignment with the goals and data sources established during the goal setting step. The Board will also identify specific intervals for giving concrete, actionable feedback to the Executive Director on their performance, progress toward goals, and management of school operations.

    3. **Data Gathering and Review:** A designated Board member will review relevant and accurate data that allows for a complete picture of the school's overall academic performance as informed by discrete indicators such as assessment results, attendance rates, and suspension rates. The same will be done to gain holistic insight into the school's overall operational and financial performance. The designated Board member will work with other members to ensure that an equity lens is being applied when examining data. The designated Board member will draft a performance evaluation and send it to the full Board, along with the key data that informed the evaluation.

    4. **Executive Director Self-Evaluation:** The Board will provide the Executive Director with the self-evaluation tool as directed by the timeline, and the Executive Director will complete the review, which consists of the same evaluation questions the Board completes. The Executive Director will send the completed review to the designated Board member.

    5. **Board Performance Discussion:** At least 72 hours prior to the meeting where discussion will occur, the designated Board member will send the draft performance review and the Executive Director's self-evaluation. During an open session at a full Board meeting, discussion will occur about the evaluation. Discussion about compensation will be done in executive session. The designated Board member will update the evaluation to reflect any changes based on feedback from the full Board. The evaluation will be sent to the Executive Director.

    6. **Performance Evaluation Delivery:** The Executive Director, Board President, and designated Board member will meet to review the evaluation. This will entail discussing key points and questions, as well as drafting next steps. Once complete, the evaluation will be sent to the full Board for approval and then included in the Executive Director's personnel file.

- **Evaluation Timeline:** While not final, the Board will implement an evaluation timeline such as the following as recommended by Board Education Partners:

[140] https://www.edfuel.org/wp-content/uploads/2019/07/edfuel-headofschoolevaluationtoolkit-062519-2.pdf

- April – June: Goal Setting
- July – May: Regular Monitoring and Feedback
- May – June: Data Gathering and Review
- June: Executive Director Self-Evaluation
- June: Board Review Discussion
- June – August: Performance Evaluation Delivery

- **Evaluation Tool:** The Board will employ an evaluation tool that defines the goals on which the Executive Director will be evaluated, the competencies demonstrated in relation to achievement of the defined goals, and the overall performance assessment of each goal. The tool will allow for Board feedback to be incorporated within the evaluation, as well as clearly indicate a rating for each goal. The following rating scale defined by Board Education Partners will be employed:
  - **Exceeds Expectations:** Consistently delivers exceptional results and is a model for others to follow
  - **Meets Expectations:** Consistently meets expectations in all areas
  - **Partially Meets Expectations:** Meets expectations in some areas, but needs improvement in others
  - **Does Not Meet Expectations:** Needs significant improvement quickly

**Success of the board.** The Board will complete an annual self-evaluation to evaluate its own performance. The evaluation will occur in two parts. First, each member will individually complete a self-evaluation. These results will then inform the Board's collective self-evaluation results. Board members will evaluate themselves on measures related to areas of expertise, Board meeting attendance, engagement in discussion, committee participation, and participation in votes, among other areas. The results of the self-evaluation will be analyzed to identify areas of strength and improvement, as well as to pinpoint any expertise and skill gaps on the Board. Findings will inform development priorities for the full Board, as well as for individual members.

**c. How will the board develop over time? Explain plans for recruiting board members with identified skills and addressing board member attrition.**

**Board development.** As noted above, the Board currently consists of four members. After the Board hires the Executive Director, the Board and Executive Director will work collaboratively to expand the Board to six members over the course of the pre-opening year. Once we open our school, the Board will appoint a parent whose child is enrolled in the school within the first six months of the school's operation as required by Tennessee Code, bringing the Board membership to seven. The Board does not plan to expand past seven members.

**Board recruitment.** As noted above, the Board plans to expand by two members during the pre-opening year and by one more member within six months of the school's opening, bringing the Board to scale at seven members. Once hired the Executive Director and Board members will collaboratively engage in recruitment efforts by leveraging personal and professional pipelines. All four current Board members live locally and have deep personal and professional ties in Nashville. As noted, two Board members hold senior-level leadership positions in healthcare and the other two also hold top leadership positions in educational organizations. The Executive Director will have a nursing and educational background. Taken together, the Board and Executive Director have vast pipelines that they will leverage to identify the two

future members. Once the school is operational, the Executive Director will source potential parent members, identifying top candidates for the Board to consider. After the Board comes to scale, the following efforts will be employed to cultivate a pool of prospective members to replace members who roll off the Board:

- Leverage personal and professional pipelines to identify potential new members on an ongoing basis
- Maintain a bank of prospective Board members that details their current contact information, areas of focus/expertise, and potential Board position
- Recruit for potential replacements when it is known that a Board member will exit an officer role and/or roll off the Board

**Board attrition.** As noted above, the Board currently consists of members who are firmly committed to our school's mission and model and who bring relevant expertise, experience, and skills. When recruiting and selecting Board members, those who demonstrate similar commitment to our school, as well as possess needed experience, experience, and skills will be prioritized. Prior to being appointed to the Board, candidates will undergo an interview process to ensure that they fully understand the time commitment and responsibilities associated with the Board member role. Prospective candidates will also tour the school and learn about the model. To this end, the recruitment mechanisms described above coupled with the strategic Board member selection process will reduce instances of unexpected attrition.

**d. Describe the training or orientation new board members will receive. What ongoing development will existing board members receive? Please note that Tenn. Code Ann. § 49-13-111(o) requires all annual board training to be approved by the State Board of Education; documentation of this training must be provided to the authorizer.**

**New member orientation.** Once appointed to the Board as a new member through the selection process described above, the Board member will attend an orientation session with the Board President and Executive Director. During this session, the new Board member will be oriented to the following:

- Mission and Vision
- Specialized Model
- Performance Goals
- Board Member Expectations
- Bylaws
- Conflict of Interest Policy
- Tennessee Opening Meeting Act
- CMO Contract

The new Board member will be given access to all relevant platforms and documents such as the charter agreement, school performance framework, charter application, and Board bylaws and policies. All new Board members will also complete all required certification trainings.

**Ongoing development.** The Board will complete at least one board training that is certified by the Tennessee Charter School Center and approved by the State Board of Education on an annual basis. Documentation of completion will be submitted to MNPS as required. The Board will also engage in ongoing development throughout the year, prioritizing development opportunities that align with areas of need as identified by the results of the Board's self-evaluation, as well as with the school's mission and model.

**e. Describe the circumstances under which complaints will be brought to the board, and the process for addressing them.**

**Formal complaints.** In the event a parent, guardian, student, or any other stakeholder feels that the school has broken a federal, state, or local law or regulation, or that there has been a violation of the school's charter, a compliant should be submitted to the Board immediately using the below guidelines; the complaint should:

- Be in written form; in the event that the complainant is not able to provide a written document, a scribe will be hired by the school to assist the individual
- Be signed by the person or representative filing the complaint
- Specify the requirement of law or regulation being violated and the related issue, problem, and/or the concern
- Provide information/evidence supporting the complaint
- Contain a statement describing the nature of the corrective action desired

The Board will review the complaint and make a determination. Once decided, the Board will supply the complainant with written documentation about the decision and if determined, the remediation that will be taken. If the complaint involves a violation of the law or the school's charter, information about how to file an appeal with MNPS.

**Informal complaints.** In the event a parent, guardian, student, or any other stakeholder feel that a student has been denied a service, unfairly treated, harassed, or been the recipient of any other infraction that has caused harm, but does not involve the violation of law or charter, the Executive Director should be contacted immediately. If the Executive Director is the subject of the complaint, a representative from the CMO should be contacted using the below guidelines; the complaint should:

- Be in written form; in the event that the complainant is not able to provide a written document, a scribe will be hired by the school to assist the individual
- Be signed by the person or representative filing the complaint
- Specify the requirement of law or regulation being violated and the related issue, problem, and/or the concern
- Provide information/evidence supporting the complaint
- Contain a statement describing the nature of the corrective action desired

The Executive Director or the CMO will have a 30-day period in which to resolve the complaint and respond in writing. In the event they fail to resolve the complaint within 30 days, or fail to resolve the issue to the satisfaction of the complainant, the complaint should be sent to the Board.

The Board will have a 45-business day period in which to resolve the complaint and respond in writing to the complainant. The Board's decision is final. The Board will provide the complainant with written documentation about the decision and, if determined, the remediation that will be taken.

**f. Complete the provided template for Table 3: Board Members. List all current and identified board members and their areas of focus or expertise in the following table, adding rows as needed.**

See **Table 3: Board Members**.

**g. Provide the following governance documents as attachments:**

- **Articles of Incorporation as Attachment H**
- **Proof of non-profit and tax-exempt status as Attachment I**
- **By-laws as Attachment J**
- **Code of Conduct as Attachment K**
- **Conflict of Interest Policy as Attachment L**
- **Board member resumes or biographies as Attachment M**
- **Board policies (including frequency of meetings, open meetings, and open records) as Attachment N**

See **Attachments H, I, J, K, L, M,** and **N.**

**Table 3: Board Members**

| Name | Address | Current Role Job and Employer | Area of Focus/ Expertise | Board Position | Proposed Total Term Length[141] |
|---|---|---|---|---|---|
| Shawanda Clay | 917 Monroe Street Nashville, TN | • Nurse Practitioner, Heart Transplant<br>• Veteran's Affairs Hospital | • Medical<br>• Management/ Organizational Experience<br>• Community Involvement | Member | 2 years |
| Mallory Dwinal-Palisch | 834 Glen Avenue Nashville, TN | • Founder/CEO<br>• The Craft Education System | • Education<br>• Facilities<br>• Marketing<br>• Fundraising<br>• Finance<br>• Personnel/ Human Capital<br>• Management/ Organizational Experience<br>• Parent/ Community Involvement | Secretary | 2 years |
| Tilita Shaw | 3454 Hyde Court Murfreesboro, TN | • Director of Academic Affairs and Partnerships | • Medical<br>• Education<br>• Management/ | Vice President | 2 years |

[141] The bylaws stipulate that officers will serve a 3-year term except in the school's planning term – half of the Board will be elected to 2-year terms while the rest of the Board is elected to 3-year terms.

| Name | Address | Current Role<br>Job and Employer | Area of Focus/<br>Expertise | Board Position | Proposed Total Term Length[141] |
|---|---|---|---|---|---|
| | | • Hospital Corporation of America | Organizational Experience<br>• Community Involvement | | |
| Justin Testerman | 5113 Stone Mountain Court<br>Nashville, TN | • Executive Director<br>• Instructional Partners | • Education<br>• Facilities<br>• Marketing<br>• Fundraising<br>• Finance<br>• Personnel/ Human Capital<br>• Management/ Organizational Experience<br>• Parent/ Community Involvement | Member | 3 years |
| Mamie Willams, PhD, MPH, APRN | 1108 Jackson Street<br>Nashville, TN | • Senior Director Nurse Diversity and Inclusion<br>• Vanderbilt Medical Center | • Medical<br>• Diversity, Equity, and Inclusion<br>• Personnel/ Human Capital<br>• Management/ Organizational Experience<br>• Community Involvement | President | 3 years |

| Name | Address | Current Role<br>Job and Employer | Area of Focus/ Expertise | Board Position | Proposed Total Term Length[141] |
|---|---|---|---|---|---|
| Richard Zadd | 5311 Pennsylvania Ave<br>Nashville, TN | • Vice President of Finance and Operations<br>• State Collaborative on Reforming Education (SCORE) | • Finance<br>• Fundraising<br>• Facilities<br>• Education<br>• Personnel/ Human Capital<br>• Management/ Organizational Experience | Treasurer | 3 years |
| | | | | | |

## Section 2.2 Start-Up Plan

**a. Provide a detailed timeline for starting the proposed school, specifying tasks and responsible individuals (including compensation for those individuals). This timeline should align with the Start-Up (Year 0) Budget in the Budget Workbook.**

Below outlines a detailed timeline for completing key tasks during the start-up year, as well as identifies responsible individuals and how they will be compensated in alignment with our Year 0 budget in **Attachment AA**. While this timeline does not encompass every task that needs to be executed over the course of the pre-opening year, it captures the most critical ones. The timeline starts in July 2024 and goes through July 2025. As noted in the budget, the Executive Director, Business Operations Manager, and Recruitment Specialist will have already been hired, with the Executive Director having a target start date in April 2024. The Business Operations Manager and Recruitment Specialist will both have a target start date of July 1, 2024. As we progress through the start-up phase, we will adjust this plan as needed as it will function as a living document.

| Category | Task | Responsible Individual(s) | Compensation | Timeline |
|---|---|---|---|---|
| **Operations** | Update and finalize student and parent handbook | CMO | CMO Fee | 10/1/2024 – 1/2/2025 |
| | | Executive Director | Salary | |
| | Finalize manual and crisis and emergency plans and procedures | Business Ops Manager | Salary | 1/2/2025 – 4/1/2025 |
| | Create internal compliance calendar | Business Ops Manager | Salary | 1/2/2025 – 5/1/2025 |
| | Launch transportation RFP process | Board | N/A | 8/1/2024 - 1/2/2025 |
| | | Business Ops Manager | Salary | |
| | Finalize transportation contract | Board | N/A | 1/2/2025 – 4/1/2025 |
| | | Executive Director | Salary | |
| | | Business Ops Manager | Salary | |
| | Coordinate food service with MNPS | Business Ops Manager | Salary | 1/2/2025 – 4/1/2025 |
| | Set up student information system (SIS) | Business Ops Manager | Salary | 1/2/2025 – 7/30/2025 |
| | Identify vendors/service providers for supplies, furniture, equipment, etc. | Board | N/A | By 4/1/2025 |
| | | Executive Director | Salary | |
| | | Business Ops Manager | Salary | |

| Category | Task | Responsible Individual(s) | Compensation | Timeline |
|---|---|---|---|---|
| | Negotiate and execute vendor/service provider contracts | Board | N/A | By 5/1/2025 |
| | | Executive Director | Salary | |
| | | Business Ops Manager | Salary | |
| | Procure school supplies, furniture, equipment, etc. | Board | N/A | By 6/1/2025 |
| | | Executive Director | Salary | |
| | | Business Ops Manager | Salary | |
| | Determine bus routes | Business Ops Manager | Salary | By 7/1/2025 |
| | | | | |
| **Finance** | Adopt fiscal management policies and procedures | Board | N/A | By 8/31/2024 |
| | Secure back-office service provider | Board | N/A | By 7/31/2024 |
| | Hire auditor | Board | N/A | By 3/31/2025 |
| | Create standing financial package for Board | Board | N/A | By 8/31/2024 |
| | | Business Ops Manager | Salary | |
| | Develop and implement fundraising plan | CMO | CMO Fee | 7/1/2024 – 7/31/2025 |
| | | Board | N/A | |
| | | Executive Director | Salary | |
| | | Business Ops Manager | Salary | |
| | | | | |
| **Human Resources** | Finalize personnel manual | CMO | CMO Fee | 7/1/24 – 10/1/24 |
| | | Board | N/A | |
| | Launch hiring process for Director of Teaching and Learning | CMO | CMO Fee | 7/1/2024 |
| | | Executive Director | Salary | |
| | Target start date for Director of Teaching and Learning | N/A | N/A | 10/1/2024 |

| Category | Task | Responsible Individual(s) | Compensation | Timeline |
|---|---|---|---|---|
| | Launch hiring process for Director of Nursing | CMO | CMO Fee | 10/1/2024 – 12/31/2024 |
| | | Executive Director | Salary | |
| | Target start date for Director of Nursing | N/A | N/A | 1/2/2025 |
| | Launch hiring process for Administrative Assistant | Executive Director | Salary | 10/1/2024 – 12/31/2024 |
| | Target start date for Administrative Assistant | N/A | N/A | 1/2/2025 |
| | Launch hiring process for school staff | Executive Director | Salary | 1/2/2025 – 6/30/2025 |
| | | Director of Teaching and Learning | Salary | |
| | | Director of Nursing | Salary | |
| | Target start date for staff | N/A | N/A | 7/18/2025 |
| | | | | |
| **Recruitment and Enrollment** | Finalize marketing materials | CMO | CMO Fee | 7/1/2024 – 7/30/2024 |
| | | Executive Director | Salary | |
| | | Recruitment Specialist | Salary | |
| | Launch student recruitment and enrollment efforts | Executive Director | Salary | Upon Application Approval |
| | | Recruitment Specialist | Salary | |
| | Accept and acknowledge student applications | Administrative Assistant | Salary | Until 2/28/2025 (Last Fri in Feb) |
| | Hold enrollment lottery (if needed) | Executive Director | Salary | 3/11/2025 (7 Business Days after Application Deadline) |
| | | Board | N/A | |

| Category | Task | Responsible Individual(s) | Compensation | Timeline |
|---|---|---|---|---|
| | Notify parents of lottery results and admission status | Administrative Assistant | Salary | 3/12/2025 – 3/20/2025 (7 Business Days after Lottery) |
| | Hold registration | Executive Director | Salary | 5/1/2025 – 6/30/2025 |
| | | Recruitment Specialist | Salary | |
| | | Business Ops Manager | Salary | |
| | Plan orientation week | CMO | CMO Fee | 6/1/2025 – 6/30/2025 |
| | | Executive Director | Salary | |
| | | Director of Teaching and Learning | Salary | |
| | | Director of Nursing | Salary | |
| | | Administrative Assistant | Salary | |
| | Hold orientation week | CMO | CMO Fee | 7/14/2025 – 7/18/2025 |
| | | Executive Director | Salary | |
| | | Director of Teaching and Learning | Salary | |
| | | Director of Nursing | Salary | |
| | | Administrative Assistant | Salary | |
| | | | | |
| **Academics** | Create daily student and teacher schedules | Director of Teaching and Learning | Salary | 6/1/2025 – 8/1/2025 |
| | Purchase all curricular assessments, programs, | Executive Director | Salary | By 5/1/2025 |

| Category | Task | Responsible Individual(s) | Compensation | Timeline |
|---|---|---|---|---|
| | resources, and supplies | Business Ops Manager | Salary | |
| | | Director of Teaching and Learning | Salary | |
| | | Director of Nursing | Salary | |
| | Plan summer professional development | CMO | CMO Fee | By 7/01/2025 |
| | | Executive Director | Salary | |
| | | Business Ops Manager | Salary | |
| | | Director of Teaching and Learning | Salary | |
| | | Director of Nursing | Salary | |
| | Plan fall professional development | Executive Director | Salary | By 7/31/2025 |
| | | Business Ops Manager | Salary | |
| | | Director of Teaching and Learning | Salary | |
| | Create professional development calendar | CMO | CMO Fee | By 7/31/2025 |
| | | Director of Teaching and Learning | Salary | |
| | Hold summer professional development | CMO | CMO Fee | 7/21/2025 – 8/1/2025 |
| | | Executive Director | Salary | |
| | | Business Ops Manager | Salary | |
| | | Director of Teaching and Learning | Salary | |

| Category | Task | Responsible Individual(s) | Compensation | Timeline |
|---|---|---|---|---|
| | | Director of Nursing | Salary | |
| | | | | |
| **Facilities** | Design facility phase | CMO | CMO Fee | 7/1/2024 – 10/31/2024 |
| | | Board | N/A | |
| | Make tenant improvements and renovations | CMO | CMO Fee | 11/1/2024 – 6/1/2025 |
| | | Board | N/A | |
| | Complete final inspections and preparations | CMO | CMO Fee | 6/1/2025 – 6/30/2025 |
| | | Business Ops Manager | Salary | |
| | Occupy facility | N/A | N/A | 7/1/2025 |
| | | | | |

**b. Describe what you anticipate will be the challenges of starting a new school and how you expect to address these challenges.**

We understand the immense responsibility and scope of work that comes with founding a high-quality, high-performing charter school. To this end, we know that there is an array of challenges that pose risks to the successful launch and operation of our school. We have proactively identified the following challenges that we anticipate encountering as we found our school and have identified solutions to address them as described below:

- **Student Recruitment and Enrollment:** Meeting our enrollment targets is critical to achieving our mission, which is focused on preparing a diverse student body to be the professional nursing workforce of the future. To this end, we must not only meet our projections in terms of numbers, but we must also successfully recruit a racially, economically, and linguistically diverse student population. To achieve this, we will prioritize recruitment in communities that have been historically underserved and marginalized. To this end, we have created a robust recruitment plan that employs strategies and events tailored to the populations we seek to serve; this plan is described in detail in the **Recruitment and Enrollment** section. We will also hire a full-time Recruitment Specialist, who will work the entirety of the pre-opening year around recruiting a diverse student body in alignment with our enrollment projections. The Recruitment Specialist will be from Nashville, and, when hiring, we will prioritize candidates with minority backgrounds and who are multi-lingual.
- **Staff Recruitment and Hiring:** To implement our proposed model with fidelity, we will need to attract and hire candidates with both educational and healthcare experience and expertise. We are currently in the process of hiring our Executive Director and expect to have a highly-qualified candidate hired by the end of April, so that this person has ample time to engage in staff recruitment and hiring. This role will be supported during the preopening year as we will also hire the Director of Teaching and Learning and the Director of Nursing, both of whom will support the Executive Director in recruiting and hiring staff by implementing a comprehensive plan to attract and hire high-quality candidates. We will leverage an array of proven recruitment mechanisms, as well as advertise our unique mission and model as part of these efforts. Further, we will offer competitive salaries and

generous benefits packages, which will also serve to attract candidates, all of which is outlined in the **Personnel/Human Capital** section.

- **Facilities:** We understand the challenge that finding a suitable facility poses, especially in a competitive real estate market such as Nashville. Given this, we already started searching and have identified two viable properties that are in the area in which we intend to locate and offer space that is suitable for implementation of our model. As described in the **Facilities** section, we have a robust facilities team in place to guide us through the facilities process, including members of the Board who possess facilities experience, a facilities project manager who is employed through the NursesMC CMO, and a consultant who works for Level Field Partners, an organization that specifically supports charter schools in their facilities efforts. Additionally, we have secured a total of ~19.7M in philanthropy from Bloomberg Philanthropies to support the launch of our school. As outlined in **Attachment BB**, we have allocated ~9.8M toward the purchase of a facility in Year 3 as we plan to lease in our initial years of operation to build a solid financial foundation.
- **Start-Up Funding:** We understand that an inherent risk around starting a charter school is securing start-up funding so that the school is able to maximize the pre-opening year, as well as operate with efficacy as it comes to scale. To this end, we have proactively secured start-up funding, which will enable us to hire key positions, including the Executive Director, Director of Teaching and Learning, Director of Nursing, Recruitment Specialist, Business Operations Manager, and administrative support in the pre-opening year. More specifically, we have guaranteed funds from the Bloomberg Philanthropies as our mission and model align to the organization's Healthcare Career Connected Learning Initiative. This support totals ~$2.8M in the start-up year, with an additional ~$16.9M allocated over the first three years of operation, for a total of ~19.7M in committed philanthropic funds. We are also applying for Charter School Program (CSP) funds to further support our start-up costs. We will submit our application in February 2024; award notifications are slated to occur in March 2024. We are confident that we will be awarded CSP funds given our unique mission, innovative model, and clear need for our school. Per CSP grant guideline, we are eligible to apply and hold awarded funds until the charter is approved. However, should CSP funds not be awarded, we will adjust our budget to reduce expenditures during the start-up phase that can be feasibly pushed to future years in order to be able to fund staffing as planned in the pre-opening year – all of which is outlined in **Attachment AA** and **Attachment BB.**

## Section 2.3 Facilities

**a. Describe the proposed 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. Identify additional school spaces and their square footage, including science labs, art room, computer labs, library/media center, cafeteria, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, restrooms, and other spaces.**

The chart below outlines our school's facility needs in alignment with our model and projected enrollment. In Year 5, our space projections allow ~93 square feet per student, which includes space allowance for hallways. As explained in more detail below, we are working with Level Field Partners, an organization that specializes in supporting charter schools in identifying, securing, renovating, and occupying facilities. Through this partnership, we will contract with a local architect with deep knowledge of school facility needs, space requirements, and building code to ensure that our facility meets all of our student and programmatic needs, as well as fully complies with all code requirements.

| | | Y 1 | Y 2 | Y 3 | Y 4 | Y 5 |
|---|---|---|---|---|---|---|
| **Space Description** | **Approx SF** | **FY 2025-26** | **FY 2026-27** | **FY 2027-28** | **FY 2028-29** | **FY 2029-30** |
| Grades Served | | 9 | 9-10 | 9-11 | 9-12 | 9-12 |
| Number of Students | | 125 | 250 | 365 | 480 | 500 |
| **Educational Space** | | | | | | |
| Classrooms | 800 | 8 | 16 | 20 | 24 | 30 |
| Art Room | 1,000 | - | | | 1 | 1 |
| Science Labs | 1,200 | 1 | 2 | 3 | 3 | 3 |
| Certified Nurse Aide Lab | 1,800 | - | - | 1 | 1 | 1 |
| **Total Educational Space SF** | | **7,600** | **15,200** | **21,400** | **25,600** | **30,400** |
| **Assembly Space** | | | | | | |
| Student Lounge | 1,500 | - | - | - | 1 | 1 |
| Cafeteria and Food Preparation | 2,700 | .5 | .5 | 1 | 1 | 1 |
| Kitchen | 1,000 | - | - | - | 1 | 1 |
| Gym | 5,000 | 1 | 1 | 1 | 1 | 1 |
| Conference Room | 250 | 1 | 1 | 1 | 1 | 1 |
| **Total Assembly Space SF** | | **6,600** | **6,600** | **7,950** | **10,450** | **10,450** |
| **Administrative Space** | | | | | | |
| Main Office | 150 | 1 | 1 | 1 | 1 | 1 |
| Admin and Support Staff Offices | 100 | 8 | 10 | 14 | 15 | 20 |
| Nurse Clinic | 150 | 1 | 1 | 1 | 1 | 1 |
| Teacher Work Room | 150 | 1 | 1 | 1 | 1 | 1 |
| **Total Administrative Space SF** | | **1,250** | **1,450** | **1,850** | **1,950** | **2,450** |

| Space Description | Approx SF | Y 1 FY 2025-26 | Y 2 FY 2026-27 | Y 3 FY 2027-28 | Y 4 FY 2028-29 | Y 5 FY 2029-30 |
|---|---|---|---|---|---|---|
| **Other Space** | | | | | | |
| Security and Reception | 400 | 1 | 1 | 1 | 1 | 1 |
| Student Restroom[142] | 500 | 2 | 2 | 4 | 4 | 4 |
| Adult Restroom[143] | 80 | 2 | 2 | 4 | 4 | 4 |
| Custodial Facilities[144] | 80 | 1 | 1 | 1 | 1 | 1 |
| IT Closet | 80 | 1 | 1 | 1 | 1 | 1 |
| Storage | 80 | 4 | 4 | 4 | 4 | 4 |
| Mother's Room | 80 | 1 | 1 | 1 | 1 | 1 |
| **Total Other Space** | | **2,120** | **2,120** | **3,280** | **3,280** | **3,280** |
| **TOTAL BUILDING SPACE** | | **17,570** | **25,370** | **34,480** | **41,280** | **46,580** |

**b. Explain how the above-described facility needs to be tied to the related items in the proposed school's budget.**

As outlined in **Attachment BB** and in the chart below, we have budgeted carefully for our facility needs:

| Facility Need | Budget |
|---|---|
| **Rent** | • In year 0, assumes 5,000 sq ft leased @ $24.50 per sq ft<br>• In years 1-3, the lease increases to 34,500 sq ft leased at $24.50 per sq ft<br>• In years 4+, assumes debt service costs ($9,890,000 @ 5.5% for 35 years) |
| **Faculty Furniture** | • Assumes $5,025 per office, $5,750 for the nurse's office and $47,200 for the certified nurse aide lab |
| **Student Furniture** | • Assumes $10,600 per classroom |
| **Tenant Improvements** | • $400,000 in years 0, 1 and 2 for tenant improvements on the leased space (estimated at $40/sq ft for 10,000sqft per year) |
| **Repairs and Maintenance** | • $20,000 flat fee for repairs and maintenance annually |
| **Facility Consultants** | • $195,000 flat fee for consultants to identify and support the facility lease and initial buildout process. |
| | |

[142] May be adjusted per Code requirements
[143] May be adjusted per Code requirements
[144] May be adjusted per Code requirements

**c. Describe the experience of the board and/or leadership team in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

As outlined in the **Charter Management Organization** section, our CMO will be responsible for leading our facilities acquisition efforts in collaboration with the Board and Executive Director once hired. Our CMO currently contracts with two other schools and also led the facility acquisition process for those schools. The CMO employs a facilities project manager, who has 41 years of experience with commercial facilities, including with charter schools. This individual has overseen the acquisition and renovation of dozens of commercial spaces and works closely with senior CMO leadership, including the CEO. The CMO will draw on their prior experience when supporting us in securing a facility.

Additionally, the CMO and Board have secured the services of InSite EFS, which is a real estate brokerage and advisory firm for educational facilities.[145] InSite works across the country and has an arm based in the Nashville area. Through this partnership, we have already identified two viable facilities in our target location that meet our space requirements. Our InSite EFS team will support us in securing one of these options, including taking the lead on negotiating the terms of the lease.

The CMO and Board are also working with Level Field Partners, a highly regarded organization that works nationally to support charter schools in identifying, securing, renovating, and occupying a school facility.[146] The CMO has contracted Level Field Partners previously and will again leverage the company's real estate development services, which includes implementing RFP processes to assemble a team of third-party professionals, including architects, attorneys, project managers, and general contractors; providing project leadership and management; creating a project budget and schedule; and lending contract negotiation support. Further, as noted in the **Governance** section, two members of the Board are former charter school founders. Both provided leadership around identifying, securing, renovating, and occupying their schools' facilities.

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

As explained above, the CMO and Board are currently working with InSite EFS; a thorough facility needs assessment and search has already been conducted and two viable properties have been identified. The CMO and Board, with support from InSite EFS, have determined the preferred facility. We are in active negotiations with the owner of our preferred facility, with InSite EFS leading this effort. We have submitted a letter of intent to the owner, who has reviewed, redlined, and returned the letter of intent to us. We are in the process of responding and coming to consensus around terms. The CMO is also engaging Level Field Partner's services. Once terms are finalized, Level Field Partners will lead the renovation process through occupancy.

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

As noted above, we will work with Level Field Partners to oversee the renovations of the facility. Part of the scope of work with Level Field Partners will be ensuring compliance with all ADA requirements, all applicable city planning review procedures, and all health and safety requirements per Tennessee Code. As noted above, we have budgeted $195,000 for our partnerships with InSite EFS and Level Field Partners and have budgeted $400,00 for tenant improvements.

[145] https://www.insiteefs.com/services/education/
[146] https://levelfieldpartners.com/

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

We anticipate following the below timeline for facility selection, requisition, renovation, state fire marshal and health inspections, and occupation:

| Action | Partner | Sept 2023-June 2024 | July 2024 | Aug 2024 | Sept 2024 | Oct 2024 | Nov 2024 | Dec 2024 | Jan 2025 | Feb 2025 | Mar 2025 | April 2025 | May 2025 | June 2025 | Jul 2025 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Identify and assess properties for lease in the Downtown area close to hospitals | InSite EFS | | | | | | | | | | | | | | |
| Negotiate lease terms and tenant improvements with property owner | InSite EFS | | | | | | | | | | | | | | |
| Design facility | Level Field | | | | | | | | | | | | | | |
| Make tenant improvements and renovations | Level Field | | | | | | | | | | | | | | |
| Purchase and move-in furniture and equipment | - | | | | | | | | | | | | | | |
| Final inspections and preparations | Level Field | | | | | | | | | | | | | | |
| Occupy facility | - | | | | | | | | | | | | | | |

**g. Broadly describe a contingency plan, should your facility fall through.**

As noted above, we have identified two viable properties and have determined which of the two is our preferred facility. We are in active negotiations with the owner of our preferred facility, with InSite EFS leading this effort. We submitted a letter of intent to the owner, who has reviewed, redlined, and returned the letter of intent to us. We are in the process of responding so that we can come to consensus around terms. In the event we cannot come to terms with the owner of our preferred facility, we will engage in lease negotiations with the other facility as it also meets our space, financial, and location requirements. Further, we have identified a potential third facility. More specifically, we have been in informal discussions with the founder of another charter school in Nashville about leasing up to 20,000 square feet of their facility, which will accommodate our space, financial, and location needs in Year 1 of operation should neither of the below facilities come to fruition. Should it become apparent that our identified facilities are no longer viable options, we will formalize our efforts to secure this short-term facility. Additionally, InSite EFS will continue sourcing viable properties to ensure that we successfully secure a facility that meets our school's needs.

**h. List any properties you have considered and may have already identified as suitable to meet the proposed school's facility needs.**

**a. If the current proposed property is under a non-disclosure agreement, in lieu of listing the property address, describe the general geographic location/neighborhood/zip codes. Describe any modifications and/or revisions necessary prior to opening.**

**b. If no suitable facility and/or property has been identified, how has the sponsor determined that suitable facilities exist within the proposed geographic location.**

Below provides an overview of the two facilities that we identified as viable options for our school:

| Facility #1 | Facility #2 |
|---|---|
| • 37,572 square foot total building size on 1.99 acre of land, includes 0.85-acre parking lot across the street that can be built upon to meet total space requirements<br>• Located close to hospital districts<br>• Located within MNPS zone | • 69,864 square foot total building size on 1 acre of land<br>• Located close to hospital districts<br>• Located within MNPS zone |
| | |

## Section 2.4 Personnel / Human Capital

**a. Describe the school's proposed leadership structure. Include a copy of the school's organizational chart for Year 1 as Attachment O and at full capacity as Attachment P. The organizational chart should clearly delineate the roles and reporting structure of 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.**

To ensure that we implement our model with fidelity and are able to meet our mission of preparing the diverse nursing workforce of the future, we will implement the following leadership structure as prescribed by our CMO and as outlined in **Attachments O** and **P**:

- **Executive Director:** As the senior leader of the organization, the Executive Director is responsible for providing strategic, financial, and operational leadership for the school. The Executive Director will work closely with the Board of Directors, senior leadership team (as listed below), and the NursesMC CMO to ensure authentic implementation of the NursesMC model with fidelity, including, but not limited to, the mission, vision, rigorous academic objectives, work-based learning goals, and the organizational culture of health and nursing. The Executive Director will also ensure compliance with all local, state, and federal regulations and statutes.
- **Director of Teaching and Learning:** The Director of Teaching and Learning is a key member of the school's senior leadership team, leading and guiding the school in the pursuit of established academic goals aligned with the school's mission and vision. Serving as a coach and instructional leader, the Director of Teaching and Learning ensures systems, strategies, and interventions are in place to maximize each student's academic success. The Director of Teaching and Learning provides leadership and vision in the ongoing planning, implementation, development, direction, review, and evaluation of the school's instructional materials and services, including, but not limited to, coordinating instructional practices within the school community to ensure the delivery of quality curriculum and instruction, leading professional development, guiding data-driven decision making, and managing all academic assessments. The Director of Teaching and Learning ensures the academic supports are in place to provide a student-centered learning structure while also building and supporting a culture of learning for teachers. The Director of Teaching and Learning reports to and is evaluated by the Executive Director.
- **Director of Nursing:** The Director of Nursing is a key member of the school's senior leadership team and leads the school's efforts in preparing students for careers in nursing as aligned with the mission and the vision of the school. Serving as the nursing programmatic team leader, the Director of Nursing leads the academic team in providing the nursing and health care courses, college coursework, healthcare internships, and the workforce certificate/license classes that highlight the uniqueness of the Nurses Middle College model. The Director of Nursing also manages college and career readiness opportunities, programming, and curriculum to ensure each student has meaningful exposure to the nursing profession and is on a clear pathway to college. The Director of Nursing reports to and is evaluated by the Executive Director.
- **Business Operations Manager:** The Business Operations Manager is responsible for managing and improving all business operations, including managing processes, purchasing, accounting, human resources, inventory, and IT. The Business Operations Manager is a support to the school's senior leadership team. In coordination with the Executive Director, the Business Operations Manager is responsible for reviewing the financial implications when considering decisions. The Business Operations Manager reports to and is evaluated by the Executive Director.

**b. Give a thorough description of the process and timeline for hiring the school leader, identifying the skills, qualifications, and characteristics the applicant will seek in a leader.**

- **If the leader has already been identified, attach the leader's resume as Attachment Q.**

**Hiring process and timeline.** As explained in the **Governance** section, the Board consists of individuals in senior-level leadership positions in educational and healthcare organizations. Through Board members' personal and professional pipelines, including with other Nashville-based senior leaders in education and healthcare, highly qualified candidates were identified. The Board conducted the first round of interviews in January 2024. Candidates whose performance qualified them to proceed in the process participated in a second round of interviews, which were conducted by mid-February 2024. The finalists then traveled to Providence, RI in March 2024 where they visited Rhode Island Nurses Institute Middle College Charter High School, which also contracts with our CMO, NursesMC, and has been implementing the model since 2011. Finalists were interviewed by CMO top leadership and the Board over the course of a full day. The totality of each finalist's performance across the three rounds of interviewing were considered, with the interview conducted in RI holding the most weight. Accordingly, the Board selected the top candidate and extended an employment offer in April, which was accepted by the candidate. To this end, Andrea Poynter, Ph.D., now serves as the Executive Director of our school.

**Skills, qualifications, and characteristics.** The Executive Director will possess the following skills, have the following qualifications, and demonstrate the following characteristics:

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa
- Bachelor's degree in nursing required; graduate degree preferred
- At least 5 years of executive leadership in a healthcare organization or non-profit organization
- Have experience managing a complex budget, including working with restricted revenue streams
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter who seeks feedback to continue professional growth
- Have excellent written and oral communication skills
- Ability to develop strategy, align resources, implement plans with fidelity, assess progress, and address gaps to achieve strong and consistently high results across all functional areas
- Meticulous attention to data collection and data analysis to drive decision making
- Proficient in Microsoft and Google platforms
- Remains current regarding changes and developments in the nursing profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field to ensure quality leadership
- Takes responsibility for behavior, mistakes, and results; learns from successes and failures; and teaches others to do the same
- Manages time and resources effectively, prioritizing efforts according to organizational goals
- Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
- Possess strong critical thinking, organizational, problem solving and team-building skills
- Demonstrates belief in the importance of interdisciplinary approach to student education

- Current B.C.I.
- Proof of U.S. Citizenship, residency, or work visa required.

**c. Explain the responsibilities of the school leader, how the school leader will be supported and developed, and the state-approved administrator evaluation model that you will be using for this individual, as required by State Board Rule 0520-02-01 and State Board Policy 5.201.**

**School leader responsibilities.** As described above, the Executive Director is responsible for providing strategic, financial, and operational leadership for the school. The Executive Director will work closely with the Board of Directors, senior leadership team, and the NursesMC CMO to ensure authentic implementation of the NursesMC model with fidelity, including, but not limited to, the mission, vision, rigorous academic objectives, work-based learning goals, and the organizational culture of health and nursing. The Executive Director will also ensure compliance with all local, state, and federal regulations and statutes.

**School leader support and development.** To ensure that the Executive Director receives the support and development needed to implement the school's mission and model with fidelity, the Executive Director will participate in a three-year fellowship program created and implemented by our CMO. The fellowship will fully immerse the Executive Director in the NursesMC mission and model, preparing the Executive Director to effectively lead the school. Below outlines the core fellowship activities over the three-year period:

| **Fellowship Year 1: Building[147]** | |
|---|---|
| **Executive Director Fellow Will:** | **NursesMC Will:** |
| • Learn and internalize the NursesMC vision and mission.<br>• Practice and learn all aspects of the NursesMC "playbook," including school model organizational structure<br>• Be immersed at the flagship campus<br>• Actively participate in all aspects of school pre-launch led by NursesMC<br>• Recruit and hire mission-aligned staff<br>• Enroll students through robust community outreach<br>• Finalize detailed academic plan<br>• Be prepared for successful school launch | • Provide practice-based training at the flagship campus (RINI), in addition to ongoing leadership coaching and professional development<br>• Immerse fellow and other school leaders in all aspects of NursesMC playbook<br>• Recruit and hire mission-aligned staff<br>• Build community engagement for student enrollment, fundraising, and secure healthcare partnerships<br>• Finalize detailed operational and financial plans<br>• Secure and prepare facility for start-up<br>• Provide support and tools for financial planning |
| **Fellowship Year 2: Launching** | |
| **Executive Director Fellow Will:** | **NursesMC Will:** |
| • Welcome founding cohort of students<br>• Successfully onboard staff and | • Provide intensive coaching and on-the-ground support of implementation all aspects of operating the school and implementing the |

[147] Year 1 of the Fellowship will occur during the school's planning year.

| | |
|---|---|
| build strong adult culture<br>• Lead students on the path to academic excellence<br>• Maintain sound governance through active work with board members<br>• Continue to hire staff and recruit students<br>• Collect data | model (e.g., curriculum, assessment planning, data collection, business operations, budgeting)<br>• Onboard new leaders/faculty<br>• Provide board guidance<br>• Advise on financial planning support and budget reviews<br>• Support school level business/operations staff<br>• Provide dashboard and reflection tools for data analysis and tackling challenges<br>• Advise on creating partnerships with health care and higher education partners |
| **Fellowship Year 3: Scaling** | |
| **Executive Director Fellow Will:** | **NursesMC Will:** |
| • Successfully onboard staff and build strong adult culture<br>• Lead students on the path to academic excellence<br>• Maintain sound governance through active work with board members<br>• Continue to hire staff and recruit students | • Provide active support to board in governance over model<br>• Have regular coaching calls with fellow and school staff<br>• Conducts on-site assessments of school culture, instruction, and operations<br>• Provide professional development opportunities for staff and leadership team<br>• Advise on long-term curricular planning |
| | |

After the conclusion of the fellowship, NursesMC will continue to provide active support to the Executive Director by having regular coaching calls with school's senior leadership team; conducting on-site assessments of school culture, instruction, and operations; providing professional development opportunities for staff and leadership team; and advising on long-term curricular planning. Additionally, the Executive Directors of the two other schools that contract with the CMO and implement the same model will engage with our Executive Director, forming a professional learning community. The Executive Director will also attend the CMO's Leadership Institute every year, which serves as a key development opportunity. Further, the Board will also support and develop the Executive Director. As noted in the **Governance** section, feedback sessions between the Board and Executive Director are a key step in the evaluation process and provide the Executive Director with concrete, actionable feedback for improvement and development, as well as involve identifying resources needed to implement the feedback.

**School leader evaluation model.** As explained in the **Governance** section, the Executive Director will be evaluated annually by the Board, using Education Board Partner's recommended evaluation process. The school leaders who report to the Executive Director will be evaluated by the Executive Director in accordance with the Tennessee Educator Accelerator Model (TEAM) for administrators, which is a state-

approved administrator evaluation model.[148] TEAM will be implemented with fidelity and all evaluation timelines prescribed by the TDOE will be followed.

**d. Describe your strategy, plans, and timeline for recruiting and hiring additional key staff, including, but not limited to, operational staff, administrators, and teachers.**

- **Identify key selection criteria, required experience, and any special considerations relevant to your school design.**
- **Provide previous student achievement data for the individuals responsible for academic programming (if available) as Attachment R.**

**Key selection criteria.** Below outlines the key criteria we will apply when hiring:

- **Operational Staff:** The Business Operations Manager will serve in the senior operational role; this person will meet the following criteria:
  - Current B.C.I.
  - Proof of U.S. Citizenship, residency or work visa
  - Current certification as a School Business Administrator or ability to apply for certification
  - Bachelor's degree in finance, accounting or business management or related fields
  - Minimum of five years of experience in a comparable role strongly preferred
  - Certified Public Accountant preferred
  - Prior experience in budget management, accounting, operations management, personnel administration, facilities and safety management, and inventory management preferred
  - Strong experience in K-12 school settings preferred
  - Strong background in Abila Fund Accounting 100, Microsoft Office applications and Microsoft Windows environment2.9
  - Strong background in ADP payroll and HRIS experience
  - Previous human resources and payroll experience highly preferred
  - Meticulous attention to data and reporting to drive financial decision making
  - Self-starter who is detail oriented
  - Must be team oriented
  - Must have excellent interpersonal skills when working with students, teachers, colleagues, parents, administrators, and CMO
  - Must have excellent written and oral communication skills
  - Must be highly organized and manage time and resources effectively, prioritizing efforts according to organizational goals; multi-tasking skills are important
  - Ability to follow procedures while remaining flexible
  - Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
  - Seeks constructive feedback and other opportunities for self-development

[148] https://team-tn.org/administrator-evaluation/

- **Administrators:** The Director of Teaching and Learning and Director of Nursing will serve as the school's administrators; each will meet the following criteria specific to their roles:
    - **Director of Teaching and Learning:**
        - Current B.C.I.
        - Proof of U.S. Citizenship, residency, or work visa
        - Master's degree from an accredited college or university with an emphasis in educational administration/leadership1
        - Current and active State Department of Education building-level certification
        - 5 or more years of charter school leadership experience; urban teaching experience preferred
        - Understands current state and federal laws, regulations governing student accountability systems including but not limited to the school accountability report card included in Every Student Succeeds Act (ESSA) plan, the Individuals with Disabilities Education Act, state accountability, the authorizer's performance framework, and the charter school renewal process
        - Experience effectively working with others, including within a team, across an organization, or with community partners
        - Experience in and a documented track record of data collection, data analysis, and measuring outcome goals
        - Passionate and invested in the Nurses Middle College's mission and core belief that people and schools can grow
        - Have excellent written and oral communication skills
        - Remains current regarding changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field to ensure quality leadership
        - Self-starter who is detail oriented
        - Meticulous attention to data collection and data analysis to drive decision making
        - Proficient in PowerSchool or other Student Information System (SIS)
        - Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same
        - Manages time and resources effectively, prioritizing efforts according to organizational goals
        - Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and being available and responsive to their needs
        - Seeks constructive feedback and other opportunities for self-development
    - **Director of Nursing:**
        - Current B.C.I.
        - Citizenship, residency, or work visa
        - Valid RN license through the State Department of Health.
        - Bachelor's degree in nursing; master's degree preferred

- At least 3 years of relevant experience
- At least 5 years clinical nursing experience
- At least 3 years of supervisory/ management experience
- Experience teaching or working with adolescents/young adults
- Skills in developing partnerships with outside organizations to enhance student opportunities
- Excellent presentation skills
- Excellent writing skills for documentation, state reports, and internal data
- Possess strong critical thinking, organizational, problem-solving, and teambuilding skills
- Demonstrates belief in the importance of multidisciplinary approach to student education
- Demonstrates the ability to make evidence-based decisions consistent with sound judgment and experience which will facilitate program growth and development
- Possess a growth mindset driven by the belief that all Nurses Middle College students can succeed in college and a nursing career
- Promotes and enforces the Nurses Middle College educational philosophy, goals, objectives, policies, and procedures that directly benefit the student
- Establishes an equitable and inclusive school climate, where students are at the helm of educational practices

- **Teachers:** Candidates selected for teaching positions will be responsible for creating a classroom environment that is conducive to developing in each student numeracy and literacy skills that are fundamental to effective communication and literate citizenship. Teachers will develop students' appreciation of literature and motivate students to read widely for information and recreation, which develops critical judgment of oral and written communications. Teachers will foster students' critical thinking and problem-solving skills to support mathematical modeling and decision making. Teachers will help students discover and develop talents, competencies, and proficiencies to prepare students for college and careers in nursing. Accordingly, candidates must satisfy the following criteria:[149]
  - Current B.C.I.
  - Proof of U.S. Citizenship, residency or work visa required.
  - Current and active State Secondary Education Certification and Highly Qualified status in content area as specified and mandated by the TDOE
  - Possess the ability to communicate effectively orally and in writing
  - Possess the ability to establish and maintain effective working relationships with students, staff, parents, and the public

**Previous student achievement data.** As noted in the **Start-Up Plan** section, the Director of Teaching and Learning, who will be responsible for the school's academic programming, will start in the fall of 2024. Accordingly, this person has not been identified yet, making previous student achievement data unavailable.

[149] With the exception of the CNA teachers (who will be FTEs at the school and will hold certification and be compensated as a teacher), all other nursing instructors will be provided to us from our partners.

**Recruitment strategy and plans.** We will employ the following recruitment strategies and plans to ensure that we cultivate a pool of high-quality candidates from which to hire:

- **Emphasize Our Model:** Across all of our recruitment strategies, we will prominently feature our unique mission and innovative model. This will serve as a powerful recruitment technique for those seeking to work in a first-of-its-kind high school in Nashville.
- **Utilize the CMO:** The CMO will drive the recruitment and hiring of the Director of Teaching and Learning, Director of Nursing, and Business Operations Manager, as well as support the hiring of additional staff.
- **Advertise on Employment Platforms:** We will leverage the services and reach of multiple employment platforms that are highly regarded for identifying high-quality candidates; among the platforms we anticipate using are:
    - **Indeed:** We will post vacancies on Indeed, which is one the most well-known employment search engines. We will also review resumes that candidates seeking employment have posted.
    - **Get Selected:** This platform focuses solely on connecting educators to job opportunities. We will seek to become registered as an employer on the site, which will allow us to advertise any vacancies. Additionally, the platform vets all applicants prior to connecting them to opportunities, which will ensure only qualified candidates are referred for consideration.
    - **LinkedIn:** We will create a LinkedIn account, allowing us to feature vacancies and be connected to professionals seeking employment. We will leverage the accounts of the other schools that contract with the CMO as well.
- **Employ Social Media:** We will employ social media to advertise vacancies; we will advertise on our own platforms, as well as leverage the CMO's sites. Additionally, we will ask our partners to post on their platforms to ensure that we reach as wide an audience as possible. Among the platforms we will employ are X, Facebook, and Instagram.
- **Partner with Educational Organizations:** As noted throughout, we have established partnerships with local universities, including Belmont, which also has an education program. We will seek to leverage Belmont as a pipeline for teaching candidates, as well as intend to build relationships with other such organizations across Nashville such as Nashville Teacher Residency and Teach for America Nashville.
- **Leverage Personal and Professional Pipelines:** As explained throughout, the Board consists of individuals who are senior leaders in educational and healthcare organizations with vast personal and professional pipelines that we will leverage when recruiting for staff. Additionally, once hired, the Executive Director, Director of Teaching and Learning, and Director of Nursing will also bring deep pipelines that we will tap to recruit staff.

**Timeline.** As noted above, the Executive Director has already been hired. Recruiting for the Business Operations Manager and Recruitment Specialist has begun as these roles will be hired by July 1, 2024, so that they can fully support during the pre-opening year. Below outlines the timeline for the hiring of additional leaders and staff:

| Role | Timeline |
|---|---|
| Launch hiring process for Director of Teaching and Learning | 7/1/2024 |
| Target start date for Director of Teaching and Learning | 10/1/2024 |
| Launch hiring process for Director of Nursing | 10/1/2024 – 12/31/2024 |
| Target start date for Director of Nursing | 1/2/2025 |
| Launch hiring process for Administrative Assistant | 10/1/2024 – 12/31/2024 |
| Target start date for Administrative Assistant | 1/2/2025 |
| Launch hiring process for school staff | 1/2/2025 – 6/30/2025 |
| Target start date for staff | 7/18/2025 |

**e. How will your recruiting and hiring practices ensure that the composition of the leadership team and staff reflects the diversity of the student body and surrounding community?**

As explained in the **Enrollment Summary** section, a primary reason we selected Nashville for our school's location is the diversity of the city. We will recruit across multiple zip codes to ensure that we serve a diverse student body in alignment with our mission of diversifying the nursing workforce of the future. To ensure that our leaders and staff mirror the diversity of our students, we will employ a range of recruitment strategies as using diverse recruitment methods is more likely to produce a diverse pool of candidates. Additionally, one of our key recruitment mechanisms is leveraging personal and professional pipelines. As explained in the **Governance** section, our Board consists of four members who serve in top leadership roles in educational and healthcare organizations. Our Board is also diverse in race and gender, and one member leads her organization's efforts around diversity, equity, and inclusion. Accordingly, our Board members have distinct and diverse pipelines from which we will attract diverse candidates. Finally, we will prioritize diversity when hiring to ensure that our staff will reflect the diverse backgrounds of our students.

**f. How will you ensure that teachers are licensed and endorsed in their content areas?**

To ensure that we hire teachers who are licensed and endorsed in their content areas, we will employ the recruitment mechanisms outlined above to attract highly qualified candidates who are already licensed and endorsed. This is especially feasible given our unique mission and model. As explained throughout, we will be the only school of its kind in Nashville, which offers teachers an exciting opportunity to work in a truly innovative school. We will also provide competitive salaries that are higher than MNPS and offer generous benefits packages. Additionally, as explained in the **Professional Development** section, we will provide ample support to our teachers to support them in refining their practice. Taken together, our school will attract the top teaching talent in Nashville. However, given the national teacher shortage, in some instances, we will consider candidates who are eligible to obtain teaching permits. We will comply with state guidelines around teaching permits, which enable teachers to teach while working to obtain licensure.

**g. Indicate the state-approved evaluation model used for teachers, required by State Board Rule 0520-02-01 and State Board Policy 5.201.**

We will implement TEAM as our evaluation model for teachers; TEAM is a state-approved model and complies with Board Rule 0520-02-01 and Policy 5.201.

**h. Describe the policies and procedures for evaluating staff, providing feedback, and celebrating excellence.**

**Evaluating staff.** As indicated above, we implement TEAM as our evaluation model for teachers; TEAM is state-approved and complies with Board Rule 0520-02-01 and Policy 5.201. We will implement TEAM with fidelity, including adhering to the evaluation procedures and timeline as defined by the state.

**Providing feedback.** As outlined in the **Professional Development** section, teachers will receive ongoing instructional coaching that will consist of observation and feedback cycles anchored in a common tool. Teachers will receive regular verbal and written feedback to support their professional development and growth.

**Celebrating success.** We will celebrate our staff through the following:

- **Newsletters:** To keep staff informed, weekly newsletters will be sent. Space will be dedicated in every newsletter to showing excellence by staff.
- **Social Media:** We will also post newsletter showcases on our social media platforms.
- **Teacher of the Month:** We will celebrate teachers who embody excellence through our Teacher of the Month program. Leaders will nominate the first recipient, with every Teacher of Month then identifying the next month's honoree.
- **Teacher of the Year:** We will further celebrate our teachers by participating in the state's Teacher of the Year program, nominating teachers who have demonstrated outstanding alignment with our pillars and who have produced notable student outcomes through high-quality teaching practices.
- **Opportunities to Share Expertise:** Teachers will also be celebrated through opportunities to share their expertise and excellence with leaders and staff. To this end, teachers may be asked to present during professional development or may be asked to host a workshop.
- **Leadership Opportunities:** Teachers who demonstrate excellence will also be offered leadership opportunities such as Academic Department Chair or Grade Level Chair as a means to celebrate their success.

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

As noted throughout, we will implement systems to recruit and hire highly qualified leaders and teachers and will ensure that they receive ample development support. To this end, any deficits in performance will be flagged early and proactively addressed. However, in the event that unsatisfactory performance persists, formal processes will be implemented. Every reasonable and responsible effort will be made to remedy performance prior to terminating employment. However, should the employment of a leader have to end, a transition plan will be immediately created and implemented to support smooth operations and oversight in the interim until the vacancy is filled. In the event that a teacher's employment must be terminated, we will employ the robust recruitment mechanisms we have in place to quickly identify and hire a highly qualified candidate to fill the vacancy. To this end, below outlines how we will handle unsatisfactory leader or teacher performance:

- **Unsatisfactory Leadership Performance:** In the event of unsatisfactory leadership performance, the following will be enacted:
    - Create Corrective Action Plan (CAP): The CAP will be created by the direct supervisor, with input from the leader whose performance is unsatisfactory and other leaders and the CMO

as applicable and relevant. The CAP will outline explicit performance expectations and related action steps, deliverables, and outcomes within a defined timeline.

- Implement and Monitor CAP: The CAP will be executed with fidelity and in alignment with the established timeline. Progress in satisfying the requirements outlined in the CAP in accordance with the timeline will be closely monitored.
- Consider Employment Status: If implementation of the CAP does not result in improved performance, or the deliverables and outcomes established by the CAP are not met, employment status will be evaluated. Every responsible and reasonable effort will be made to remedy performance issues prior to terminating employment.

- **Unsatisfactory Teacher Performance:** In the event of unsatisfactory teacher performance, the following will be enacted:
  - Discuss Performance: The Director of Teaching and Learning will engage in an explicit performance discussion, highlighting the specific deficits in performance and required actions to remedy. Needed resources and supports will be identified.
  - Issue Written Warning: If unsatisfactory performance persists, a written warning that documents the specific deficits in performance and immediate next steps will be issued.
  - Create Corrective Action Plan (CAP): Should performance continue to be unsatisfactory, a CAP will be created, with input from the teachers whose performance is unsatisfactory and other leaders applicable and relevant. The CAP will outline explicit performance expectations and related action steps, deliverables, and outcomes within a defined timeline.
  - Implement and Monitor CAP: The CAP will be executed with fidelity and in alignment with the established timeline. Progress in satisfying the requirements outlined in the CAP in accordance with the timeline will be closely monitored.
  - Issue Final Warning: In the event that monitoring efforts as outlined in the CAP indicate that the teacher is not making sufficient progress, a final warning will be given. The final warning will inform the teacher of impending termination should immediate action not occur toward compliance of the CAP.
  - End Employment: Employment will be terminated if improvement in performance is not evident from the above steps. Every responsible and reasonable effort will be made to remedy performance issues prior to terminating employment.

**j. 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.**

**Salary ranges.** As noted above, we will offer competitive salaries that are higher than those of MNPS to attract top talent. More specifically, our compensation plan was developed through benchmarking with local experts. Salaries are all budgeted to increase 3% per year, and teaching positions will be placed on a salary scale ranging from Step 1 to 12. All new hires will be placed on Step 5, which corresponds to a starting salary of $63,662. Each year, teachers move up a step, and any teaching new hires start on Step 5.

**Benefits.** In addition to offering competitive salaries, we will provide a generous benefits package that consists of the following:

- 6.2% and 1.45% on all wages for Social Security and Medicare employer contributions
- 2.7% on the first $7,000 earned for State Unemployment Insurance

- 4% employer 403b match for non-certified FTEs
- 9% employer contribution for TCRS for certified teachers
- $10,000 in premiums for Health insurance per FTE, $1,000 in premiums for dental insurance per FTE and $200 in premiums for vision insurance per FTE

**k. Explain the school's proposed strategy for retaining high-performing teachers.**

As noted above, we will implement robust strategies to recruit Nashville's top teaching talent. To be sure that we also retain the high-performing teachers that we attract and hire, we will implement proven retention strategies that are anchored in research. More specifically, Hanover Research indicates that, in addition to providing competitive compensation, teachers are retained when the school supports teacher well-being, provides meaningful development opportunities, and ensures that they have the resources that they need to teach.[150] As outlined above, our salaries are higher than those of MNPS, and we will implement a step system; each year, teachers will move up a step and will enjoy a corresponding salary increase.

Additionally, as outlined in the **School Culture** section, we will foster a highly supportive, inclusive culture that is anchored in our Pillars of Nursing. As noted throughout, we prioritize diversity and inclusion, and our practices align accordingly. We will take a holistic, interdisciplinary approach to serving our students and will do the same for our staff to ensure that their needs are met and that they feel supported and included. As explained in detail in the **Professional Development** section, we will implement a comprehensive professional development plan that consists of 10 days of summer training, weekly professional development sessions, weekly professional learning communities, and ongoing instructional coaching to ensure that our teachers receive relevant, job-embedded professional development that meaningfully spurs their professional growth.

We will also afford teachers opportunities to assume leadership positions such as Academic Department Chair and Grade Level Chair to further their professional growth. As outlined in **Attachment BB**, we have secured ~19.7M in committed philanthropic funds from Bloomberg Philanthropies to support the launch of our school. Our school will be well-resourced, and we have allocated ample funds to instructional resources to ensure that teachers have all the needed supplies and materials that they need to teach, which is documented in **Attachment AA**.

**l. Explain whether the employees will be at-will or whether the school will use employment contracts.**

Employees will be employed on an at-will basis.

**m. Include a copy of the school's employee manual and personnel policies as Attachment S.**

See **Attachment S**.

**n. Complete the provided template for Table 4: Staffing Chart to outline your staffing projections.**

- **Adjust or add functions and titles as needed to reflect variations in school models.**

[150] https://www.hanoverresearch.com/k-12-education/teacher-recruitment-and-retention

**Table 4: Staffing Chart**

| | | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|
| **Position** | **Salary** | | | | | | |
| Executive Director | $168,000 | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of Teaching and Learning | $125,000 | .75 | 1 | 1 | 1 | 1 | 1 |
| Director of Nursing | $125,000 | .50 | 1 | 1 | 1 | 1 | 1 |
| Recruitment Specialist | $65,000 | 1 | 1 | 1 | 1 | 1 | 1 |
| Core Content Teachers | $63,662 | - | 10 | 20 | 24 | 26 | 26 |
| Special Education Teachers | $63,662 | - | 1 | 1 | 2 | 2 | 2 |
| MLL Teachers[151] | $63,662 | - | 1 | 2 | 3 | 4 | 4 |
| Art Teacher | $63,662 | - | - | - | 1 | 1 | 1 |
| World Language Teacher | $63,662 | - | - | - | 1 | 1 | 1 |
| Certified Nursing Assistant Teacher | $63,662 | - | - | - | 2 | 2 | 2 |
| Instructional Coach | $65,000 | - | - | 1 | 1 | 1 | 1 |
| Literacy Improvement Coordinator | $63,662 | - | - | - | 1 | 1 | 1 |
| Numeracy Improvement Coordinator | $63,662 | - | - | - | - | 1 | 1 |
| MLL Coordinator | $98,197 | - | - | - | - | 1 | 1 |
| Administrative Assistant | $55,000 | .5 | 1 | 2 | 2 | 2 | 2 |
| Facilities Manager | $90,000 | - | - | - | .5 | 1 | 1 |
| Business Operations Manager | $81,246 | 1 | 1 | 1 | 1 | 1 | 1 |
| IT Systems and Support | $80,000 | - | - | 1 | 1 | 1 | 1 |
| Guidance Counselor | $63,662 | - | 1 | 1 | 2 | 2 | 2 |
| Social Worker | $63,662 | - | - | 1 | 1 | 1 | 1 |
| College Transition Coordinator | $63,662 | - | - | - | .5 | 1 | 1 |
| School Nurse | $63,662 | - | 1 | 1 | 1 | 1 | 1 |
| Dean of Student Supports | $65,000 | - | 1 | 1 | 2 | 2 | 2 |
| Community Health Manager | $63,662 | - | - | 1 | 1 | 1 | 1 |
| | **Total FTEs** | **4.75** | **21** | **37** | **51** | **57** | **57** |

[151] In Year 4, the stipend MLL coordinator position becomes an FTE.

## Section 2.5 Professional Development

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

**Expected professional development days and hours.** Prior to the start of the school year, all staff new to the school will participate in 10 full days of summer professional development, which amounts to 80 hours. Returning staff will participate in 5 full days of summer professional development, which totals 40 hours. As explained in the **School Calendar and Schedule** section and outlined in **Attachment C,** we will release students early once a week so that teachers can participate in professional development. As documented in **Attachment B**, we expect to have 36 early release days. Teachers will engage in professional development for 1.5 hours on these days, which totals 54 hours. We will close out the year with 3 full days of professional development, which totals 24 hours. Taken together, we will provide 158 hours of professional development over the course of 49 days for staff who are new to our school. Returning staff will receive 118 hours of professional development over the course of 44 days.

**Support for professional development plan.** As outlined in **Attachment B**, we will hold professional development prior to the start of school; teachers' contracts will reflect summer professional development accordingly. We will release students 1 hour and 40 minutes early every Wednesday, allowing staff to engage in professional development during their contracted hours. We have built in three days of professional development after the last day of school for students, which will also be reflected in teachers' contracts. We will employ a Director of Teaching and Learning who will oversee professional development across the school. We will receive ample professional development support through our contract with our CMO, as well as leverage the expertise of our staff to ensure that we provide meaningful professional development that effectively supports the professional growth of our staff.

**Collaborative planning.** Explained in more detail below, teachers will meet as a grade level to collaboratively discuss students of concern, including analyzing and acting on data. To this end, grade level teams may collaboratively establish action steps and interventions to apply, as well as will use this time to monitor and discuss student progress in response. Grade level teams may also decide to refer the students to the $RtI^2$ team. These meetings will occur during weekly professional development that is held on early release days. While grade level teams will not be convened during every early release professional development session, they will meet frequently throughout the year.

Teachers will also convene in collaborative professional learning community (PLC) meetings once a week as an academic department. Meetings will be facilitated by Academic Department Chairs starting in Year 2 of operation. In Year 1, the Executive Director and Director and Teaching and Learning will facilitate PLC meetings. The focus of PLC meetings will follow a prescribed cadence; however, time will be embedded to respond to any trends or needs as revealed by data. The focus of PLCs over the first four months of the school year will cover foundational concepts and skills. The focus of PLCs will shift in December, with the focus being anchored in data cycles. Teachers will be primed for this shift as they will apply their foundational learnings from previous PLCs. Below outlines the high-level focus of PLC meetings by month:

| Month | PLC Focus | | Month | PLC Focus |
|---|---|---|---|---|
| August | • Content-specific strategy<br>• Shared agreements | | January | • Assessment and Feedback<br>• Looking at Student Work<br>• Content-Specific Strategies |
| September | • Communication with students<br>• Use of assessment in instruction | | February | • Assessment and Feedback<br>• Looking at Student Work<br>• Content-Specific Strategies |
| October | • Data-driven instruction | | March | • Assessment and Feedback<br>• Looking at Student Work<br>• Content-Specific Strategies |
| November | • Instructional routines and strategies<br>• Literacy strategies | | April | • Assessment and Feedback<br>• Looking at Student Work<br>• Content-Specific Strategies |
| December | • Assessment and Feedback<br>• Looking at Student Work<br>• Content-Specific Strategies | | May | • Assessment and Feedback<br>• Looking at Student Work<br>• Content-Specific Strategies |

**b. Identify the person or position responsible for professional development.**

The Director of Teaching and Learning will be responsible for professional development.

**c. Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan. Be sure to address the areas of special education and English learners, including implementation of individualized educational plans (IEPs), discipline of students with disabilities, and communication with EL families.**

We will provide our teachers with comprehensive professional development through the following components:

- **Summer Professional Development:** As noted above, new staff will participate in 10 full days of professional development, while returning staff will receive 5 full days of training prior to the start of school. Given our unique mission and innovative model, we will dedicate ample time during summer professional development to covering topics related to implementing our academic plan with fidelity. We will also provide training related to serving a diverse population of students, including those with disabilities and who are English learners as outlined in the below overview of our summer professional development program.
- **Early-Release Professional Development:** As noted above, we will release students early once a week, and, during this time, teachers will participate in 1.5 hours of professional development. We will revisit topics covered during summer professional development to provide follow-up and implementation support, as well as explore new topics. This time will also be used to respond to trends that need to be addressed at the school level or grade level. As noted above, time will be allocated for grade levels to meet as a team. To this end, we will rotate how we use this time; many sessions will be driven by trainings developed by our CMO to further develop capacity around implementing the school's model, which will be augmented by school-generated professional development in response to the specific needs of our staff and students. Sessions will be delivered in varied formats according to relevance and need. Topics that pertain to all staff will be presented

whole group, while other sessions may entail breaking staff up into groups so that they receive training specific to their roles and/or content areas. Among the areas that will be covered are the following: school and state mandated trainings (that were not covered during the summer), classroom culture, standards-based grading, and GLEAM (grade-level, engaging, affirming, and meaningful) modules produced by UnboundEd.[152]

- **Asynchronous Professional Development:** While we will incorporate GLEAM modules during early release professional development sessions, we will not cover all of them. Teachers will be provided access to the full library of GLEAM modules so that they are able to engage with them asynchronously. Below outlines the topics covered by the GLEAM series of modules:

| Grade-Level | Engaging | Affirming | Meaningful |
|---|---|---|---|
| • Introduction to GLEAM - World Cafe Protocol<br>• Identifying Rigor While Unpacking Standards<br>• Aligning Objectives, Assessments, and Standards<br>• Revising Standards and Assessment Maps | • Cognitive Engagement and High Expectations<br>• Language Routines and Classroom Protocols<br>• Building Students' Metacognition | • Intercultural Competence - Be a Student of Your Students<br>• Assessing and Activating Prior Knowledge<br>• Differentiating in Service of Grade Level Instruction | • Your Students' Vision - A Classroom Narrative<br>• Connecting Content to Mission and Vision<br>• Using Meaningful Instruction to Propel Students to Mastery |
| | | | |

- **Collaborative Meetings:** As noted above, teachers will meet as PLCs by content and will also participate in grade level meetings. Content-based PLCs will be facilitated by Academic Department Chairs (starting in Year 2) and will collaboratively engage in the focus areas articulated above, as well as respond to department-specific trends and needs that arise throughout the year. Grade level meetings will occur during early release professional development time where teams will discuss students' progress and wellbeing. Grade level meetings will be the first layer of response for students who require support and intervention.

- **Instructional Coaching:** All teachers will receive instructional coaching through observation and feedback that will be anchored in a common instructional tool, ensuring that observers and teachers are aligned on instructional expectations and that the feedback provided is normed across observers. Coaching will be non-evaluative and aimed at providing teachers with individualized support and actionable feedback in response to their specific needs. To this end, we will implement a tiered approach to coaching. Teachers who require the most support will be coached by the school's instructional coach. These teachers will be supported through weekly observation and feedback cycles. Other teachers will receive coaching from their Academic Department Chair, who will have reduced teaching schedules to allow for them to conduct observations and provide feedback to the teachers on their coaching caseloads at least twice a month. The Director of

[152] https://www.unbounded.org/blog/what-is-gleam

Teaching and Learning will coach Academic Department Chairs to ensure that they also receive coaching through observation and feedback.

**d. Provide a schedule and overview of professional development that will take place prior to the school's opening.**

Prior to the school's opening, we will provide staff with 10 full days of professional development; below provides an overview of the topics we will cover each day:

| Schedule | Overview |
|---|---|
| July 21, 2025<br>8:00-4:00 | • Teambuilding<br>• Introduction to NursesMC mission and model |
| July 22, 2025<br>8:00-4:00 | • Teambuilding<br>• Curriculum internalization and pacing (differentiated by content) |
| July 23, 2025<br>8:00-4:00 | • Teambuilding<br>• Curriculum internalization and pacing (differentiated by content) |
| July 24, 2025<br>8:00-4:00 | • Teambuilding<br>• RtI$^2$<br>• Standards-based grading<br>• Diverse learners |
| July 25, 2025<br>8:00-4:00 | • Teambuilding<br>• Intercultural competence<br>• Culturally responsive instruction |
| July 28, 2025<br>8:00-4:00 | • Teambuilding<br>• Emergency response plan and training<br>• Classroom work time |
| July 29, 2025<br>8:00-4:00 | • Teambuilding<br>• Advisory<br>• Pillars of Nursing<br>• SEL<br>• Classroom work time |
| July 30, 2025<br>8:00-4:00 | • Teambuilding<br>• FERPA<br>• School systems, policies, and expectations<br>• Safety and emergency response training<br>• Classroom work time |
| July 31, 2025<br>8:00-4:00 | • Teambuilding<br>• Special education, 504, and ESL services<br>• McKinney Veto<br>• Behavior management and documentation<br>• Parent communication<br>• Classroom work time |
| August 1, 2025<br>8:00-4:00 | • Teambuilding<br>• PowerSchool<br>• Instructional planning |

| Schedule | Overview |
|---|---|
| | • Classroom work time |
| | |

**e. Describe the training that will be provided to all staff on the topics of diverse, inclusive, and culturally relevant pedagogies.**

Our mission calls for us to prepare a diverse group of students to be the nursing workforce of the future. As explained throughout this application, we are committed to recruiting and educating a racially, economically, and linguistically diverse student body. As explained in the **Academic Focus and Plan** section, we will implement culturally responsive teaching practices to ensure that we meet the needs of all students. We will provide comprehensive training around intercultural competence and culturally responsive teaching practices during summer professional development. We will build on these initial sessions during weekly early release professional development, as well as through GLEAM modules, which are anchored in practices that support equity and inclusion. We will provide job-embedded training around cultural responsiveness during PLCs as teachers will engage in data cycles and will analyze and act on data through an equity lens. Instructional coaching will provide teachers with support around implementing culturally responsive teaching practices as the common tool that will be used across observers has related indicators.

**f. Describe the plan to cultivate future leadership capacity.**

As noted above, teachers will have the opportunity to serve as Academic Department Chairs. This role will facilitate PLCs and provide instructional coaching to their department peers. Academic Department Chairs will sit on the Instructional Leadership Team, consisting of the Executive Director, Director of Teaching and Learning, Director of Nursing, and instructional coach. Academic Department Chairs will receive direct support from the Director of Teaching and Learning to build their capacity around facilitation and coaching. Additionally, teachers may serve as Grade Level Leaders; in this role, teachers will be responsible for facilitating grade level meetings, as well as oversee implementation and monitoring of established next steps. Grade Level Leaders receive support from the Director of Teaching and Learning and from the Dean of Student Support to continuously build their capacity. These key roles will lay the foundation and will cultivate the capacity for them to assume leadership roles. To this end, teachers who serve as Academic Department Chairs will be primed to assume an instructional leadership position should one become vacant, and Grade Level Leaders will have built the capacity to fill student support leadership positions should the need arise.

**g. Explain plans for differentiating professional development for different groups of teachers, such as new versus experienced teachers.**

As noted above, we will differentiate professional development to ensure that the training we provide is meaningful, relevant, and results in improved practice. To this end, while some trainings that pertain to all teachers will be delivered whole group, we will frequently differentiate sessions by content taught. Additionally, as explained above, teachers will participate in PLCs that are content specific, as well as engage with their grade levels teams to discuss students and analyze data specific to their grade levels. Instructional coaching will also be differentiated through our tiered coaching model, with the teachers who need the most support receiving more frequent observation and feedback cycles. Additionally, all teachers will receive coaching that is differentiated to address their specific areas of need. Further, as outlined above, teachers who are new to the school will receive 5 additional days of summer professional development than their returning peers.

**h. Explain how the proposed school will provide orientation to teachers that are hired mid-year.**

Given our unique mission and innovative model, we will provide a comprehensive orientation to all teachers who are hired mid-year. Before entering the classroom, teachers will receive four full days of orientation as outlined below:

| Day One | Day Two | Day Three | Day Four |
|---|---|---|---|
| • Building Tour<br>• ID Badge Picture<br>• Technology Accounts<br>• Meet with Director of Teaching and Learning and Academic Department Chair<br>• Diverse Learner Landscape<br>• Semester Work Plan<br>• Debrief | • Observe Arrival<br>• Overview of PBIS<br>• Collaborative Planning<br>• Independent Planning<br>• Debrief | • Independent Planning<br>• Classroom Set-Up<br>• New Hire HR Orientation<br>• Debrief | • Independent Planning<br>• Meet with Director of Nursing<br>• Meet with Dean of Student Services<br>• Classroom Set-Up<br>• Faculty Meeting<br>• Debrief |

## Section 2.6 Insurance

**Charter schools must have appropriate insurance coverage. Applicants should check with their district to determine the necessary coverage amounts. As Attachment T, please provide the following:**

a. **A list of the types and corresponding amounts of insurance coverage the proposed school will secure. Types of insurance should include, at a minimum, workers' compensation, employer liability, property, professional liability, surety bonds pursuant to Tenn. Code Ann. §49-13-111(n), and sexual abuse.**

b. **A letter of coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. The letter should include provisions for assuring that the insurance provider will notify TDOE within ten (10) days of the cancellation of any insurance it carries on the charter school, pursuant to Tenn. Code Ann. § 49-13-107(b)(19).**

c. **Note: if the proposed school intends to have school athletics, additional liability coverage will be required.**

See **Attachment T**.

## Section 2.7 Transportation

**a. How will you transport the students to and from your proposed school daily, if applicable?**

As noted throughout this application, we intend to draw students from across MNPS given our unique mission and model. As such, we will provide transportation to our students in the following two ways:

- **Public Transportation:** We intend to leverage the public transportation system that Nashville offers, WeGo Public Transit, as a means to transport our students to and from school. In the summer prior to opening, we will perform a transportation route analysis in which students' locations are mapped against public transportation lines and stops. We will pay for bus cards for our students who live close to a bus line so that they can get to and from school at no cost to them or their families.
- **Buses:** As outlined in **Attachment AA**, we have allocated ample funds toward contracting a transportation service provider to bus students who do not live close to a bus line and stop to and from school. Specifically, we based our budget on $82K per bus. The chart below outlines the number of busses and corresponding allocation of funds we have planned for each year:

| Year | Number of Buses | Total Funds Budgeted |
|---|---|---|
| 1 | 2 | $164K |
| 2 | 3 | $246K |
| 3 | 4 | $328K |
| 4 | 6 | $492K |
| 5 | 6 | $492K |

After our students enroll, we will determine which students will be transported via bus and map out our specific bus routes and stops.

**b. How will you transport students to any extracurricular or after school activities, Saturday school, and/or field trips (where applicable)? Include budgetary assumptions and the impact of transportation on the overall budget.**

As noted above, we will leverage both public transit and a contracted service provider to transport students to and from school, as well as to and from the locations of their work-based learning and dual-enrollment classes. We will also utilize these methods when arranging transportation for field trips, allocations for which can be found in **Attachment AA**.

**c. Describe how the transportation vendor will be selected or, in the alternative, how the proposed school will provide transportation.**

To secure a contract with a transportation service provider, we will employ a Request for Proposal (RFP) process, which will ensure that we identify a pool of highly qualified service providers from which to contract. The Business Manager will oversee the RFP process, including disseminating the RFP to potential providers in the Nashville area and posting it on our school website. The RFP will outline the scope of work and provide a detailed timeline for deadlines and deliverables. When selecting a service provider, we will consider the quality and comprehensiveness of the proposal, along with other key factors, including the quoted costs, record of service, evidence of ethical, efficient, and effective business practices, and service capacity. While the Business Manager will oversee the RFP process, the Executive Director, with input from the Business Manager, will select the most qualified service provider to bring to the Board for approval.

**d. If applicable, outline your proposed transportation plan as follows:**

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

As described above, we will employ a two-pronged approach to providing transportation: leveraging the city's public transit system and contracting with a transportation service provider to provide bussing services to our students. The Business Manager, with support from the Executive Director, will oversee both forms of transportation on a daily basis.

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

Transportation for students with special transportation needs will be included in the RFP we release so that special transportation services are embedded within the larger transportation contract. As noted in **Attachment AA**, we have allocated ample funds to transportation (Year 1: $164K, Year 2: $246K, Year 3: $328K, Year 4: $492K, Year 5: $492K), as well as have allocated additional funds for transporting students with special needs ($25K each year) in the event that additional funds are needed beyond what has already been allocated. In the event that our allocations do not sufficiently cover the special transportation needs of our students as mandated by their IEPs, we will immediately adjust our budget and will provide all legally required transportation services.

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

As noted in the budget, we have allocated funds toward legal fees. To this end, we will contract the legal services of a firm that specializes in providing legal support to charter schools. We will leverage this partnership to guide the annual review of laws and regulations that govern charter schools, including those related to transportation. We will implement any required changes to ensure compliance with the law.

- **Explain how you will ensure compliance with Tenn. Code Ann. § 49-6-2116.**

To ensure compliance with Tenn. Code Ann. § 49-6-2116, we will complete the following:

- We will appoint the Business Manager as the transportation supervisor to oversee transportation services.
- As the transportation supervisor, the Business Manager will complete a student transportation management training program as outlined in Tennessee Code and will subsequently complete a minimum of four hours of approved annual training
- We will submit the name of the Business Manager, who will be appointed to serve as the transportation supervisor, to the TDOE by August 15 of each year. At this time, we will also submit documentation to verify that the transportation supervisor has completed all required training. We will also promptly notify the TDOE if there is a change in who we appoint as the transportation supervisor.
- We will adopt a Board-approved transportation policy that outlines the following to ensure the safe transport of our students:
    - Procedure for school stakeholders (students, parents, teachers, staff, community members) to report school bus safety complaints

- Procedure for the transportation supervisor to investigate complaints that follows required timelines
- Requirement that each contracted bus has the phone number for reporting complaints displayed on the rear bumper
- Process to provide annual notice to students and parents about the compliant procedure
- Policy that outlines the procedure for the collection and maintenance of all required records

**e. If you are not providing transportation, describe how students will get to and from your school and how the school will address equity and access for students in the absence of a comprehensive transportation plan.**

Not applicable; we are providing transportation for our students.

## Section 2.8 Food Service

**a. Describe the proposed school's proposed food service plan and include the following:**

**a. A clear description of how the proposed school will offer food service to the students**

**b. How the school will comply with applicable district, state, and federal guidelines and regulations.**

We intend to contract with MNPS to provide food service to our students and will engage in initial discussions about this partnership with MNPS upon approval of our application. By partnering with the district, our food service program will comply with all applicable district, state, and federal guidelines and regulations.

**b. Describe how the school food service plans meet the needs of low-income students.**

To meet the needs of students from low-income households, every student will have access to daily breakfast and lunch meals at no charge. Through the district's food service program, all meals will met the nutritional guidelines and requirements set forth in Tennessee Code and by the USDA and Child Nutrition Program.

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

We will embed the collection of free- and reduced-price lunch information in our enrollment and orientation processes. More specifically, relevant forms will be included in enrollment packets, and we will provide support in completing them during the enrollment process. All students and their families will also participate in orientation week. We will utilize this time to collect any outstanding information.

**d. Describe how the food service vendor will be selected or, in the alternative, how the proposed school will provide meals in-house.**

In the event that we are not able to contract with MNPS for food service, we will follow the state-mandated request for proposal (RFP) process, which will ensure that we contract with a qualified vendor that will provide meals to our school that satisfy all applicable requirements. The RFP process will be overseen by the Business Operations Manager. A vendor will be selected based on an array of criteria such as experience, business practices, pricing, and service capability. The Business Operations Manager will select the vendor with input from the Executive Director; the Board will vote for final approval of the food service vendor.

## Section 2.9 Additional Operations

**Describe the proposed school's plan for supporting the following operational needs:**

**a. Technology:**

**a. List the technology that will be required to meet the academic and operational needs of the proposed school.**

**i. Include any technology needed for classrooms, computer and science labs, library/media center, auditorium, main office, copy rooms, teacher work rooms, and other relevant spaces.**

As noted in **Attachments AA** and **BB,** every student will be issued a Chromebook, and teachers will be given laptops and document cameras. We will install a phone and camera system. The main office will be equipped with printers and copiers.

**b. Describe how the proposed school will ensure student access to the technology required for state-mandated assessments; include infrastructure requirements and costs in the budget section.**

As indicated above, we will implement a 1:1 technology ratio. All students will be issued Chromebooks, ensuring that they will have access to the technology required for state-mandated assessments. As articulated in **Attachment BB**, we have budgeted $100K toward initial hardware and technology infrastructure set-up in the pre-opening year and have allocated $7.5K as an annual allowance in subsequent years. We have also budgeted $113K for IT services in the pre-opening year and have allocated $118K annually for IT services in subsequent years.

**b. Student information management:**

**a. Describe how the proposed 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.**

We will fully comply with the Family Education Rights and Privacy Act (FERPA) and state regulations to ensure students' privacy and the legal disclosure of student data and records. School leaders, including the Executive Director, Director of Teaching and Learning, Director of Nursing, and Business Operations Manager, will complete FERPA training annually as provided by MNPS or through another qualified provider. As outlined in the **Professional Development** section, we provide FERPA training annually during summer professional development, which all staff will attend. Requiring that all of our employees complete FERPA training annually best ensures compliance across our organization.

**c. School health and nursing services: per Tenn. Code Ann. § 49-1-1002**

**a. Describe your plan for compliance with the Coordinated School Health Program, including any plans to hire a school nurse.**

As a school focused on preparing students to the professional nursing workforce of the future, our mission and model aligns to the components of the Coordinated School Health Program; as such, we will comply with the requirements of the Coordinated School Health Program as outlined below:

- **Health Education:** As noted throughout, as a school focused on preparing the future nursing workforce of the future, our students will take a prescribed sequence of specialized nursing courses, including Health Design Lab I and II with Physical Education, that cover the areas of nutrition, substance use and abuse, mental health, human growth and development, and personal fitness. We

also require that our students earn a Certified Nurse Aide credential; through this process they learn about first aid and CPR.

- **Health Services:** As a nursing focused school, many of our leaders and staff will have a nursing or healthcare background, including the Executive Director, Director of Nursing, and Community Health Manager. Additionally, we will employ a school nurse who will attend to the medical needs of students and staff. We will also contract a Medical Director. Collectively, these roles will provide students with comprehensive health services, including connecting students and family with community resources and healthcare providers.
- **Nutrition:** As outlined in the **Food Service** section, we intend to contract MNPS for our food service program, which will ensure that every student has access to healthy meals for breakfast and lunch daily. Additionally, students will learn about nutrition and its impact on the human body through our specialized nursing courses.
- **Physical Education and Activity:** As noted above, students will take Health Design Lab I and II with Physical Education over the course of a full year. These courses marry health and physical education content, emphasizing the relationship between physical activity and health. As such, the Tennessee Physical Education Standards are embedded throughout the Health Design Lab curriculum.
- **Healthy School Environment:** As explained in the **School Culture and Discipline** section, we will cultivate a highly supportive, inclusive school culture characterized by our vision of providing a supportive learning environment that will allow all students to develop the skills, knowledge, and passion necessary to excel in nursing college and career. We will employ a Community Health Manager, Dean of Student Supports, College Transition Coordinator, social worker, and guidance counselor, all of whom will be integral to cultivating our intended school culture and providing students with the physical, emotional, and social supports they need to thrive. We will also support a healthy school environment by ensuring that the physical learning environment is aesthetically appealing, clean, safe, and in good repair. As noted in **Attachment AA**, we have budgeted ample funds around ensuring that our facility provides a healthy school environment for our students and staff.
- **School Counseling, Psychological, and Social Services:** As noted above, we will employ a Dean of Student Supports, College Transition Coordinator, social worker, and guidance counselors to ensure that our students receive school counseling, psychological, and social services. As explained in the **Academic Focus and Plan** section, students will also participate in social-emotional learning during advisory, which will also support the mental, emotional, and social health of every student.
- **Student, Family, and Community Involvement:** Additionally, we will implement a holistic, interdisciplinary approach to supporting students and involve parents in their child's support plan to the greatest extent possible. As outlined throughout this application, we have multiple partnerships in place with hospitals, healthcare organizations, colleges, and universities, as well as have outlined a robust plan for engaging the larger community in our school in the **Parent and Community Engagement and Support** section. We will also hold a number of health-focused events throughout the year that bring students, families, and the larger community together.
- **School Staff Wellness:** We will prioritize staff wellness and will leverage the healthcare and nursing backgrounds of many of our leaders and staff to support wellness among our staff. We will also offer our employees generous benefits packages that include coverage for medical, vision, and dental care.

**b. Include who at the proposed school will supervise the school nurse and his/her role in ensuring compliance with health regulations.**

The Director of Nursing will supervise the school's nurse and will ensure full compliance with health regulations.

**c. Safety and security**

**a. Describe your plan for ensuring the safety and security of students, staff, guests, and property. Identify the person or position responsible for school safety operations.**

To ensure the safety and security of students, staff, guests, and property, our school will have a single-point of entry. All exterior doors will remain locked at all times and will only be able to be accessed through electronic key cards. We will immediately disable key cards that are reported lost or stolen. We will implement visitor protocols, requiring all visitors to sign-in, wear a visitor badge at all times, and sign out when leaving. We will install cameras, allowing us to monitor hallways and vulnerable spaces. We will implement all required drills such as fire, tornado, evacuation, lock down, and active shooter. Additionally, we will provide comprehensive training around safety to our staff during summer professional development. The Business Operations Manager will be responsible for school safety operations.

**b. What will be the process and timeline for creating a school crisis plan?**

We will utilize a templated school crisis plan provided to us from our CMO, who contracts with two other schools that are operational and have fully developed school crisis plans. The Business Operations Manager will be tasked with updating the plan, including aligning it to the Tennessee template. Updates will begin in January 2025, and the plan will be finalized by the beginning of April. Once final, the plan will be submitted to all required entities, including MNPS, and will be shared with relevant local law enforcement and public service agencies.

**d. School maintenance:**

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

The Business Operations Manager will oversee school maintenance in Years 1 and 2. In Year 3, we will hire a Facilities Manager who will assume responsibility for overseeing maintenance under the supervision of the Business Operations Manager. As noted in **Attachment AA and BB**, we have budgeted utilities at $4.50 per square foot, with custodial and waste services being included in this utility allocation. We will contract for these services. Additionally, we have allocated an annual flat fee of $50K for repairs and maintenance. In Years 1 and 2, we will contract for all facility repair and maintenance. Starting in Year 3, the Facilities Manager will handle minor repairs and routine maintenance, with larger repair jobs and specialized maintenance being contracted.

**b. Describe any additional operations, as applicable.**

Not applicable.

## Section 2.10 Charter Management Organization

### a. The name of the CMO, if known, and evidence of its educational and management success.

We will contract with the NursesMC CMO, which currently contracts with two other schools and has a proven track record of educational and management success. The original school has been in operation since 2011. The NursesMC CMO was formed in 2018 after the original school successfully implemented the NursesMC model for seven years. Over the course of this time, the model was fully defined and consistently produced impressive student outcomes, including being in the top performance of the state for college success metrics. Additionally, an average of 71% of the school's graduates from the classes of 2016, 2017, and 2018 enrolled in a postsecondary institution within one year after graduation and 78% enrolled within two years after graduation. Additionally, the graduates' persistence rate from freshman to sophomore year was an average of 79%. The school's charter was also successfully renewed during this time, with the school receiving a full-term renewal with no conditions. Additionally, the school maintained sound operational systems and financial health, consistently meeting enrollment targets and retaining high-quality leaders and staff.

Given the success of the model, the CMO was formed with the aim to contract with schools across the country to further the reach and impact of its mission to prepare the diverse nursing workforce of the future. Over the course of 2018-2021, CMO leadership defined the CMO's business plan and scope of services, as well as codified the academic, operational, and financial systems, structures, and processes of model. During this build phase, Bloomberg Philanthropies sought NursesMC out, approaching CMO leadership to learn more about the mission and model. After touring the original school, which now contracts with NursesMC, Bloomberg Philanthropies determined that the mission and model of NursesMC align to its Healthcare Career Connected Learning Initiative. To this end, the organization provided resources and philanthropic support to NursesMC to assist the CMO in fully readying to contract with additional schools. Through the Bloomberg Philanthropies partnership, NursesMC was also able to proactively hire additional employees, ensuring that there was enough human capital in place to support contracts with additional schools.

Since contracting with NursesMC, the original school continues to produce notable student outcomes. For the past five years, it has been the top school in the state in which it operates for students earning college credits and workforce credentials. The school's charter was successfully renewed again for a full term with no conditions, and the school continues to be operationally and financially sound. The second school to contract with NursesMC began serving students this school year (SY 2023-24) and had a successful launch due to the support, services, and guidance provided by the CMO. The CMO coordinated and executed key pre-opening tasks, including assisting with the hiring and onboarding the school's primary leaders. The CMO led facility efforts and successfully secured and managed renovations to the building for on-time occupancy. The CMO provided marketing materials and advised on recruitment strategy, which resulted in the school meeting enrollment targets. The CMO oversaw the development and implementation of summer professional development for all staff, ensuring that they were fully oriented and prepared to implement the model. As the school progresses through its first year in operation, the CMO is providing ongoing oversight and support around the implementation of the model, the academic performance of students, effectiveness of operational systems, and the school's financial health. With the model tested and fully designed; systems, services, structures, and processes codified, and sufficient human capital in place, NursesMC is well-positioned to contract with our proposed school and will draw on its experience and expertise in launching and managing schools to ensure that our school has a successful launch and effectively operates once open.

**b. Describe the scope of specific resources, service, or set of services that the Charter Management Organization (CMO) will provide for the school to support operation and/or management.**

The CMO agreement contained in **Attachment U** comprehensively describes the services that NursesMC will provide as part of the CMO agreement; below provides a high-level summary of these services:

| Key Function | CMO Responsibilities | School Responsibilities |
|---|---|---|
| **Program** | • Build and maintain key relationships with healthcare and education partners<br>• Oversee launch of new school and ensure adherence to NursesMC standards<br>• Define academic performance metrics to be tracked at the school-level<br>• Analyze success metrics to evaluate outcomes and alignment to NursesMC mission and provide coaching and support when needed<br>• Hold school accountable through direct reporting with Executive Director<br>• Provide NursesMC's instructional and curricular materials to the school<br>• Provide consultation, coaching, and advisement in implementing the NursesMC model<br>• Provide reports to the Board on the educational, operational, and financial performance of the school | • Build school master schedule and set up other school processes<br>• Support student enrollment (working cross-functionally)<br>• Track and report key performance metrics to CMO<br>• Submit necessary state reporting requirements (e.g., enrollment, withdrawals<br>• Implement and share best practices based on learnings from other NursesMC schools<br>• Deploy Nurses MC's academic course of study and curriculum<br>• Oversee healthcare coursework at school and ensure it remains relevant and up to date<br>• Manage day-to-day relationships with health system employers and post- secondary institutions and engage CMO for support as needed<br>• Coordinate work-based learning programming with health systems and match students to internships<br>• Manage school master schedule<br>• Promote school nursing culture<br>• Oversee student discipline |
| | | |
| **Talent** | • Define school staffing model<br>• Help hire, onboard, and support Executive Director, Director of Nursing, Director of Teaching and Learning, and Business Operations Manager<br>• Define triage plan for when schools should elevate issues to CMO level (e.g., HR concerns, legal guidance)<br>• Develop new staff/teacher orientation, onboarding, and | • Hire teachers and staff<br>• Oversee professional development for school leaders and teachers<br>• Ensure positive student and staff culture<br>• Collect and process talent planning data (e.g., attrition)<br>• Oversee day-to-day HR activities |

| Key Function | CMO Responsibilities | School Responsibilities |
|---|---|---|
| | yearlong professional development calendar.<br>• Deliver professional development as need | |
| | | |
| **Finance and Operations** | • Monitor school financial stability<br>• Create and oversee student enrollment strategy<br>• Create and oversee school operations strategy<br>• Set and manage standardized real estate plan | • Control and set school budget<br>• Manage and triage day-to-day operations<br>• Lead ongoing on-the-ground student recruitment, enrollment, and retention<br>• Manage campus facilities (e.g., repair tickets, daily custodial schedules, campus safety)<br>• Address daily technical issues and manage IT platform and data warehouse at the school level<br>• Manage payroll and district billing<br>• Manage procurement and vendor expenses<br>• Oversee procurement of goods and services for the school |
| | | |
| **External Affairs** | • Lead fundraising, key partnerships, and advocacy efforts<br>• Oversee Nurses MC branding and marketing<br>• Create and oversee school marketing strategy and guidelines | • Lead state, local, and family advocacy to promote school enrollment<br>• Lead local marketing efforts, adhering to CMO playbook<br>• Coordinate and execute parent engagement initiatives with local community leaders |
| | | |

**c. Selection process and criteria**

The NursesMC CMO is the only CMO in the country that provides a model focused on preparing students to become the professional nursing workforce of the future. As noted above, the CMO has a track record of success. Given this, we did not consider contracting with other CMOs as no other CMO provides a model and services relevant to our mission.

**d. Division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest will be checked.**

As explained in the **Governance** section, the Board will be responsible for governing the school to ensure that it is an academic, operational, and financial success. As articulated in the CMO agreement found as

**Attachment U**, the Board will retain the ultimate rights and duties of oversight of the school in alignment with the school's charter agreement and applicable law. To this end, the Board is responsible for the following core governance functions:

- Obtain 501(c)(3) status
- Interview and hire Executive Director
- Evaluate the Executive Director annually
- Create and adopt school policies
- Ensure legal compliance
- Approve the school's budget
- Arrange and pay for annual audit
- Arrange and pay legal services
- Approve RFP processes to secure vendors and service providers
- Approve the CMO's fundraising strategy for the school
- Approve CMO evaluation process and tool
- Receive, discuss, and act on (as applicable) reports about the school's academic, operational, and financial performance
- Evaluate the CMO annually

**e. How performance of the CMO will be measured, including any deliverables.**

On an annual basis, the Board will complete a formal, written evaluation of NursesMC's performance as the school's CMO. Upon execution of the agreement between the CMO and Board, consensus will be reached with regard to the process and tool that will be employed to evaluate the CMO. The Board and CMO will also jointly agree on the metrics and measures against which the CMO's performance will be evaluated. At a minimum, this will include the school's performance against the authorizer's performance framework and state accountability measures. The evaluation will allow the Board to evaluate the degree to which the services and supports provided by the CMO have resulted in the school achieving established accountability goals related to the academic, operational, and financial performance of the school.

**f. Conditions for renewal and termination of the CMO agreement**

**Renewal of CMO agreement.** The term of the charter agreement will be for the length of the initial charter term (10 years). As detailed in the CMO agreement in **Attachment U**, the agreement will be renewed if the school and CMO both desire to do so; both parties will work diligently to negotiate the agreement prior to it expiring.

**Termination of CMO agreement by the school.** The school may terminate the CMO agreement for cause prior to the end of the term for any of the reasons below:

- If CMO materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from the School, unless such breach is incapable of being reasonably cured within ninety (90) days in which case this Agreement may be terminated if CMO fails to initiate and continue a cure for such breach within ninety (90) days after receipt of such written notice; or
- If there occurs an enactment, repeal, promulgation, or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals,

results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties, or obligations under the State or federal constitutions, statutes, laws, rules, or regulations.

**Termination of CMO agreement by the CMO.** The CMO may terminate the CMO agreement for cause prior to the end of the term for any of the reasons below:

- If the school materially breaches any of the material provisions of the CMO agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from CMO, unless such breach is incapable of being cured within ninety (90) days in which case the CMO agreement may be terminated if the school fails to initiate and continue a cure for such breach within ninety (90) days after receipt of such written notice.
- If there occurs an enactment, repeal, promulgation, or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this agreement or the operation of the school in conformity with this agreement, would have a material adverse effect on CMO's ability to provide services to the school in accordance with its budget, this agreement or the CMO school model
- The school refuses or willfully fails to follow any material direction of CMO, in CMO's sole discretion related to the implementation of CMO's services contemplated by the CMO agreement
- The authorizer or any similar state regulatory authority revokes the school's authority to operate one or more of the charter schools operated by the school

**g. Any monetary obligations of the CMO agreement.**

As outlined in the CMO agreement found as **Attachment U**, the CMO will charge a service fee. Specifically, the CMO will be paid an initial service fee of $275,000.00 for consulting services through June 30, 2024. Then, for each fiscal year covered by the agreement, the CMO will be paid an annual service fee as follows:

- $550,000.00 in Year 0 of this agreement (beginning on July 1, 2024, through June 30, 2025)
- $550,000.00 in Year 1 of this Agreement (beginning on July 1, 2025, through June 30, 2026)
- Five percent (5%) of all public per pupil revenue received by the School during each subsequent fiscal year during the term of the agreement. All public revenues received by the school that are earmarked for a particular purpose (e.g., special education funding) will be used by the school solely for the earmarked purpose. The amount of such earmarked public revenues shall be used solely for the purpose of calculating the amount of the Service Fee.

**h. Include a copy of the CMO agreement as Attachment U, if available, that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.**

See **Attachment U**.

## Section 3: Financial Plan and Capacity

### 3.1 Planning and Budget Worksheet

**Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed public charter school must submit the Public Charter School Planning and Budget Worksheet, which is provided on the department's website, as Attachment AA.**

See **Attachment AA**.

### 3.2 Budget Narrative

**As Attachment BB, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections, reflecting proposed growth over time. In this section include:**

a. **How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement;**

b. **An explanation of student enrollment and TISA projections;**

c. **An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;**

d. **If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates.**

    a. **If the proposed school is still in the application process, the narrative should disclose where they are at in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized. Include evidence of awards or firm commitments. Evidence includes a letter, etc.**

e. **Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.**

f. **Provide an explanation of all anticipated expenditures including those identified in Subpart III.I.d**

g. **Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls;**

h. **Describe how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements;**

i. **Provide the different roles and responsibilities of the proposed school's administration and governing board for school finances;**

j. **If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors;**

k. **the level of financial expertise of the proposed school's internal and external team members;**

l. **the proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected;**

m. **the cash flow contingency, in the event that revenue projections are not met in advance of opening including**

n. **plan explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from an outside donor, or alternative funding source; and**

o. **how one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**

See **Attachment BB**.

**Attachment A: Foundational Literacy Plan**

Not applicable; we are proposing to open a high school.

# Nurses Middle College Nashville

## 2025-2026 School Calendar

### July 2025

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

### August 2025

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### September 2025

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

### October 2025

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

### November 2025

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

### December 2025

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

### January 2026

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### February 2026

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

### March 2026

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

### April 2026

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

### May 2026

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

### June 2026

| Su | M | Tu | W | Th | F | Sa |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

School Closed
Early Release Day
Professional Development
First and Last Day of School
First and Last Day of Quarter
Orientation Week

| | |
|---|---|
| July 14-18 | Orientation Week |
| July 21-Aug 1 | Summer Professional Development |
| Aug 4 | First Day of School and First Quarter |
| Sept 1 | Labor Day |
| Oct 10 | Last Day of 1st Quarter (49 Days) |
| Oct 13-17 | Fall Break |
| Oct 20 | First Day of 2nd Quarter |
| Nov 11 | Veteran's Day |
| Nov 24-28 | Thanksgiving Break |
| Dec 19 | Last Day of 2nd Quarter (39 Days) |
| Dec 22-Jan 2 | Winter Break |

| | |
|---|---|
| Jan 5 | First Day of 3rd Quarter |
| Jan 19 | MLK Day |
| Mar 20 | Last Day of 3rd Quarter (54 Days) |
| Mar 23-27 | Spring Break |
| Mar 30 | First Day of 4th Quarter |
| April 3 | Good Friday |
| April 6 | Easter Observed |
| May 22 | Last Day of 4th Quarter (38 Days) |
| May 22 | Last Day of School (180 Total Days) |
| May 25 | Memorial Day |
| May 26-28 | Professional Development |

**We will follow MNPS' calendar as closely as possible and will make adjustments to this draft accordingly.**


Calendar Templates by Vertex42.com
https://www.vertex42.com/calendars/school-calendar.html

**Attachment C: Daily Schedule**

| Grade 9 Sample Daily Schedule – Semester One | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description |
| 1 | 8:30-9:35 | 65 | Algebra I Part A | 1 | 8:30-9:25 | 55 | Algebra I Part A | 1 | 8:30-9:45 | 75 | Algebra I Part A |
| 2 | 9:40-10:45 | 65 | ELA I Part A | 2 | 9:30-10:25 | 55 | ELA I Part A | 2 | 9:50-11:05 | 75 | ELA I Part A |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | Health Design Lab I with Physical Education | 3 | 11:10-11:35 | 25 | A Lunch |
| | | | | | | | | | 11:35-12:50 | 75 | Health Design Lab I with Physical Education |
| 4 | 11:40-12:05 | 25 | A Lunch | 4 | 11:30-11:55 | 25 | A Lunch | 4 | 12:55-2:10 | 75 | Nursing Exploration Part A |
| | 12:05-1:10 | 65 | Health Design Lab I with Physical Education | | 11:55-12:50 | 55 | Nursing Exploration Part A | | | | |
| 5 | 1:15-2:25 | 65 | Nursing Exploration Part A | 5 | 12:55-1:50 | 55 | Biology I Part A | 5 | 2:15-3:30 | 75 | Biology I Part A |
| 6 | 2:25-3:30 | 65 | Biology I Part A | | | | | | | | |
| **Total Instructional Minutes** | | **370** | | **Total Instructional Minutes** | | **275** | | **Total Instructional Minutes** | | **375** | |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | |

| Grade 9 Sample Daily Schedule – Semester Two | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description | |
| 1 | 8:30-9:35 | 65 | Algebra I Part B | 1 | 8:30-9:25 | 55 | Algebra I Part B | 1 | 8:30-9:45 | 75 | Algebra I Part B | |
| 2 | 9:40-10:45 | 65 | ELA I Part B | 2 | 9:30-10:25 | 55 | ELA I Part B | 2 | 9:50-11:05 | 75 | ELA I Part B | |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | Health Design Lab II with Physical Education | 3 | 11:10-11:35 | 25 | A Lunch | |
| | | | | | | | | | 11:35-12:50 | 75 | Health Design Lab II with Physical Education | |
| 4 | 11:40-12:05 | 25 | A Lunch | 4 | 11:30-11:55 | 25 | A Lunch | 4 | 12:55-2:10 | 75 | Nursing Exploration Part B | |
| | 12:05-1:10 | 65 | Health Design Lab II with Physical Education | | 11:55-12:50 | 55 | Nursing Exploration Part B | | | | | |
| 5 | 1:15-2:25 | 65 | Nursing Exploration Part B | 5 | 12:55-1:50 | 55 | Biology I Part B | 5 | 2:15-3:30 | 75 | Biology I Part B | |
| 6 | 2:25-3:30 | 65 | Biology I Part B | | | | | | | | | |
| **Total Instructional Minutes** | | **370** | | **Total Instructional Minutes** | | **275** | | **Total Instructional Minutes** | | **375** | | |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | | |

Attachment C

| Grade 10 Sample Daily Schedule – Semester One | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description | |
| 1 | 8:30-9:35 | 65 | Algebra II Part A | 1 | 8:30-9:25 | 55 | Algebra II Part A | 1 | 8:30-9:45 | 75 | Algebra II Part A | |
| 2 | 9:40-10:45 | 65 | ELA II Part A | 2 | 9:30-10:25 | 55 | ELA II Part A | 2 | 9:50-11:05 | 75 | ELA II Part A | |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | US History and Geography | 3 | 11:10-11:35 | 25 | A Lunch | |
| | | | | | | | | | 11:35-12:50 | 75 | US History and Geography | |
| 4 | 11:40-12:05 | 25 | A Lunch | 4 | 11:30-11:55 | 25 | A Lunch | 4 | 12:55-2:10 | 75 | Biology II (Microbiology) Part A | |
| | 12:05-1:10 | 65 | US History and Geography | | 11:55-12:50 | 55 | Biology II (Microbiology) Part A | | | | | |
| 5 | 1:15-2:25 | 65 | Biology II (Microbiology) Part A | 5 | 12:55-1:50 | 55 | Nursing Careers | 5 | 2:15-3:30 | 75 | Nursing Careers | |
| 6 | 2:25-3:30 | 65 | Nursing Careers | | | | | | | | | |
| **Total Instructional Minutes** | | **370** | | **Total Instructional Minutes** | | **275** | | **Total Instructional Minutes** | | **375** | | |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | | |

Attachment C

| Grade 10 Sample Daily Schedule – Semester Two | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description | |
| 1 | 8:30-9:35 | 65 | Algebra II Part B | 1 | 8:30-9:25 | 55 | Algebra II Part B | 1 | 8:30-9:45 | 75 | Algebra II Part B | |
| 2 | 9:40-10:45 | 65 | ELA II Part B | 2 | 9:30-10:25 | 55 | ELA II Part B | 2 | 9:50-11:05 | 75 | ELA II Part B | |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | World History and Geography | 3 | 11:10-11:35 | 25 | A Lunch | |
| | | | | | | | | | 11:35-12:50 | 75 | World History and Geography | |
| 4 | 11:40-12:05 | 25 | A Lunch | 4 | 11:30-11:55 | 25 | A Lunch | 4 | 12:55-2:10 | 75 | Biology II (Microbiology) Part B | |
| | 12:05-1:10 | 65 | World History and Geography | | 11:55-12:50 | 55 | Biology II (Microbiology) Part B | | | | | |
| 5 | 1:15-2:25 | 65 | Biology II (Microbiology) Part B | 5 | 12:55-1:50 | 55 | Nursing Ethics | 5 | 2:15-3:30 | 75 | Nursing Ethics | |
| 6 | 2:25-3:30 | 65 | Nursing Ethics | | | | | | | | | |
| **Total Instructional Minutes** | | **370** | | **Total Instructional Minutes** | | **275** | | **Total Instructional Minutes** | | **375** | | |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | | |

Attachment C

| Grade 11 Sample Daily Schedule – Semester One | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description | |
| 1 | 8:30-9:35 | 65 | Geometry | 1 | 8:30-9:25 | 55 | Geometry | 1 | 8:30-9:45 | 75 | Geometry | |
| 2 | 9:40-10:45 | 65 | ELA III | 2 | 9:30-10:25 | 55 | ELA III | 2 | 9:50-11:05 | 75 | ELA III | |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | Chemistry | 3 | 11:10-12:25 | 75 | Chemistry | |
| | | | | | | | | | 12:25-12:50 | 25 | B Lunch | |
| 4 | 11:40-12:45 | 65 | Chemistry | 4 | 11:30-12:25 | 55 | Flex or Dual Enrollment Course | 4 | 12:55-2:10 | 75 | Flex or Dual Enrollment Course | |
| | 12:45-1:10 | 25 | B Lunch | | 12:25-12:50 | 25 | B Lunch | | | | | |
| 5 | 1:15-2:25 | 65 | Flex or Dual Enrollment Course | 5 | 12:55-1:50 | 55 | Certified Nurse Aide (CNA) | 5 | 2:15-3:30 | 75 | Certified Nurse Aide (CNA) | |
| 6 | 2:25-3:30 | 65 | Certified Nurse Aide (CNA) | | | | | | | | | |
| **Total Instructional Minutes** | | **370** | | **Total Instructional Minutes** | | **275** | | **Total Instructional Minutes** | | **375** | | |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | | |

Attachment C

| Grade 11 Sample Daily Schedule – Semester Two | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description | |
| 1 | 8:30-9:35 | 65 | Precalculus | 1 | 8:30-9:25 | 55 | Precalculus | 1 | 8:30-9:45 | 75 | Precalculus[1] | |
| 2 | 9:40-10:45 | 65 | Career Seminar with Technology Education[2] | 2 | 9:30-10:25 | 55 | Career Seminar with Technology Education | 2 | 9:50-11:05 | 75 | Career Seminar with Technology Education | |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | Anatomy & Physiology | 3 | 11:10-12:25 | 75 | Anatomy & Physiology | |
| | | | | | | | | | 12:25-12:50 | 25 | B Lunch | |
| 4 | 11:40-12:45 | 65 | Anatomy & Physiology | 4 | 11:30-12:25 | 55 | Flex or Dual Enrollment Course | 4 | 12:55-2:10 | 75 | Flex or Dual Enrollment Course | |
| | 12:45-1:10 | 25 | B Lunch | | 12:25-12:50 | 25 | B Lunch | | | | | |
| 5 | 1:15-2:25 | 65 | Flex or Dual Enrollment Course | 5 | 12:55-1:50 | 55 | Government, Civics, and Economics | 5 | 2:15-3:30 | 75 | Government, Civics, and Economics | |
| 6 | 2:25-3:30 | 65 | Government, Civics, and Economics | | | | | | | | | |
| **Total Instructional Minutes** | | **370** | | **Total Instructional Minutes** | | **275** | | **Total Instructional Minutes** | | **375** | | |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | | |

[1] Due to our collegiate model, which condenses year-long courses from two semesters to one semester, students satisfy the math graduation requirement at the conclusion of grade 11.

[2] We intend to have this course satisfy the computer science graduation requirement and will submit a special course application accordingly.

Attachment C

| Grade 12 Sample Daily Schedule – Semester One | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description |
| 1 | 8:30-9:35 | 65 | College Seminar with Personal Finance | 1 | 8:30-9:25 | 55 | College Seminar with Personal Finance | 1 | 8:30-9:45 | 75 | College Seminar with Personal Finance |
| 2 | 9:40-10:45 | 65 | Physiological Art | 2 | 9:30-10:25 | 55 | Physiological Art | 2 | 9:50-11:05 | 75 | Physiological Art |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | ELA IV | 3 | 11:10-12:25 | 75 | ELA IV |
| | | | | | | | | | 12:25-12:50 | 25 | B Lunch |
| 4 | 11:40-12:45 | 65 | ELA IV | 4 | 11:30-12:25 | 55 | Spanish for Nurses I | 4 | 12:55-2:10 | 75 | Spanish for Nurses I |
| | 12:45-1:10 | 25 | B Lunch | | 12:25-12:50 | 25 | B Lunch | | | | |
| 5 | 1:15-2:25 | 65 | Spanish for Nurses I | 5 | 12:55-1:50 | 55 | Flex or Dual Enrollment Course | 5 | 2:15-3:30 | 75 | Flex or Dual Enrollment Course |
| 6 | 2:25-3:30 | 65 | Flex or Dual Enrollment Course | | | | | | | | |
| **Total Instructional Minutes** | | **370** | | **Total Instructional Minutes** | | **275** | | **Total Instructional Minutes** | | **375** | |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | |

Attachment C

| Grade 12 Sample Daily Schedule – Semester Two | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monday and Friday** | | | | **Wednesday** | | | | **Tuesday and Thursday** | | | |
| Period | Time | Min | Description | Period | Time | Min | Description | Period | Time | Min | Description |
| 1 | 8:30-9:35 | 65 | Nursing Research Seminar | 1 | 8:30-9:25 | 55 | Nursing Research Seminar | 1 | 8:30-9:45 | 75 | Nursing Research Seminar |
| 2 | 9:40-10:45 | 65 | Anatomical Art | 2 | 9:30-10:25 | 55 | Anatomical Art | 2 | 9:50-11:05 | 75 | Anatomical Art |
| 3 | 10:50-11:35 | 45 | Advisory | 3 | 10:30-11:25 | 55 | Spanish for Nurses II | 3 | 11:10-12:25 | 75 | Spanish for Nurses II |
| | | | | | | | | | 12:25-12:50 | 25 | B Lunch |
| 4 | 11:40-12:45 | 65 | Spanish for Nurses II | 4 | 11:30-12:25 | 55 | Flex or Dual-Enrollment Course | 4 | 12:55-2:10 | 75 | Flex or Dual-Enrollment Course |
| | 12:45-1:10 | 25 | B Lunch | | 12:25-12:50 | 25 | B Lunch | | | | |
| 5 | 1:15-2:25 | 65 | Flex or Dual-Enrollment Course | 5 | 12:55-1:50 | 55 | Dual-Enrollment Course | 5 | 2:15-3:30 | 75 | Dual-Enrollment Course |
| 6 | 2:25-3:30 | 65 | Dual-Enrollment Course | | | | | | | | |
| **Total Instructional Minutes** | | | **370** | **Total Instructional Minutes** | | | **275** | **Total Instructional Minutes** | | | **375** |
| **1,020 Total Instructional Minutes Per Week** | | | | | | | | | | | |

Attachment C

NURSES MIDDLE COLLEGE
NASHVILLE

# Nurses Middle College Nashville
# Student Handbook

Draft: Pending Legal Review

**DRAFT – Pending Legal Review**

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This Student Handbook provides parameters for a safe and orderly learning environment, promotes student responsibility, and fosters personal and professional growth. This represents community responsibility for the success of all students and for the safety and effective management of the school environment. This handbook preserves due process rights for students while providing a safe and secure learning environment for students, faculty and staff.

Nurses Middle Nashville (NursesMC-Nashville) has specific operating policies and guidelines. Students are required to follow these policies; violations of these regulations may result in a conference, an action plan, or disciplinary action.

## Mission & Vision

The mission of Nurses Middle College Nashville is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.

Our vision is to create an innovative high school experience that is student-centric, structured to foster a supportive learning environment, and committed to developing the skills, knowledge, and passion necessary to excel in the nursing and allied health professions.

Nurses Middle College Nashville will contract with NursesMC, a charter management organization that founded and developed the school model.

## Accessibility

All courses and student activities at the NursesMC-Nashville are available without discrimination to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the Americans with Disabilities Act.

Whenever an individual with disabilities selects a course or an activity for participation, that activity, if inaccessible, will be relocated to an accessible area without delay. In no instance will the relocation of the activity be delayed beyond two (2) school days. The Executive Director is responsible for implementing this policy by relocating programs within the building.

## School Campus

The NursesMC-Nashville is located in downtown Nashville, Tennessee. Students are expected to demonstrate respect for themselves, for our neighboring buildings and businesses, and for the NursesMC-Nashville community at all times, including travel to and from school. Access to the school building is designated by the Executive Director and all who enter/exit shall abide by all access rules. For their own safety, students are expected to use caution when approaching the

Draft: Pending Legal Review

building, to use sidewalks and crosswalks, and should not walk through the parking lot at the back of the building or cut across traffic.

The school building will be open from 8:00am to 5:00pm Monday through Friday. Students who arrive early will be held in the lobby until faculty supervision arrives. Breakfast is available in the cafeteria until 8:25 am daily. Students who stay after school must work in a designated area and with permission of a Teacher. Students who are waiting for rides at the end of the school day will be required to remain in the lobby until their ride arrives. Families should make arrangements for students to be picked up at a safe and public location near the school when transportation from school is after the close of the building. NursesMC-Nashville is not responsible for students who are not picked up by the time the school building closes.

Students are not allowed to leave and re-enter the school building freely at any time during the school day. This includes the hours before and after school.

## Student ID Badges

Students will be issued a school ID badge with their photo. Students will be required to bring the ID to school each day and it will be used to "swipe in" for daily and individual classroom attendance.

## Grading Policies

At the Nurses Middle College Nashville, we believe the purpose of a course grade is to indicate the cumulative level of academic mastery the student reached by the end of the course. The purpose of assessment is feedback. While summative assessments provide feedback as to whether a student has mastered a set of learning targets, formative assessments provide feedback as to whether a student is progressing toward mastery.

Students should be formatively assessed on a continuous basis, as well as receive descriptive and timely feedback from teachers and peers. Formative assessments and feedback will help students build understanding and make connections, such that students will feel prepared and confident to perform summative assessments.

## Standards Alignment and Grading

Academic content is aligned to state and national standards, ensuring that students are exposed to and expected to master appropriate and rigorous grade level academic material. The standards-based gradebook reflects progress towards mastery of specific skills, competencies, and content in each course. The NursesMC-Nashville uses a scale of 1-4 to assess proficiency on standards, which converts to letter grade and is mapped with a GPA conversion. The final grade is consistent with the Universal Grading Policy set forth by Tennessee state.

Draft: Pending Legal Review

| Proficiency Scale | | | | |
|---|---|---|---|---|
| **NO EVIDENCE** | **DEVELOPING** | **PARTIALLY PROFICIENT** | **PROFICIENT** | **MASTERED** |
| 0 | 1 | 2 | 3 | 4 |
| Note: All events will be assessed on a rubric according to the proficiency scale above. | | | | |

**Marzano (2010) Standard to Letter Grade Conversion Scale**

| | | | |
|---|---|---|---|
| 3.75-4.00 = A+ | 2.84-2.99 = B+ | 2.34-2.49 = C+ | 1.76-1.99 = D+ |
| 3.26-3.74 = A | 2.67-2.83 = B | 2.17-2.33 = C | 1.26-1.75 = D |
| 3.00-3.25 = A- | 2.50-2.66 = B- | 2.00-2.16 = C- | 1.00-1.25 = D- |

Below 1.00 = F

Gradebooks are configured to include the main subjects as well as skills (standards) and events (assignments) associated with each subject. One event, or assignment may actually include more than one skill or standard, and thus the score would be entered multiple times, as appropriate.

## Honor Roll and Honor Societies

- Students will be recognized yearly with High Honors if they achieve a Quarterly Grade Point Average (GPA) of 95 or better and have no grade lower than 90 in every subject,
- Students will be recognized quarterly with Honors if they achieve a Quarterly GPA of 92 or better and have no grade lower than 87.
- **National Honor Society**: At the end of the first semester of their junior year, students who have a cumulative scholastic average of 90 or above will be notified and told that for further consideration for selection to the National Honor Society chapter, they may complete the Student Activity Information Form. This form will be reviewed by the Faculty Council along with any other verifiable information about each candidate. The Council will evaluate members on the basis of service, leadership, and character. The selection of each member shall be by a majority vote of the Faculty Council. If an applicant is not selected, he/she has the right to appeal this decision. The Council's decision following the appeal is final. Members are liable for dismissal at any time if they do not maintain the standards of scholarship, leadership, service, and character that were used as the basis for their selection.

## Attendance Policy

The Nurses Middle College Charter High School - Nashville (NursesMC-Nashville) strongly believes that attendance is crucial to educating students. Consistent attendance improves the ability of students to learn and better prepares students for successful employment in the nursing and health care profession.

Pursuant to Tennessee Education Law, § 3205(1)(a), In each school district of the state and in each charter school, "each minor from six to sixteen years of age shall attend upon full time instruction."

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Definitions: For purposes of this attendance policy, the following definitions apply:

**Excused Absences/Tardiness** - all absences/tardies are unexcused except for medical appointments with a note, death in the immediate family, funerals, family emergency (to be approved by the Executive Director), participating in a religious observance or holiday of their faith, attending a verified legal court obligation, suspension days, illness or injury (Medical Providers note to be received within three (3) days of the absence), an acute or chronic illness, participating in an approved activity, or participating in a college visit (prior approval required).

Parent/guardian or student (if over the age of 18) must notify NursesMC-Nashville via phone stating the specific reason for the absence and provide the appropriate justification and/or documentation. Please note that a parent phone call does not constitute an excused absence. A phone call is a notification of the absence. Please refer to the excused absence list above for permissible forms of excused absences.

**Family Travel/Vacation -** Days missed due to family travel or vacations are unexcused absences. NursesMC-Nashville strongly discourages planning family travel or vacation over school days.

**Guardian(s)** - the legal guardian(s) of the student.

**Justification** - documentation that demonstrates a student's absence or student's tardiness occurred due to a permissible reason; justification includes, but is not limited to, a parent note, legal documents, a newspaper clipping or obituary demonstrating the necessity of a student's attendance at a funeral, a medical note prepared by a licensed Medical Provider.

**Medical Appointments -** A student's unexcused absences or tardy presentation greatly inhibits that specific individual's education as well as the class. To avoid unnecessary disruption, medical appointments should be scheduled outside of school hours, to the best extent possible.

**Student** - the individual enrolled at NursesMC-Nashville.

**Tardy** - a student who is late to class without justification.

**Truancy Behavior Referral** - a mailed notification to the student or student's parent/guardians (dependent upon the age of the student) to advise that the student has either been absent or tardy and further requests participation in a conference in an effort to reduce future unexcused absences/ tardy attendance.

**Truant** - a student who willfully and habitually absents himself or herself from attending school.

**Unexcused Absence** - an absence from a school day without appropriate justification.

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**NursesMC-Nashville Intervention – Unexcused Absences**

NursesMC-Nashville will make reasonable efforts to work with families to ensure that students are successful in school by notifying families of attendance/tardy issues in a timely manner.

- NursesMC-Nashville will contact the family/guardian when a student has an unexcused absence. If a student is over 18 years of age and has not informed the school of his/her absence that day, the student will be called.
- NursesMC-Nashville will notify parents/guardian(s) or the student (if over the age of 18) in writing when a student has two (2) or more unexcused absences in any given month.

A written truancy behavioral referral will be issued by mail upon a student's fifth (5) unexcused absence in a given semester, advising the parent/guardian(s) and student of the need to develop a truancy behavior plan. The parent/guardian(s), the student, and NursesMC-Nashville will meet to devise a written truancy behavior plan for the student outlining the cause for the behavior and the positive plan for addressing the same.

- For each unexcused absence following the truancy behavioral referral, NursesMC-Nashville will notify the parent/guardian(s) or student (dependent upon the age of the student)
- Any student who has fifteen (15) unexcused absences in any given semester will be considered truant and may be referred to the Juvenile Services Probation Department. A student is considered chronically absent at eighteen (18) days. Parent/Guardian(s) or the student (if over the age of 18) will receive a copy of the truancy referral by mail.
- After seven (7) consecutive absent days with no contact with guardian(s) or student (if over the age of 18), NursesMC-Nashville will attempt to contact, by phone, all emergency contacts listed on the student's emergency contact form in an attempt to reach the parent/guardian(s) or student (if over the age of 18).

**NursesMC-Nashville Intervention – Tardiness**

- NursesMC-Nashville will notify parents/guardian(s) or the student (if over the age of 18) in writing when a student has three (3) or more unexcused tardy attendances in any given month.
- Five (5) unexcused tardy attendances in any given month will result in a truancy behavioral referral.
- A written truancy behavioral referral will be issued by mail upon a student's fifth unexcused tardy attendance in a given semester advising the parent/guardian(s) and student of the need to develop a truancy behavior plan. The parent/guardian(s), the student, and NursesMC-Nashville will meet to devise a written truancy behavior plan for the student outlining the cause for the behavior and the positive plan for addressing the same.
- For each unexcused tardy attendance following the truancy behavioral referral, NursesMC-Nashville will notify the parent/guardian(s) or student (dependent upon the age of the student)
- Any student who has fifteen (15) unexcused tardy attendances in any given semester will be considered truant and may be referred to the Juvenile Services Probation Department.

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A student is considered chronically absent at eighteen (18) days.
- Guardian(s) or the student (if over the age of 18) will receive a copy of the truancy court referral by mail.

## McKinney-Vento Act

The Tennessee Homeless Education Program provides support to ensure that homeless children and youth who live in temporary housing have equal access to the same free, appropriate, public education - including public preschool - provided to other Tennessee children, with the opportunity to meet the same challenging state content and student performance standards. Some examples of temporary housing include:

- Sharing the housing of others due to loss of housing, economic hardship or other similar reason,
- Living in motels, hotels, trailer parks, camping grounds,
- Living in emergency or transitional shelters,
- Abandoned in hospitals,
- Living in a public or private place not designed for sleeping,
- Living in cars, parks, abandoned buildings, bus or train stations, etc.
- Migratory living in circumstances described above

NursesMC-Nashville has a liaison whose duties include the removal of barriers to the enrollment, attendance and success of homeless children and youth in school. Reach out to your student's Executive Director to be connected with the McKinney Vento liaison for your school.

## Bathroom Pass

With the permission of the classroom Teacher, only one student at a time is allowed to leave the classroom. Students will sign / sign-out, based on school policy, when leaving and returning from the bathroom / classroom. Students are only allowed to use the bathroom on the floor where their classroom is located.

## Nurse Visits

Students who need to visit the Nurse *at any time* must obtain permission from their classroom Teacher. If a student is with the Nurse after the change of class, the Nurse must provide the student with a new hall pass in order for the student to return to class. The Nurse is to maintain a time log of all incoming and outgoing students. The Nurse must notify the Main Office when they have a student so attendance can be reconciled accordingly.

## Social Worker or School Counselor Visit

Students who need to visit the school's Social Worker during class time must obtain permission from their classroom Teacher. The classroom Teacher will call the Social Worker to ensure their availability. Due to the nature of this role, students are not allowed to drop by to see if the Social Worker is available. If a student is with the Social Worker after the change of class, the Social

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Worker must provide the student with a new hall pass in order for the student to return to class. The Social Worker is to maintain a time log of all incoming and outgoing students. The School Social Worker or School Counselor must notify the Main Office when they have a student so attendance can be reconciled accordingly.

## Restricted Hall Pass

Students may have their hall pass usage restricted for attendance or disciplinary reasons.

- All students who are on a restricted pass should arrive to class on time and remain in class for the entire period.
- Lavatory visits should occur during passing time or if absolutely necessary the student will be escorted after the first ten (10) minutes or during the last ten (10) minutes of the period.
- Students on a restricted pass are not allowed to use the phone when they leave the room.
- If a student must go to the nurse, the teacher must call ahead to make sure the nurse is available and must be escorted to the clinic.

## Uniform Policy and Dress Code

The uniform requirement balances the rights of expression of the individual with NursesMC-Nashville's goal of developing a professional student body. The required uniforms portray a professional image for those aspiring to a career as a Registered Nurse or other healthcare provider. Clothing worn on campus and at all school-sponsored events must meet the guidelines of this policy.

Class A Uniform: School-issued scrubs are to be worn whenever the school requires this uniform.

Class B Uniform: Scrubs of any color or pattern (must be a scrub top and scrub pants);

Students may wear long sleeve solid colored shirts under their scrub top if they wish. A lab/scrub coat may be worn over scrubs if needed. Scrub pants must be worn. Sweatpants, leggings, or jeans are not permitted. Hooded sweatshirts are not permitted.

**Accessories:**

Fashion items, including large jewelry, are not permitted as they are not professional and distract from the learning environment.

**Footwear:**

Sneakers, nursing shoes, clogs, crocs, or other closed toe and low-heeled shoes are the only acceptable professional nursing and healthcare provider footwear. "Fashionable" footwear presents a health and safety risk and the student would be in violation of healthcare workplace dress codes. Rain or snow boots may be worn only in inclement weather; fashion boots are not not allowed under this dress code policy.

**Hats/Hair Accessories:**

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Hats (of all kinds) do not comply with professional nursing attire, and are not allowed in school. Bandanas, turbans, bonnets, baseball caps, and do-rags are not permitted, other than for religious or health reasons. Professional head scarfs are allowed. All headwear (other than for religious or health reasons) must be removed prior to entering the building. No scarfs are to be worn around the neck or otherwise when wearing scrub/school uniforms. Explicit, illegal, or inappropriate graphic content on clothing of any kind is prohibited in the school building at all times.

Coats are not to be worn in class or while moving about the building.

**Violation of this policy:** Students whose clothing does not meet school requirements will not be allowed in class; students will be asked to correct any dress code violations by changing, contacting family to have appropriate clothing brought to them, or accessing the NursesMC-Nashville supply of scrub top and bottoms. Students will be loaned a uniform the first time there is a need, and then will be required to sign a form agreeing to pay $1.00 per item for cleaning costs. There is no guarantee that NursesMC-Nashville will have all sizes or specific colors; this is an "as available" option, and should not be used on a regular basis.

There may be times when school uniforms may not be required and then appropriate dress is expected. Clothing that promotes or portrays violence, offensive language, drugs or alcohol is not allowed. Sleepwear, pajama bottoms or slippers will not be worn in school. Clothing, for both males and females, that is revealing is not allowed. Muscle shirts, halter tops, or shirts that expose the midriff will not be allowed; skimpy or cut pants or shorts will not be allowed.

## School Announcements, Weather Delays and Early Closing

In the event of a snowstorm or other emergency conditions that would necessitate the cancellation and/or a delay in the opening of school, the following procedures will be in effect.

Media Announcements: Notifications about school closures will be provided to various Albany/Nashville area media outlets. The school will provide a listing of these outlets on its website.

Early Closing of Schools: If schools need to be closed before the end of the normal school day, notice will be given over the media outlets mentioned above. Parents/Guardians are urged to make the necessary plans should no adult be home.

1. An automated phone system is also utilized by the school district to communicate a recorded message by phone to the number on record at the school.
2. Email notification will also be sent via the students NursesMC-Nashville email account and the parent/guardian email on record with the school.

## Public Notices and Posters

To display any notice or poster, approval must be obtained from the NursesMC-Nashville Executive Director. Any messages shall not interfere with scholastic decorum, must be related to the purposes of the school, and must have an educational purpose. All posters must identify the student or group that produced the poster. The Executive Director shall determine where

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such notice or poster will be displayed.

## Text Books

All school textbooks are to be returned before or upon completion of the final exam. They are to be treated with care and respect; no writing is permitted within the books. Students/families will be expected to reimburse the school for any textbook that is not returned or is damaged.

**NOTE:** If textbooks are NOT returned or a lost book is not paid for, report cards and transcript record requests will be withheld.

## Food/Drink

Water is available for students to refill water bottles throughout the day. There is no eating in classrooms. Student arrival time is 8:00AM and breakfast is served from 8:00AM - 8:25AM daily. If students arrive at school after 8:00AM carrying purchased beverages/food from any establishment, those beverages/food will be collected from students and brought to the Main Office. Students can retrieve them during their lunch period. Please note, we do not discourage students from bringing beverages/food to school, in fact, we encourage students to have a hearty breakfast prior to coming to school. We do discourage students from purchasing beverages/food when they should be in school and, as a result, be late for school. Students are encouraged to limit intake of highly caffeinated or sugary drinks.

## School Phones and Intercoms

Students are not permitted to use the classroom telephones or intercom system for any reason.

## Student Owned Cell Phones and Other Electronic Devices

Use of electronic devices can be disruptive to the learning process. Students are not permitted to use cell phones, tablets, computers, or other electronic devices ("electronic devices") during academic classes or school activities without specific faculty approval. This includes use on school property, in school vehicles, and at school sponsored events. Students will receive a school-issued Chromebook and may not bring personal laptops, iPads, computers or Chromebooks to school.

As the use of cell phones is disruptive to the learning process, it is also not generally accepted in the healthcare workplace environment. Students are not permitted to use cell phones during academic classes or activities. Students are permitted phone usage between classes and during their designated lunch break.

Students disrupting learning through cell phone or other technology use are not displaying appropriate professional behaviors. Inappropriate behaviors will be managed, tracked and counseled as per school policy. Students who are using technology inappropriately will be told to lock the devices away and/or may be asked to give their device to the faculty member for the remainder of the day. Repeated violations of policy may result in confiscation of devices until a

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parent/guardian comes to school for a meeting to retrieve the device. This policy also applies to all electronic devices, including but not limited to cell phones, earphones, laptop computers, gaming devices, tablets, iPads, etc. Misuse of any device is not allowed.

**In case of emergency, family members are asked to contact their child by calling the school and are encouraged NOT to text or phone their child on his/her personal cell phone.**

Students who choose to take electronic devices to school do so at their own risk. The NursesMC-Nashville assumes no responsibility, financial or otherwise, for lost, confiscated, damaged, or stolen electronic devices. NursesMC-Nashville reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on its network or on any NursesMC-Nashville-owned device.

The use of electronic devices for illegal or unethical actions is strictly prohibited. All illegal activities such as transmission of any material in violation of any federal or state laws or regulations are prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secrets. Students are not permitted to take images or video within the school building without prior permission from the Executive Director. At no time are students allowed to record or photograph any Teacher or student without their permission. Any form of electronic or cyber-bullying will not be tolerated.

## Internet Acceptable Use Policy

The use of the Internet has been provided to the faculty and students as an educational tool and must be used for NursesMC-Nashville-related purposes only. NursesMC-Nashville reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on its network. Students are cautioned not to open any attachments sent from unfamiliar email addresses, and they should report all such emails to the system administrator as soon as feasible. Only software authorized by NursesMC-Nashville may be used on NursesMC-Nashville computers. The use of the internet for illegal, commercial, or unethical actions is strictly prohibited. All illegal activities such as transmission of any material in violation of any U.S. federal or state regulations are prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets. NursesMC-Nashville computers shall not be used to access social media sites.

Any form of digital or electronic bullying will be addressed. All students will sign an Internet Acceptable Use Student User Agreement prior to using the NursesMC-Nashville computers. Violations of this Policy or Contract may result in discipline, as well as referral to civil and/or criminal authorities for further legal action.

## Smoking

Tennessee State law requires that schools be smoke free**.** NursesMC-Nashville is a healthy community and a smoke free campus. Smoking is prohibited in and around the school. E-cigarettes, vaporizing devices or other devices used to inhale substances are included under the no smoking policy and are not allowed in school.

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## Behavior Expectations

All members of the NursesMC-Nashville community are expected to demonstrate respect for themselves and for all others; including faculty, staff, fellow students, visitors, and members of the greater community. As members of a diverse learning community, we embrace differences and celebrate our commonalities and do not tolerate bullying, racially offensive, sexually offensive, or improper language or actions. We understand that behaviors that detract and disrupt the educational process harm everyone. We respect the privacy and property of others, and encourage respect and professionalism within our community in face-to-face communication and through social media.

## Social Media

For the purposes of this policy, "social media" is defined as any form of online publication or site that allows interactive communication, including but not limited to, social networks, blogs, photo and video sharing platforms (such as, but not limited to, Facebook, YouTube, Instagram, Snapchat, TikTok or X), as well as email and texting.

This policy is intended to be interpreted in conjunction with the Student-owned Electronic Devices and Internet Acceptable Use policies. Parents/guardians are encouraged to monitor and, if necessary, limit the use of social media. Excessive use of social media sites and a preoccupation with these forms of communication distracts students from their studies, limits authentic interactions, promotes unauthorized use of electronics during the school day and, when used inappropriately, has been determined to be the cause of student and peer conflicts. Neither current nor prospective students should attempt to contact or be compelled to connect with any member of the NursesMC-Nashville faculty or staff on their personal social media accounts.

Students are prohibited from using NursesMC-Nashville computers, devices, or networks to access social media accounts without specific approval from a faculty member. Such access may be granted for school or educational purposes only. When accessing social media under these circumstances, students shall have no expectation of privacy, and NursesMC-Nashville reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on its Network, or on any NursesMC-Nashville-owned device. Students must be thoughtful and respectful when sharing information on social media, and all information posted by students must comply with NursesMC-Nashville and legally mandated policies and procedures, including policies concerning bullying.

Students who are found to be using school devices to access inappropriate, illegal, explicit content will forfeit the opportunity to use such technology and will have access to school computers on a restricted and highly supervised basis only during class time.

## Vandalism / Defacement of Property

Students demonstrate self-respect by respecting the property of others, including our campus and neighborhood. Vandalism /defacement of any kind such as: writing in school textbooks, writing on or carving into desks or walls, breaking/damaging walls or furniture, and spray-

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painting (graffiti) will not be tolerated. Vandalizing school or local property will result in disciplinary action, will require restitution, and may include police involvement.

## Academic Dishonesty/Plagiarism

All members of the NursesMC-Nashville are responsible to uphold the academic integrity policy and support the pursuit of scholarship. Students apply to NursesMC-Nashville to pursue a career in the nursing or health care field however, our goal is to educate the whole student and support the development of young men and women as scholars with character, compassion & empathy, and professionalism. This Academic Integrity Policy is intended to support and ensure a culture of trust, equity, and respect.

**Educator & Administrator Protocol for Violation of Academic Integrity Policy**

When a Teacher finds reason to believe a student or group of students has violated the academic honesty policy, the following steps will be taken:

- The Teacher will discuss their concern with the student.
- The Teacher will refer, in writing, the information they have to the Executive Director via the Student Information System's behavioral referral.
- The Executive Director and the Teacher will confer.
- If they conclude that a violation in the Academic Integrity Policy has occurred, the Teacher will notify parent(s) and student(s).
    - First offense will result in a disciplinary referral/written warning and the student will have to make up the work with the teacher.
    - Any further or future incidents where a student is found guilty of violating the Academic Integrity policy in any school year and on any schoolwork/assessment will receive a zero for the work and may be referred to the PNACC (Professional Nurses Academic & Conduct Committee) where the student may be subject to additional disciplinary action including in-school and/or out-of-school suspension
- The student will be excluded from the award honor roll status for that school year only.
- Students eligible for the National Honor Society (NHS) will not be eligible if there are two (2) or more incidents reported. Current NHS members may be placed on probation or dismissed from the NHS.

## Theft/Possession of Stolen Property

A student may not, without permission by the owner or custodian of the property, take property nor have in their possession any property that does not belong to them. Theft may result in disciplinary actions and/or referral to criminal authorities for further legal action.

## Creation of an Unsafe Environment

Students who create an unsafe environment by pulling fire alarms, setting off fire extinguishers, smoking inside the school building, inciting others to unruly behavior, misbehaving on buses, leaving school grounds without permission, or engaging in other destabilizing behaviors create an unsafe environment and are subject to disciplinary action and/or referral to criminal

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authorities for further legal action.

The NursesMC-Nashville has ZERO tolerance regarding the possession of weapons, fireworks, alcohol and/or drugs, and the use of violence. Students who commit any of these offenses (below) will be referred to the Professional Nurse Academic and Conduct Committee (PNACC) and the appropriate local law enforcement agency.

## Weapons

**Gun-free School Act**

Federal and state laws require the expulsion from school for a period of not less than one (1) year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Executive Director may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

Any such expulsion must be consistent with the requirements of the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities.

"Firearm," as used in this law, is defined by 18 USC §921(a), and includes firearms and explosives.

The definition of "firearm" includes but is not limited to:

- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
- The frame or receiver of any weapon described above
- Any firearm muffler or firearm silencer
- Any destructive device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar devices

The Executive Director shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to the school. "Weapon" as used in this context shall mean any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and a half inches in length.

Bringing a weapon to school, using a weapon on school grounds or at a school-sponsored or related activity, or a student having a weapon in their locker, pocket, or while at school, on the bus, or at an afterschool activity, is a grave offense and is against school rules and regulations. It is also against the law. The NursesMC-Nashville recognizes three kinds of weapons:

Those that are "legally dangerous," which include weapons that are against the law to possess, such as anything that is carried and used in a manner to intimidate or with the intent to cause

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harm to another person, are considered dangerous weapons. They include the following: firearms of any kind, including BB guns and air rifles, any knife that has a double-edged blade, a switch blade or any knife that has an automatic spring device by which the blade is released from the handle; any stiletto or dagger, metallic knuckles, nunchaku, shuriken or any other similar pointed starlike object that is intended to injure a person when thrown, black jacks, blow guns, any arm band that is made of leather which has metallic spikes, points or studs; any similar device made from any other substance, mace, pepper spray, tear gas, or any other substance that is used to incapacitate another person, fireworks or explosives of any kind, all other such similar weapons.

Other prohibited items, which, though may not be defined as weapons, are nonetheless not permitted on school premises, at school sponsored and/or at school related events, including athletic games. Possession or use of said items will result in suspension and may result in expulsion from school. The following are examples: knives of any kind, shape or length; including key chains, knives, drafting knives, blades of any size razors, box cutters, chains, whips or any other metal object of no academic purposes or any other object of no reasonable use in the school setting, on school grounds, and/or at school-sponsored events, including athletic games.

Other ordinary items that may become dangerous when used in a threatening way and use of these items in that manner may result in suspension or expulsion from school. Such items include: pencils or pens, scissors, needles and pins, nails, carpentry tools, etc. Use of such items in a dangerous or threatening manner may result in suspension or expulsion from school. Additionally, engaging in or attempting to engage in any unreasonably dangerous athletic technique that endangers the health or safety of an individual, such as using a helmet or any other sports equipment as a weapon may result in suspension or expulsion from school.

Further, no toy or replica weapons of any kind, including guns and knives, will be permitted on school premises, on school grounds, on the bus or at school sponsored events and/or at school related events, including athletic games. Items such as these will be confiscated and may result in suspension or expulsion if they are determined by the Executive Director to be in violation of this policy.

## Alcohol and Drugs

**Purpose**

The purpose of this policy is to promote and maintain a safe and healthful environment for the entire school community. In order to meet this goal, the NursesMC-Nashville has adopted a substance use policy which delineates a plan of action when student use is detected, take corrective disciplinary action, and provide appropriate resources for the student and family in their community.

**Prevention & Education**

As a school whose focus is nursing and advanced health careers, the NursesMC-Nashville provides all students access to a strong, health based and science curriculum with embedded instruction and activities that focus on educating students on the dangers of alcohol and drug use.

**Discipline**

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Any student found to be:

- in possession of, using, or selling illegal or unauthorized drugs or alcohol,
- suspected of being under the influence of drugs or alcohol, or
- in possession of illegal drug paraphernalia

Students may be suspended out of school for up to five (5) days. Suspected use by a student will require a medical assessment by the School Nurse. Students who refuse to submit to an evaluation will be considered an act of admission and will be considered, along with other evidence, to determine whether or not a student is under the influence of a chemical substance.

This policy shall be enforced in the school building, on school property, on school buses, and at school-sponsored functions sanctioned by the school administration.

When a student violates the drug and alcohol use policy:

- The student may be immediately suspended for up to five (5) days.
- The appropriate law enforcement/juvenile officer may be immediately notified, and all evidence turned over to him/her. All evidence will be kept in a secured location by the NursesMC-Nashville Executive Director until it is turned over to the appropriate authority.
- The parents/guardians of the student will be notified and referred to the PNACC (Professional Nurses Academic & Conduct Committee). Parent(s) and student must both attend the PNACC and may be required to attend a reinstatement meeting in order for the student to be reinstated to in person learning.
- All procedural guidelines for suspension or expulsion will be followed. All students have the right to a hearing and rights of appeal.

**Intervention**

Students returning to NursesMC-Nashville after a suspension are required to attend a PNACC meeting for reinstatement. The PNACC team will review the suspension report, discuss the incident with the parent/guardian and student, and deliberate on whether to recommend any further disciplinary action and/or a behavior plan. This plan may require students to meet with the school Social Worker, School Counselor, Student Assistance Counselor, School Nurse and/or attend outside school counseling or support services.

**Inpatient/outpatient treatment**

Any student absent from school due to attendance at a community inpatient or outpatient treatment program should be provided educational support. Responsibility for students returning from a community treatment program rests with the student, parent, and community treatment program personnel. The Executive Director, school faculty, the student, parents, and community treatment personnel will work cooperatively to ensure the student's privacy rights under HIPAA/FERPA and to facilitate educational support when the student returns to full-time, in person learning.

## Searches, Breathalyzer, and Interrogations

Students are entrusted to the care and custody of the NursesMC-Nashville for the purpose of education. All students are entitled to perform in a safe environment free of dangerous weapons

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and drugs. In order to preserve the educational decorum, all school property including, but not limited to, desks, closets, and all school-associated items, are subject to search as determined necessary and appropriate.

**Search and Seizure**

Under the IV Amendment to the U.S. Constitution, students are protected from unreasonable search and seizure conducted by public school officials and teachers. The following rules shall apply to searches of students, school property, the property of individuals while in school, enroute to or from school, to or from school events on school buses, or in automobiles operated by students. A search may only be conducted by authorized individuals.

1. Searches shall be conducted based upon reasonable suspicion that school rules, town, city/state, or federal laws have or will be violated.
2. A search may be conducted on any area of property under the jurisdiction of NursesMC-Nashville and shall include items of personal property in the control of or possession of a student, including that which may be abandoned or discarded.
3. School authorities are authorized to seize illegal items or contraband that may present a threat to the safety of the individual or others. Items seized shall be retained in proper order to preserve a controlled chain of custody for purposes of prosecution by the police department.
4. Items that are used, or may be used, to disrupt or interfere with the educational process or environment may be temporarily removed from a student's possession. This includes all electronic devices that are either the property of the school or of the individual
5. Authorized individuals include the Executive Director, Director, faculty or staff member, or such person as the Executive Director may designate
6. A search of an automobile may only be conducted with the permission of the operator and/or owner of the vehicle.
7. Parents/guardians will be contacted upon completion of any search conducted by authorized individuals.

**Canine Searches**

The use of dogs trained to detect illegal drugs and/or other contraband, whether conducted by law enforcement or others retained by the School District, may occur anywhere on school property, school vehicles, and at school events. The use of dogs to search school property, or the personal property of students or others, are not searches which require a reasonable suspicion of a violation of law or school rules. Such searches may be conducted on school property and include, but not limited to desks, closets, vehicles on school property, and items of personal property.

**Breathalyzer**

Any student for whom there is a reasonable suspicion of the use of alcohol before or during the school day, prior to or during school sponsored activities, or on school property, may be asked to submit to a breathalyzer test. School property shall include, but is not limited to, school grounds, buildings, buses, gymnasiums, facilities rented by the school, and other facilities or premises utilized for school sponsored activities and/or events.

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The following guidelines shall apply:

1. A student about whom there is a reasonable suspicion of consumption of alcohol may be asked to submit to a breathalyzer test. Indicators of reasonable suspicion may include, but not limited to, alcohol odor, slurred speech, unsteady gait, lack of coordination, presence in the vicinity of an alcohol container, bloodshot or glazed eyes, or such other information as is reasonable to raise suspicion. No breathalyzer test will be administered if a student acknowledges consumption of alcohol.
2. Breathalyzer tests shall be administered in a secure location away from other students by the Executive Director, Director, School Nurse or other designee who has been fully trained in breathalyzer test administration.
3. Parents will be called following the administration of the breathalyzer test. If a student tests positive, parents must transport their student home. If a parent is not available to transport a student, local police may be called. Emergency medical personnel will be sought if the student is assessed to be in need of medical assistance. Students determined to have consumed alcohol will be subject to disciplinary consequences.
4. Refusal to submit to a breathalyzer test will be considered an act of admission and will be considered along with other evidence to determine whether or not a student has consumed alcohol.
5. Random testing of participants in school sponsored events may be conducted by authorized school personnel.
6. Non-students attending school sponsored events may be subject to breathalyzer testing and failure to pass such a test or refusal to submit shall be grounds to exclude such individuals from participation in the event.

## Physical Violence

Any student who threatens another student or staff member, physically intimidates another person, or makes inappropriate contact or harmful physical contact with another person, will be automatically suspended, referred to the Professional Nurse Academic and Conduct Committee (PNACC), and/or face further consequences per the discretion of the Executive Director and in accordance with the NursesMC-Nashville Bullying Prohibition and Prevention Policyand/or NursesMC-Nashville Prohibition Against Teen Dating Violence and Sexual Violence Policy.

## Positive Behavior/Behavioral Interventions

To support students in meeting the NursesMC-Nashville behavioral expectations, our program emphasizes a commitment to a respectful learning environment toward supporting all students in demonstrating appropriate behaviors.

All students will receive high-quality Tier 1 behavioral interventions, including positive reinforcement through the implementation of Positive Behavioral Interventions and Supports (PBIS) framework, which is anchored in our Pillars of Nursing.

Positive behavior will be reinforced, and students who struggle to meet behavioral expectations will be supported through interventions such as behavior contracts, check-in/check-out, small group social-emotional support, and counseling. Students who do not respond to Tier 2 supports will be provided a student behavior intervention plan (BIP) based on data collected by

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the RTI2 team, including but not limited to a Functional Behavior Assessment (FBA).

Behavioral interventions when needed may include sanctions within the classroom, behavioral plan and/or monitoring, school-wide limitations, or referral to the Professional Nurses Academic and Conduct Committee and may require faculty, parent, and /or administrative meetings.

**Steps to Address Behavior Concerns**

**Intervention -** Steps taken by faculty or staff to resolve an immediate issue or concern

**Warning Notice -** Notification to the student and family of any concerns (academic or behavioral), with possible steps for remediation.

**Conference -** A meeting between the student, parent/guardian, and school faculty and/or administration to identify issues (academic or behavioral) toward developing a plan of action and solutions.

**Administrative Action** - Actions taken through informal and formal behavior, and academic committees following other steps; undertaken if prior steps have not succeeded. Action by the Professional Nurse Academic and Conduct Committee Formal as required for serious behavioral infractions will occur.

The NursesMC-Nashville follows the Tennessee State Education Department and Committee on Special Education guidelines regarding out-of- school suspension of students for behavioral or disciplinary reasons.

Suspensions may be immediate in cases of community safety, for egregious violations of the Code of Conduct or where the continued presence of the student within the community creates the potential safety concerns or disruption to learning. Following a suspension, the student may be referred to the PNACC for further action. A re -instatement meeting with the Executive Director, the student, and parent/guardian must take place prior to resumption of attendance.

Should applicable law or regulation require further interventions for a particular student, such interventions will be addressed on an individual basis.

## The Professional Nurse Academic and Conduct Committee (PNACC)

The Professional Nurse Academic and Conduct Committee is the body that has been authorized by the Nurses Middle College's Board of Trustees to resolve major discipline and academic matters, hold hearings, and enter into behavior and/or academic agreements with students. The PNACC is made up of members of the faculty and leadership who deliberate on cases that have been brought to it through administrative action.

### Outline of Due Process Rights for Students and their Parents and/or Guardians

We respect and protect the rights of all students and families in all matters. Academic and behavioral expectations and potential interventions for violations are outlined above and elsewhere in this handbook. In cases of suspension and possible exclusion from school, the

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process includes options for immediate interim suspensions (pending a parent meeting), and longer ones (pending a PNACC or manifestation determination meeting). In all cases, NursesMC-Nashville will conform to state and federal guidelines and legislation concerning due process, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

Steps include:

Five (5) Consecutive Days or less

Prior to removal from school for five (5) consecutive days or less, NursesMC-Nashville will adhere to the following:

1. The student must be afforded oral or written notice of the charges against him/her;
2. If the charges are denied, the student must be afforded an explanation of the school's supportive evidence; and
3. The student must be afforded an opportunity to present his or her side of the story. If the student has not attained the age of majority (18), the notice and reason for the suspension must be provided to the student's parents in their spoken language.

Five (5) or More Consecutive Days

Prior to the removal from school for more than five (5) consecutive days, NursesMC-Nashville will adhere to the following:

1. A clear written statement of the reason for suspension or long term removal;
2. An opportunity for a formal hearing before the PNACC;
3. If a hearing is requested, the student is afforded prompt notice of the time and place of the hearing, with a reasonable time to allow for preparation;
4. Opportunity to be represented by legal counsel;
5. If the student is not 18 years old, the parent(s) or guardian is afforded the procedures outlined in steps 1, 2, 3, and 4 above;
6. At hearing, the right to cross-examine witnesses and to present witnesses on his or her behalf;
7. A complete and accurate stenographic or electronic record of the hearing, including all exhibits;
8. A written decision rendered within five (5) days time, based exclusively on the record detailing the reasons and factual basis therefore;
9. A copy of the decision; and
10. Special circumstances may warrant immediate removal from school. In such cases, an affected student may be removed prior to the school effectuating the aforementioned steps.

An appeal from the written decision may be made to the Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the Board within ten (10) calendar days of the date of the written decision unless the parent(s) or guardian(s) can show that extraordinary circumstances preclude them from doing so.

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The Board of Trustees will issue a written decision within ten (10) business days of receiving the appeal. The decision of the Board of Trustees may be appealed to the school's authorizer, the Tennessee State Board of Regents, through the Tennessee State Education Department, whose ruling shall be final.

Cause for appeal is limited to specific reasons:

1. Failure to follow due process;
2. The availability of new evidence, not presented earlier;
3. That the outcome of the hearing was grossly out of proportion to other, past, cases of similar infractions.

**Discipline for students with disabilities**

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge - in accordance with 34 CFR §300.534. If a disability exists, discipline shall take place in accordance with these provisions. The school shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will immediately be referred to the appropriate Committee on Special Education (CSE) for any consideration of changes.

If a student identified as having a disability is suspended during the course of the school year for a total of ten (10) days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such students shall not be suspended for a total of more than ten (10) days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to notification and involvement of the parent(s) or guardian(s).

The School will ensure that the Special Education Coordinator or Special Education Teachers and/or the general classroom teacher will attend all meetings regarding their students initiated by the CSE from the student's district of residence. These meetings could be relating to the

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development and implementation of behavioral intervention plans, initial referrals, change in service, or annual review, Manifestation Determination Reviews (MDRs), among other things.

**Provision of services during removal**

The School will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. § 300. 531.

Students removed for a period of fewer than five (5) cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make-up assignments or tests missed as a result of their suspension. The school also shall provide additional alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction, and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to progress appropriately in the general curriculum and achieve the goals of their Individualized Education Program (IEP). In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. The CSE of the student's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance and/or serious bodily injury offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the child to progress appropriately in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the student's district of residence.

**Additional due process (manifestation determination review - MDR)**

If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parent(s) or guardian(s) of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and two (2) immediately, if possible, but in no case later than ten (10) school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the student's behavior was not a manifestation of their disability, then the student may be disciplined in the same manner as a student without a

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disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s) or guardian(s) may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in their current educational placement pending the determination of the hearing officer.

If a parent or guardian requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons, drugs, or serious bodily injury, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent or guardian and school agree otherwise.

Prohibition and Prevention of Bullying

The State of Tennessee and the Department of Education have taken a strong stand against bullying in our schools. Our goal is to protect all students from harassment, bullying and discrimination. This encompasses all forms of bullying, including cyberbullying. We prohibits bullying, harassment, discrimination, or cyberbullying against students in school based on race, national origin, color, gender, age, disability, or religion. The NursesMC-Nashville is working to eliminate bullying and harassment in all forms within our school in order to provide a safe and secure school climate so that all students may learn. As part of the Anti-Bullying Education Program at NursesMC-Nashville it is important that all members of our community are aware of school policies including what bullying looks like. All students and their parents/guardians should read and sign the policies below.

Definitions

**Bullying** - an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, on a playground, on a school bus while a student is traveling to or from school, or on the Internet.

**Cyberbullying -** occurs when harassment or bullying happens through any form of electronic communication which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications.

Forms of cyber-bullying may include but are not limited to:

- The creation of a web page or blog in which the creator assumes the identity of another person;
- The knowing impersonation of another person as the author of posted content or messages; or
- The distribution by electronic means of a communication to more than one person or

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the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.

**Harassment** - the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that has or would have the following effect:

1. Reasonably and substantially interfering with a students educational performance, opportunities or benefits; or
2. Would reasonably be expected to cause a student to fear his or her physical safety.

**Discrimination** - the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.

**Crown Act**

The CROWN Act protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond typical classrooms. School administrators can work to create a culturally responsive and sustaining school environment that reflects the diversity of its students, including their hairstyles, and supports student self expression. The enactment of the CROWN Act provides the opportunity for districts and schools to engage students, staff, and the community in the process of revisiting and revising their codes of conduct and dress codes to include the provisions of the CROWN Act and the Commissioner's Regulations regarding DASA (100.2 (jj), (kk)). Under DASA and the CROWN Act, schools are responsible for ensuring that:

- teaching staff and other school personnel are aware of the Crown Act;
- school personnel understand that formal disciplinary action against students based on their natural hair texture and protective hairstyles is prohibited;
- school personnel understand that, given their inherent position of authority over students, they are responsible for preventing racial discrimination and supporting all students' access to school, participation in activities, and inclusion for opportunities inside and outside of the classroom; and

The CROWN Act helps to promote school belonging and engagement for all students; reduces disparities in school discipline; increases educational engagement and academic success; and protects students, regardless of gender or gender identity.

**At School** - on school premises, at any school-sponsored activity or event whether or not it is held on school premises, on a school-transportation vehicle, at an official school bus stop, using property or equipment provided by the school, or acts which create a material and substantial disruption of the education process or the orderly operation of the school.

**School Climate**

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited. School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies.

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School faculty, administration, and staff, at all times, will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

**Reports of Bullying**

Nurses Middle College Nashville requires students and/or staff to immediately report incidents of bullying to the Head of School/Executive Director. Staff who witness such acts take immediate steps to intervene when safe to do so and complete the Nurses Middle College Nashville Incident Report Form.

Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure that bullying does not occur on school campuses, Nurses Middle College Nashville will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Policy Oversight and Responsibility

The Executive Director shall be responsible for the implementation and oversight of this bullying policy. The Executive Director shall provide the Board of Trustees with a summary report of incidents, responses, and any other bullying-related issues at least twice annually. The prevention of bullying shall be part of the school's strategic plan and safety plan.

Information Dissemination

The School Administration shall ensure that students, staff, volunteers, and parents/legal guardians are provided information regarding this Policy. This information shall include methods of discouraging and preventing this type of behavior, the procedure to file a complaint, and the disciplinary action that may be taken against those who commit acts in violation of this policy.

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This policy shall be:

- Distributed annually to students, staff, volunteers, and parents/legal guardians
- Included in student codes of conduct, disciplinary policies, and student handbooks
- A prominently posted link on the home page of the school /district website

Reporting

The Executive Director shall establish, and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of bullying may be filed and how this report will be acted upon. (See Appendix A for Reporting Form)

The victim of bullying, anyone who witnesses an incidence of bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

Any student or staff member who believes they are being bullied should immediately report such circumstances to an appropriate staff member, teacher or administrator.

Parents/Guardians of the victim of bullying and parents/guardians of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report. When there is a reasonable suspicion that a child is either a bully or a victim of bullying, the parents/guardians of the child will be notified immediately by the Executive Director.

Responsibility of Staff: School staff, including volunteers, who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action.

Responsibility of Students: Students who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action. The victim of bullying, however, shall not be subject to discipline for failing to report the bullying. Student reports of bullying or retaliation may be made anonymously, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Prohibition against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying shall not be tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.

False Reporting/Accusations: A school employee, school volunteer or student who knowingly makes a false accusation of bullying or retaliation shall be disciplined in accordance with the school policies.

Reports in Good Faith: A school employee, school volunteer, student, parent/ legal guardian, or caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy shall be immune from a cause of action for damages arising from reporting bullying.

Investigation/Response

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The Executive Director shall promptly investigate all allegations of bullying, harassment, or Intimidation. If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed. The Executive Director or other qualified staff may be utilized to mediate bullying situations.

The investigation will include an assessment by the School Social Worker of what effect the bullying, harassment or intimidation has had on the victim. A student who engages in continuous and/or serious acts of bullying will also be referred to the school social worker.

Police Notification: Immediate notification of the local law enforcement agency will be made when circumstances warrant the pursuit of criminal charges against the perpetrator.

Protection: If a student is the victim of serious or persistent bullying:

- The Executive Director will intervene immediately to provide the student with a safety plan to ensure a safe educational environment.
- The interventions will be developed, if possible, with input from the student, his or her parent/ guardian, and staff.
- The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

Disciplinary Action

The disciplinary actions for violations of the bullying policy shall be determined by the school. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying behavior.

The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:

- Admonitions and warnings
- Parental/ Guardian notification and meetings
- Detention
- In-school suspension
- Loss of school-provided transportation or loss of student parking pass
- Loss of the opportunity to participate in extracurricular activities
- Loss of the opportunity to participate in school social activities
- Loss of the opportunity to participate in graduation exercises or promotional activities
- Police contact
- School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

Social Services/Counseling

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for bullying victims, perpetrators and appropriate family members of said students.

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Social Networking

Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

Other Redress

This section does not prevent a victim of bullying, cyber-bullying or retaliation from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

## Prohibition Against Teen Dating Violence and Sexual Violence

Teen dating violence and sexual violence are prohibited at NursesMC-Nashville. The prevention of teen dating violence and sexual violence is part of NursesMC-Nashville' strategic plan and school safety plan. Dating Violence and Sexual Violence will not be tolerated at NursesMC-Nashville. The purpose of this policy is to:

- raise school-wide awareness about teen dating violence and sexual violence;
- provide direction in responding to incidents; and
- prevent new incidents of dating violence, and sexual violence.

Definitions

**At School** - on school premises, at any school-sponsored activity or event whether or not it is held on school premises, on a school-transportation vehicle, at an official school bus stop, using property or equipment provided by the school, or acts which create a material and substantial disruption of the education process or the orderly operation of the school.

**Bullying** - the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- Causes physical or emotional harm to the student or damage to the student's property;
- Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;
- Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- Infringes on the rights of the student to participate in school activities; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as: Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

Bullying most often occurs as repeated behavior and often is not a single incident between the

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bullying/cyber-bullying offender(s) and the bullying victim(s).

**Bystander** - someone who is aware of dating violence or sexual violence, but does not intervene or seek help for the victim.

**Cyber-bullying** - bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications.

Forms of cyber-bullying may include but are not limited to:

- The creation of a web page or blog in which the creator assumes the identity of another person;
- The knowing impersonation of another person as the author of posted content or messages; or
- The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.

**Dating** - any romantic relationship between an unmarried couple regardless of duration, commitment level, or physical intimacy. Dating includes hooking up, going out, and friends with benefits.

**Dating Partner** - Any person, regardless of gender, involved in a dating relationship. This could include persons who have a former dating or sexual relationship, are same sex couples, or are unrelated but have had intimate or continuous social contact with one another.

**Dating Violence** - a pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal or emotional abuse to control his or her dating partner.

**Perpetrator/Abuser/Dominant Aggressor** - a person who uses either bullying, dating violence, or sexual violence to establish and maintain power and control over the target of their behavior. The dominant aggressor/abuser means the person determined to be the most significant, rather than the first, aggressor. The following should be considered when identifying the dominant aggressor:

1. whether either person made threats creating fear of physical injury;
2. whether there is a history of domestic or sexual violence between the persons involved;
3. whether either person acted in self-defense; and
4. whether either person used or threatened to use a weapon and/or physical force.

**Rape** - is nonconsensual oral, anal, or vaginal penetration of the victim by body parts or objects using force, threats of bodily harm. This includes taking advantage of a victim who is incapacitated or otherwise incapable of giving consent. Incapacitation may include mental or cognitive disability, self-induced or forced intoxication, status as minor, or any other condition defined by law that voids an individual's ability to give consent.

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**Sexual Assault** - includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- Intentional touching of someone in ways that are unwanted,
- Voyeurism,
- Exposure to exhibitionism,
- Undesired exposure to pornography, or
- Public display of images that were taken in a private context or when the victim was unaware.

**Sexual Harassment** - includes degrading remarks, gestures, and jokes, notes, graffiti, and spreading rumors to indecent exposure, being touched, grabbed, pinched, or brushed against in a sexual way.

By an Employee: Sexual harassment of a student by a school employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually- motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

A school employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

The conduct is severe, persistent, or pervasive such that it:

- Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or;
- Creates an intimidating, threatening, hostile, or abusive educational environment.

By Others: Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is severe, persistent, or pervasive.

Sexual Violence: includes sexual harassment, sexual assault, and rape. In cases of sexual violence, the perpetrator may be a stranger, acquaintance, friend, family member, or partner.

Stalking: is the willful, malicious, and repeated following of another person with the intent to place that person in reasonable fear of bodily injury.

Victim/Survivor: the target of the perpetrator’s coercive and/or violent acts.

Witness: someone whose awareness of dating violence compels them to intervene and/or seek help on behalf of the victim.

Reporting Responsibilities:

School administration shall establish, and prominently publicize to students, staff, volunteers, and parents, how to report dating violence and how such reports will be acted on. The victim of dating violence, or sexual violence, witnesses/bystanders to such actions, or anyone who has

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information that these actions have occurred may file a report.

Investigation:

The Executive Director shall investigate dating violence and sexual violence reports. If the allegation is found to be credible, appropriate disciplinary sanctions, subject to due process procedures, shall be Imposed. Whenever teen dating violence or sexual violence involved conduct that violates criminal law, the police shall be notified.

Disciplinary Sanctions:

Disciplinary sanctions for dating violence, or sexual violence may include loss of privilege to participate in extra-curricular activities including athletics and school social events; loss of school bus transportation; assignment of additional school work or community service; and, depending on the extent of involvement in the prohibited activity, suspension from school.

Victims' Rights and Protection:

The NursesMC-Nashville is committed to creating a campus environment that promotes timely and fair adjudication of teen dating violence, and sexual violence cases. School administration shall protect the rights and privacy of the victim as well as the due process rights of the alleged perpetrator.

Prevention:

The Executive Director shall ensure that students and staff are instructed on how to identify, prevent, and report teen dating violence, and sexual violence. School administration shall also ensure that the school health program and counseling services include the appropriate social skills training to help students avoid isolation and help them interact in a healthy manner.

School staff shall model correct and courteous behavior to each other, to students, parents and to visitors. Abusive or humiliating language or demeanor shall not be accepted. The staff shall ensure that each student is known by a teacher that the student can turn to if abuse develops. To the extent possible, the influence of cliques and other exclusive student grouping shall be diminished by the creation of inclusive school activities in which all students are encouraged to participate.

**Responsibilities and Expectations**

Responsibility of Leadership:

Investigation of all Teen Dating Violence, and Sexual Violence Reports:

The Executive Director shall investigate all allegations of dating violence, and sexual violence and the parties involved. If the allegation is supported by the outcome of an approved investigation, appropriate disciplinary sanctions, subject to any appropriate due process procedures, will be imposed. The investigation will include an assessment of what effect the dating violence, and/or sexual violence has had on the victim.

Creation of Individualized School Safety Plan:

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When a student discloses dating violence, and/or sexual violence, school administration shall work with the victim, alleged perpetrator, their respective parents, appropriate staff, and possibly a domestic violence advocate to create an individualized safety plan. Whenever possible, face-to-face contact between the victim and alleged perpetrator should be avoided. If changes need to be made, attention should be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, not the victim. The safety plan could include the following three (3) components, depending on the circumstances:

Victim Safety Plan:

A safety plan is a tool for helping to increase students' safety. When responding to an incident of sexual harassment, dating violence or sexual violence, NursesMC-Nashville shall develop a safety plan in collaboration with the victim and the victim's parents that may include the following elements:

- The staff person(s) that have been identified as a support system for the victim,
- Routes to and from school,
- Routes to and from classes, class changes and/or locker changes,
- Names and contact information of peers who can help support the victim and accompany him or her to and from classes as needed,
- A discussion of potential school-related problems/areas of concern and strategies for increasing safety: after-school activities, class trips, dance, etc.
- A plan of action for the victim to follow if he/she encounters the alleged perpetrator outside of school in a public place, on public transportation, at the victim's home, at the home of a friend, etc.
- A list of general safety tips to aid the victim outside of school: lock doors, screen phone calls, never walk alone, etc.
- A list of local resources: shelters, hotlines, agencies, advocates, and other services,
- Follow-up meeting dates to review the situation and to make any necessary adjustments.
- School Stay-Away Agreement

Enforcement of Protective Orders:

When a legal protective order (such as a Restraining or No-Contact order) has been issued by a court to protect one student from another, NursesMC-Nashville shall take the following steps:

Hold separate meetings with the victim and the alleged perpetrator and their respective parents to:

- Review the protective order and ramifications.
- Clarify expectations.
- Review the school day, classes, lunch (open/closed campus situation), and activities, paying attention to potential conflicts and opportunities for face-to-face contact between the victim and the alleged perpetrator.
- Identify schedule overlaps, i.e. arrival/dismissal times, classes, lunch, before- and after-school activities, locker, etc.

Stay-Away Agreements: School-Based Alternatives to Protective Orders:

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The school-based alternative to a legal protective order is called a Stay-Away Agreement. The Stay-Away Agreement provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at school -sponsored activities. It is designed to ensure the safety of the victim.

NursesMC-Nashville encourages Stay-Away Agreements in a conference with the alleged perpetrator and their parent/guardian. If the parent/guardian is unavailable or unwilling to attend the conference, the school may note this on the Agreement. A Stay-Away Agreement may include the following elements:

- A description of the relationship between the victim and alleged perpetrator.
- A description of the violent incident(s): what, when, where, witnesses.
- A list of behaviors that the alleged perpetrator may not do (i.e. talking to the victim, sitting near the victim, sending notes to the victim, etc.).
- Schedule changes for the alleged perpetrator (to separate the victim and alleged perpetrator), including classes, lunch period, arrival and dismissal times, locker location, and extracurricular activities.
- Notes on other disciplinary actions taken.
- Disciplinary consequences if the alleged perpetrator violates the Stay-Away Agreement.
- Dates during which the Stay-Away Agreement is valid.
- Date when the Stay-Away Agreement will be reviewed.

The individualized safety plan will be developed, if possible, with input from the parents/guardians of the students involved. Staff members who are to implement the plan will help formulate it. The Executive Director is responsible for assigning a designee to oversee prompt resolution of an incident; identifying who needs to be notified (school personnel, parents, police, School Resource Officer); and providing a protocol for the school's response where an abuse prevention order is issued against one student, for the protection of another students.

Responsibility of School Staff:

School staff shall take all reasonable measures to prevent teen dating violence or sexual violence. All school staff who witness, hear of, or have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents according to this policy. In this context, the staff includes volunteers working in the school. Failure of any school staff member to follow these procedures will result in consequences consistent with NursesMC-Nashville's existing policies for non-compliance.

Responsibility of Students

Students who observe an act of teen dating violence or sexual violence, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to school authorities. The victim shall, however, not be subject to discipline for failing to report dating violence or sexual violence.

## Protocol For Responding To Reports of Teen Dating, Violence, and Sexual

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## Violence

NursesMC-Nashville hereby incorporates the following response protocol to teen dating violence and sexual violence into its school district policies.

Protocol for School-Based Intervention:

Staff Members - Any school staff member who witnesses or learns of an act of teen dating violence, sexual violence, sexual harassment, sexual assault, or rape shall take the following steps:

1. Separate the victim from the alleged perpetrator.
2. Speak with the victim and alleged perpetrator separately
3. Speak with any bystanders who may have been present or involved.
4. Encourage them to speak up directly on behalf of the victim if they should witness further incidents, or to get help from school personnel
5. Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a referral to school administration
    a. Inform the victim of their right to file a complaint of sexual harassment, dating violence, or sexual violence with any counselor or administrator
6. Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

Leadership - Any school leader who witnesses or learns of an act of teen dating violence, sexual violence, sexual harassment, sexual assault, or rape shall take the following steps:

1. Separate the victim from the alleged perpetrator.
2. Meet separately with the victim.
3. Review the student's complaint form or assist the student in documenting the incident on a complaint form during the meeting.
4. Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately. Document all information.
5. If the assessment by the School Social Worker, School Counselor, Student Assistance Counselor or leadership determines that the incident involved physical or sexual assault or threats, the School Social Worker, School Counselor, Student Assistance Counselor or leadership should notify the Executive Director, School Resource Officer, Title IX Coordinator (if appropriate) or police immediately.
    a. If the assessment by a school psychologist, social worker, or counselor determines that the victim's mental health has been placed at risk, make appropriate referrals.
    b. Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an incident of sexual harassment, dating violence, or sexual violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the incident.
6. Track progress of investigation and intervention on the Student-On-Student Altercation Response Chart to ensure that all important actions are taken.

Protocol for Working with the Victim:

In working with the victim, NursesMC-Nashville makes every reasonable effort to protect the due

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process rights of the alleged perpetrator. Leadership shall consider adopting the following methods of intervention with the victim:

- Conference with the victim and parent/guardian.
- Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation.
- Inform the student and parent/guardian of school and community resources as needed, including their right to file charges or seek legal protection.
- Encourage the student to report further incidents.
- Inform the victim of his or her right to request a Stay-Away Agreement or another school-based alternative to a protective order
- For situations also involving sexual harassment, inform the victim of his or her right to file a complaint alleging sexual harassment directly with the Title IX Coordinator.
- A complaint may also be filed with the Office for Civil Rights.
- If the behavior included a violent criminal offense, the victim will be informed of any school transfer rights he or she may have under the state or federal law.
- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.
- Document the meeting and any action plans on a complaint form. If the victim or parent/guardian declines to document the incident, note this on a complaint form.
- Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.

Administrators may provide the victim with the right to have a support person present during all stages of the investigation.

<u>Protocol for Working with the Alleged Perpetrator</u>

The NursesMC-Nashville makes every reasonable effort to protect the due process rights of the alleged perpetrator. At their discretion, administrators shall consider adopting the following methods of intervention with the perpetrator:

- Conference with the alleged perpetrator and parent/guardian.
- Allow the alleged perpetrator an opportunity to respond in writing to the allegations.
- Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.
- Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate the victim of dating violence or sexual violence, those who are witnesses, or those investigating an incident shall not be tolerated. In most cases retaliation or a threat of retaliation will result in the imposition of a short or long-term school suspension and, in appropriate cases, referral to the police.
- Increase supervision of the alleged perpetrator as needed.
- Document the meeting and action plans on a complaint form.

<u>Protocol for Documentation and Reporting of Incidents:</u>

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NursesMC-Nashville shall establish, and prominently publicize to students, staff, volunteers, and parents, how to report incidents of teen dating violence or sexual violence may be filed and how this report will be acted upon. Anyone who has information concerning an incident of abuse may file a report. NursesMC-Nashville hereby incorporates the following protocol to document teen dating violence into its policy.

1. Teen dating and sexual violence complaints and investigations are kept in a file separate from academic records. This practice is recommended to prevent inadvertent disclosure of confidential information.
2. Each complaint of teen dating or sexual violence, either written or orally given, must be documented. Documentation includes:
    a. All allegations constituting the original complaint;
    b. All evidence, statements, etc. gathered in support of or contradiction to the allegations;
    c. Report of findings and recommendation(s) for action to disciplinary or other administrator(s);
    d. Safety planning actions taken, including changing the victim's or offender's schedule and school activities; and
    e. Follow-up actions, including any responses to disciplinary and safety planning actions and status reports from the victim.
3. In addition to the information specified above, NursesMC-Nashville shall track and archive aggregate, annual data on the incidence, types and prevalence of teen dating violence, and/or sexual violence.
4. School administration shall provide the Board with a semi-annual report on incidents of teen dating violence, and sexual violence which have taken place in the schools under their respective supervision. This report will include a statement describing what remedial action has been taken to address the incidents.

## Prevention of Teen Dating Violence, and Sexual Violence Through Education, Training, and Social Norms Change

Administrator and Staff Training: The following is required:

The school shall provide training on NursesMC-Nashville' teen dating violence policy and on the topic of teen dating violence to all leadership, staff, Teachers, Nurses and Mental Health staff. Upon the recommendation of the Executive Director, other staff may be included or may attend the training on a volunteer basis; thereafter, this training shall be provided yearly to all newly hired staff deemed appropriate to receive the training by the Executive Director.

The training shall specifically include, but not be limited to:

- Basic principles and warning signs of dating violence;
- NursesMC-Nashville's dating violence policy may also include:
    - Identifying issues of confidentiality and safety related to dating violence, and
    - Appropriate school-based interventions for dating violence.
- Overlap of dating violence and sexual violence policy with Title IX policy

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These concepts related to sexual violence shall also be integrated into trainings. The school's dating violence and sexual violence policy shall be reviewed at the training, to ensure that school staff are able to appropriately respond to incidents at school, provide instruction on how to file a complaint against dating violence and sexual violence, and understand the disciplinary action that may be taken against those who commit such acts. Ideally, these trainings will be facilitated by a school staff person and a representative from a community agency that services victims of bullying; intimate partner violence, and/or sexual violence such as a victim advocate.

Student Education:

On-going age-appropriate education on healthy relationships shall be provided to all students. This curriculum shall include, but not be limited to, defining teen dating violence, recognizing dating violence warning signs and characteristics of healthy relationships.

Additionally, students shall be provided with the school's bullying, teen dating violence, and sexual violence prevention policy. Upon written request to school administration, a parent or legal guardian of a pupil less than eighteen (18) years of age, within a reasonable period of time after the request is made, shall be permitted to examine the health education instruction materials at the school in which his or her child is enrolled.

## Social Norms Change

School staff will always model correct and courteous behavior to each other, to students, and to visitors to the school. Abusive or humiliating language or demeanor will not be accepted. An effort will be made to ensure that each student is well known by at least one certified teacher so that the student will have someone to turn to at school if a situation of bullying, dating violence, or sexual violence develops. To the extent possible the influence of cliques and other exclusive student groupings will be diminished by the creation of a range of inclusive school activities in which students will be encouraged to participate.

## Title IX Policy - Non-Discrimination Policy

Purpose

This policy is established by NursesMC-Nashville in adherence with Title IX of the Education Amendments of 1972 ("Title IX") and all applicable Tennessee statutes and regulations. Title IX prohibits the school from discriminating on the basis of sex (including sexual harassment and sexual violence) in all facets of its educational programs and activities, including distance learning.

This policy applies equally to all of NursesMC-Nashville's students, employees, authorized volunteers, parents, and other members of the NursesMC-Nashville community. This Policy applies to conduct at school, at school events, and away from school in all other instances when NursesMC-Nashville has substantial control over the parties and the context in which the alleged misconduct occurred.

Notice of Non-Discrimination

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NursesMC-Nashville does not discriminate on the basis of race, color, national origin, disability age, or sex in the delivery of its education programs and activities, and indeed, NursesMC-Nashville is required pursuant to Title IX not to discriminate in such a manner. If any member of the NursesMC-Nashville community has any questions or concerns with respect to this Policy and/or Title IX, they may contact NursesMC-Nashville's Title IX Coordinator and/or the Department of Education's Office of Civil Rights. NursesMC-Nashville's Title IX Coordinator is identified within this Policy and shall be available to answer all questions concerning this Policy.

NursesMC-Nashville's policy of non-discrimination in its educational programs and activities extends to employment and admission considerations.

Definitions:

**At School** - In a classroom, all school common areas, on or immediately adjacent to school premises, on school property, on a school bus or other school-related vehicle, at a school bus stop, or at any school-sponsored or school-related activity or event whether or not it is on school grounds.

**Authorized Volunteer** - Any person who 1) is not employed by the school, 2) does not receive any compensation from the school, 3) has undergone school-required criminal background checks, and 4) is permitted to provide services approved by NurseMC-CR to the community, including students, employees, and other partners.

**Away from School** - Any location not defined above as "at school" but remaining within substantial control of NurseMC-CR.

**Bystander** - Someone who is aware of behavior or conduct "at school" in violation of or reasonably believed to be in violation of this Policy, including sexual violence and/or sexual harassment.

**Complainant** - Person who is alleged to be the victim of conduct that could constitute sexual harassment. For students under the age of majority, parents and legal guardians have the legal right to act on behalf of the student complainant in Title IX matters.

**Formal Complaint** - A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed. A document filed by a complainant is a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

**Respondent** - A person who has been reported to be the perpetrator of conduct that could constitute sexual harassment. A Respondent can be another student, a teacher, an administrator, any other NurseMC-CR employee, or a third party. Respondents will be presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process

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**Sexual Assault** - Includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, intellectual disability, or any other disability precluding the victim from forming consent. Sexual assault may involve, but is not limited to, actual or threatened physical force, use of weapons, coercion, intimidation or pressure, intentional touching of someone in ways that are unwanted, voyeurism, exhibitionism, exposure to pornography, and/or public displays of images that were taken in a private context or when the victim was unaware.

**Witness** - Someone whose awareness of sexual violence compels them to intervene and/or seek help on behalf of the victim.

**Sexual Harassment** - Includes, but is not limited to, degrading remarks, gestures, jokes, notes, graffiti, and spreading rumors to indecent exposure, being touched, grabbed, pinched, or brushed against in a sexual way. Unwelcome conduct on the basis of sex that satisfies one or more of the following: An employee conditioning the provision of an aid, benefit, or service of the district on the complainant's participation in unwelcome sexual conduct; unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a complainant equal access NurseMC-CR's education program or activity; or sexual assault, dating violence, domestic violence, or stalking.

**Sexual Harassment of a Student by a NurseMC-CR Employee** - Sexual harassment of a student by a NurseMC-CR employee includes, but is not limited to, both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

A NurseMC-CR employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct, or;

The conduct is of the type that reasonable person would determine is so severe, persistent, pervasive, and objectionably offensive that it affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or; creates an intimidating, threatening, hostile, or abusive educational environment.

**Sexual Harassment of a Student (Including Harassment by Another Student)** - Includes, but is not limited to, unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is of the type that a reasonable person would determine is severe, persistent, pervasive, and objectionably offensive that it effectively denies a complainant equal access NurseMC-CR's education program or activity; or sexual assault, dating violence, domestic violence, or stalking.

**Sexual Harassment of a NurseMC-CR Employee or Authorized Volunteer** - NurseMC-CR adopts the definitions and conditions set forth in NurseMC-CR's employee sexual harassment policy as defined under governing NY law.

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**Sexual Violence** - Includes, but is not limited to, isolated/individual instances of sexual misconduct and/or aggression, sexual harassment, sexual assault, and/or rape. In cases of sexual violence, the perpetrator may be a stranger, acquaintance, friend, family member, or partner.

**Sexual Violence Perpetrated Against a Student** - Sexual violence perpetrated against a NurseMC-CR student, regardless of the perpetrator, includes, but is not limited to, both welcome and unwelcome sexual advances; requests for sexual favors; sexually-motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

The student is caused to reasonably believe that he/she must submit to the conduct in order to participate in a school program or activity, or that a perpetrator will make an educational and/or school-related decision based on whether or not the student submits to the conduct.

Conduct constituting "sexual violence" need not be repetitive, persistent, or pervasive such that it affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or; creates an intimidating, threatening, hostile, or abusive educational environment.

**Sexual Violence Perpetrated Against a NurseMC-CR Employee or Authorized Volunteer** - NurseMC-CR adopts the definitions and conditions as defined under governing NY law.

**Supportive Measures -** Individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

**Title IX Coordinator**

The Title IX Coordinator's responsibilities shall include, but are not limited to:

- Coordinating NurseMC-CR's compliance with Title IX, including NurseMC-CR's grievance procedures for resolving Title IX Complaints;
- Drafting and publicizing procedures for reporting possible Title IX violations;
- Overseeing NurseMC-CR's prevention of and response to Title IX reports and complaints;
- Ensuring fair, equitable, and prompt resolution of complaints;
- Offering the complainant supportive measures with or without the filing of a formal complaint, considering the complainant's wishes with respect to supportive measures, and explaining to the complainant the process for filing a formal complaint;
- Identifying and addressing any patterns or systemic problems revealed by such reports and complaints;
- Providing confidential (to the extent possible) written reports to the Head of School and the Board of Directors as requested, but at least once every 4 months. Reports shall be kept in a separate and secure Title IX file;
- Providing training to NurseMC-CR's employees, authorized volunteers, and other members of the NurseMC-CR community with respect to Title IX and NurseMC-CR's implementation of this Policy.

The Title IX Coordinator shall understand and have knowledge of the Title IX requirements and

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NurseMC-CR's own policies and procedures on sex discrimination, anti-bullying, anti-retaliation, school place violence, and sexual harassment. NurseMC-CR shall require that the Title IX Coordinator, as well as investigators and adjudicators, be free of any conflict of interest or bias for or against complainants or Respondents, generally, or an individual complainant or Respondent. Any training materials for Title IX Coordinators, Investigators, Adjudicators, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Each and every report or complaint filed with NurseMC-CR pursuant to Title IX or reasonably related to Title IX must be provided to the Title IX Coordinator to achieve his/her mission.

The Title IX Coordinator and Investigator is the Director of Teaching and Learning.

**Sexual Violence and Sexual Harassment** - Sexual harassment and sexual violence are prohibited and will not be tolerated. NurseMC-CR expressly prohibits sexual harassment and sexual violence at school of or by a student to another student; a student of or by a member of the staff; and/or of or by any other person who is any way associated with NurseMC-CR. This policy also prohibits sexual harassment and/or sexual violence by and among NurseMC-CR employees and authorized volunteers. To this end, NurseMC-CR commits its staff to the implementation of a comprehensive and preventive approach that addresses the underlying reasons for this behavior and helps to create a better school community that supports learning and teaching for students and adults.

## Title IX Grievance Procedure

To facilitate the prompt and equitable resolution of any and all Title IX complaints, NurseMC-CR adopts the following grievance process. For the purpose of Title IX complaints and investigations, NurseMC-CR will apply a preponderance of the evidence standard of review. Complainants may choose to submit a written grievance to NurseMC-CR's Title IX Coordinator using the Title IX grievance form included as Appendix A of this Policy. NurseMC-CR shall respond to all Title IX complaints promptly and in a manner that is not deliberately indifferent, that is, in a way that is not clearly unreasonable in light of the known circumstances.

A formal grievance process is initiated when:

- A Complainant submits a written statement alleging discrimination prohibited by Title IX to the Title IX Coordinator.
- When the Title IX Coordinator receives a report of a suspected Title IX violation from another NurseMC-CR student, employee, volunteer, or other community member.
- Upon the Title IX Coordinator's receipt of a grievance or other complaint pursuant to this policy, or the Title IX Coordinator's initiation of the grievance process, a Title IX Investigator, shall commence and conduct an investigation pursuant to the procedures set forth within this Policy. The Title IX Coordinator may also serve as an Investigator, or may designate another trained Title IX Investigator from within or outside of NurseMC-CR to conduct investigations.
- The Title IX Coordinator will provide written notice of the investigation to all parties. The notice will include, among other things, a copy of this policy and a sufficiently detailed

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description of the allegations. The notice will specify the identities of the parties involved, the conduct allegedly in violation of Title IX, and the date and location of the incident(s), if known.

- Following an investigation, a Decision Maker, who is neither the Title IX Coordinator nor the Investigator, shall determine whether the Complainant was excluded from participation in, denied the benefits of, or subjected to discrimination on the basis of sex with respect to any NurseMC-CR program or activity.
- Hearings are not required under Title IX for complaints involving elementary and secondary school students, and there is no right to a hearing under NurseMC-CR's standard grievance procedure. If a party requests a hearing, the Title IX Coordinator will determine, in his/her sole discretion, whether to grant the request. The Title IX Coordinator's decision in this regard is not subject to appeal.
- After reviewing the Title IX Investigator's report and any submissions of the parties, and following a hearing, if such hearing is requested and granted, the Decision Maker shall prepare a written report setting forth his/her findings, conclusions, and actions to be taken, if any, and will determine with whom to share the report.
- The Title IX Coordinator shall, as necessary, take appropriate action(s) to ensure that NurseMC-CR implements any remedies called for in the decision and otherwise complies with Title IX in a manner that is prompt and equitable to the parties.
- If any of the parties wish to appeal the decision(s) of the Decision Maker, that party must make a written appeal to NursesMC-Nashville Board of Trustees within ten (10) business days. Appeals will only be allowed for the following reasons:
    - Procedural irregularity that affected the outcome of the matter; or
    - New evidence that was not reasonably available at the time the determination regarding responsibility was made, that could affect the outcome of the matter; or
    - The Title IX Coordinator, Investigator, Hearing Officer, or Decision-Maker had a conflict of interest or bias for or against complainants or Respondents generally or the individual complaint or Respondent that affected the outcome of the matter.
- If/When an appeal is allowed, parties will be notified in writing and will have the opportunity to submit a written statement in support of or challenging the decisions of the Decision Maker. Appeals will be decided by the Board of Trustees.
- The Board of Trustees shall issue a written report within ten (10) business days of the deadline for the submission of written statements by the parties. The Board of Directors' written report shall include a notice to the parties of their further appellate rights.

To the extent possible, NursesMC-Nashville strives to complete all Title IX investigations, from date of report to final hearing and notice of outcome, within 60 days.

The Title IX Decision-maker is the Executive Director.

**Reporting Responsibilities:**

The Title IX Coordinator shall establish - and prominently publicize to students, employees, volunteers, and parents - procedures concerning how to report conduct believed to violate this Policy and how such reports will be acted on. Anyone who experiences and/or witnesses conduct that is or is reasonably believed to be in violation of this Policy, and/or or anyone who has

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information that such actions have occurred may file a report.

Reports must be acted upon by those persons receiving the report and the Title IX Coordinator (upon receipt of a report), whether made orally or in writing. Knowingly filing false reports shall result in the taking of disciplinary measures.

All NursesMC-Nashville employees, other than NursesMC-Nashville School Counselors, Social Workers, Student Assistance Counselors, School Nurse, and Psychologists who are required to maintain the confidentiality of the information shared with them, shall report incidents of alleged violations of this Policy to the Title IX Coordinator as soon as they learn of or have actual knowledge of any conduct allegedly in violation of this Policy. Employees shall report all relevant details that the victim Complainant shared or that the employee observed, including, but not limited to, the names of the alleged Respondent and Complainant (or a victim who does not wish to file a Complaint), the date, time, and location of the alleged conduct, and the circumstances surrounding the alleged conduct. A NursesMC-Nashville employee's failure to report a violation of this Policy of which he or she has actual knowledge shall result in disciplinary action, including termination of employment.

Students who witness alleged violations of this Policy, or parents whose children inform them of alleged violations of this Policy, shall report incidents to the Title IX Coordinator. Whether victims of alleged Title IX violations choose to file a complaint or not, they shall not be disciplined for failing to report an alleged violation of this Policy themselves. All reports from students or parents/guardians will be maintained in confidence to every extent possible.

Although NursesMC-Nashville cannot discipline or sanction parents or guardians who elect not to report violations of this Policy, particularly sexual violence and/or sexual harassment, when they learn of any such conduct, NursesMC-Nashville strongly encourages parents or guardians to contact the Title IX Coordinator as soon as practicable with any and all relevant information that they receive.

All reports will remain confidential, to every extent possible. NursesMC-Nashville may, however, have a legal obligation to share information received during an investigation. For example, NursesMC-Nashville is required to report known and suspected cases of child abuse to the Office of Children and Family Services (OCFS). NursesMC-Nashville may also have an obligation to report known or suspected violations of the law to law enforcement.

No individual who exercises their Title IX rights shall be subject to retaliation. Neither the school nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. The school shall keep confidential the identity of complainants, Respondents, and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), or as required by law, or as necessary to carry out a Title IX proceeding. Complaints alleging retaliation may be filed according to the Grievance

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Procedures in this Policy. By filing a Title IX complaint, no student, employee, volunteer or parent making such a report shall extinguish his or her right to file criminal or civil complaints concerning the same conduct.

Upon receiving a credible report of an alleged violation of this Policy, NursesMC-Nashville will take all necessary measures to ensure the safety all parties (e.g., separate the Complainant/student-victim from the Respondents; provide alternative schedules to one or both parties; provide necessary support services to the Complainant/student-victim, etc.) and will provide the Complainant/student-victim and the Respondents and their respective parent(s) or guardian(s) with regular updates as to the status of the investigation. NursesMC-Nashville shall implement appropriate interim supportive measures on a case by case basis and shall not rely upon any fixed rules related to any such measures. NursesMC-Nashville will provide Complainants/student-victims with the contact information for available resources outside of NursesMC-Nashville, including but not limited to, victim assistance organizations, law enforcement, mental health services, legal assistance, and or counseling services.

If the Respondent is a NursesMC-Nashville employee and the Complainant is a NursesMC-Nashville student, NursesMC-Nashville will report the alleged misconduct to the appropriate law enforcement agencies as well as the NursesMC-Nashville legal advisor/counsel.

**Investigation:**

The Title IX Coordinator shall oversee all Title IX investigations at NursesMC-Nashville. Depending on the nature of the alleged violation of this Policy, an investigation may include, but is not limited to conducting interviews with the complainant and the Respondent; conducting interviews with witnesses; conducting interviews with the parent(s) or guardian(s) as necessary; reviewing law enforcement investigation documents, as applicable; reviewing student and personnel files; and gathering information from all other available outside sources.

All investigations shall commence once the Title IX Coordinator receives notice of the alleged violation of this Policy. Therefore, it is essential that NursesMC-Nashville employees, students, parents, guardians, and/or authorized volunteers immediately report suspected misconduct as soon as practicable once they have actual knowledge about such misconduct.

When commencing an investigation that may lead to disciplinary action against the Respondent, the Title IX Coordinator shall provide written notice to the Respondent (and/or his/her parents/guardians) of the allegations constituting a potential violation of this Policy, including sufficient details with sufficient time to prepare a response before any initial interview. The written notice shall also include a description of the formal complaint process; a statement that the Respondent is presumed innocent until a determination of responsibility has been made; a notice of the Respondent's right to review evidence and right to an advisor; and the prohibition against false statements or providing false information during formal complaint process.

All investigations shall be conducted impartially and in an adequate, reliable, and impartial manner. The designated Title IX Investigator shall analyze and document the available evidence to support reliable decisions, interview and objectively evaluate the credibility of parties and witnesses, synthesize all available evidence - including both inculpatory and exculpatory evidence

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- and take into account the unique and complex circumstances of each case. The investigation shall result in a written report summarizing the relevant exculpatory and inculpatory evidence.

Throughout the investigation, the Respondent and the complainant shall be permitted to, at a minimum:

- Receive written notice in advance of any interview or hearing with sufficient time to prepare for meaningful participation;
- Have equal and timely access to all witness statements and other documents/reports gathered by NursesMC-Nashville during the investigation;
- Present relevant witnesses and evidence, including expert witnesses;
- Retain counsel, at the parties own expense;
- Request a hearing (available only at the discretion of the Title IX Coordinator); and
- If a hearing is granted, parties may cross-examine witnesses as necessary.

Information gathered during the investigation shall be kept confidential to the extent possible. All evidence directly related to the allegations will be provided to the parties, or the parent(s) or guardian(s) of the parties and their advisors, as applicable, for inspection and review, and the parties will have ten (10) days to provide a written response to the Investigator. The Investigator will consider any such responses prior to issuing the final Investigation Report.

After NursesMC-Nashville has sent the investigative report to the parties and before reaching a determination regarding responsibility, the Decision Maker(s) must afford all parties ten (10) days to submit any written, relevant questions that they may wish to have asked of any party or witness. The Decision Maker shall review the parties' written questions, and if they deem a question to be irrelevant, that question shall not be transmitted to the intended party, and the Decision Maker will apprise the questioning party in writing of the reason(s) the question was deemed to be irrelevant. If relevant questions are submitted, the Decision Make will convey those to the party/ies, provide each questioning party with each responding party's answers, and may allow for additional, limited follow-up questions from each party.

NursesMC-Nashville shall make all determinations using a "preponderance of the evidence" standard. If allegations are found to be credible, appropriate disciplinary sanctions, subject to NursesMC-Nashville's due process procedures, shall be imposed. NursesMC-Nashville shall specifically inform the reporting party (and/or his/her parents/guardians) whether it found that the alleged conduct occurred, any individual remedies offered to the reporting party or any sanctions imposed on the responding party that directly relate to the reporting party, and other steps the school has taken to eliminate the hostile environment, if one was found to exist, and to prevent its recurrence, as appropriate.

Whenever conduct determined to meet the definitions of sexual violence and/or sexual harassment in this Policy also may have involved conduct that may violate state or federal criminal law, the police or other necessary agency(ies) shall be notified.

**Option for Informal Resolution:**

Where appropriate in light of the nature of the allegations and facts involved, NursesMC-Nashville may offer the parties the option to pursue an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. All parties must voluntarily

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agree to pursue informal resolution after receiving a full written disclosure of the allegations and their options for formal resolution. NursesMC-Nashville will not offer an informal resolution process to resolve allegations that an employee sexually harassed a student.

**Disciplinary Sanctions:**

**Students:**
Disciplinary sanctions for any violation of this Policy may include, but are not limited to, loss of privilege to participate in extracurricular activities including athletics and school social events; loss of school bus transportation; assignment of additional school work or community service; and - depending on the extent of involvement in the prohibited activity - suspension or removal from school.

**Employees:**
Disciplinary sanctions for any violation of this Policy may include, but are not limited to, suspension, termination, or filing of criminal charges as warranted.

**Volunteers/Parents:**
Disciplinary sanctions for any violation of this Policy may include, but are not limited to, denial of access to school premises, school-related events, or school-sponsored events; suspension or termination of volunteer activities; or filing of criminal charges as warranted.

**Prevention:**

The Title IX Coordinator shall ensure that students and staff are instructed on how to identify, prevent, and report violations of this Policy. The Title IX Coordinator, in conjunction with the Executive Director, CEO and Board of Trustees, shall also ensure that the NursesMC-Nashville's health program and counseling services include the appropriate social skills training to help students avoid isolation and help them interact in a healthy manner. School staff shall model correct and courteous behavior to each other, to students, parents and to visitors. Abusive or humiliating language or demeanor shall not be accepted.

**Enforcement Agencies:**

Nothing in this Policy is intended to prohibit or discourage individuals from contacting the applicable state and/or federal enforcement agencies with complaints or concerns, including but not limited to:

Nashville and Davison County Human Relations Commission
City Hall
107 Metropolitan Court House
Nashville, TN 37201
Tel: 615-880-3370

Tennessee Human Rights Commission

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530 Church Street, Suite 400
Nashville, NY 37243-0745
Tel: 615-741-5825

## Family Educational Rights and Privacy Act (FERPA)

### Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that NursesMC-Nashville, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, NursesMC-Nashville may disclose appropriately designated "directory information" without written consent, unless you have advised the NursesMC-Nashville to the contrary in accordance with NursesMC-Nashville's procedures. The primary purpose of directory information is to allow the NursesMC-Nashville to include information from your child's education records in certain school publications. Examples include:

1. A playbill, showing your student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and
5. Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want NursesMC-Nashville to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the NursesMC-Nashville in writing by the date designated by the Executive Director. See attached "opt out" form. NursesMC-Nashville has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Email address
- Photograph
- Date and place of birth
- Major field of study

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- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

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# Title IX Grievance Form

| Today's Date | _____/_____/_____ |
|---|---|

| COMPLAINANT | | | | | | | |
|---|---|---|---|---|---|---|---|
| First Name | | Middle Initial | | Last Name | | | |
| Home Address | | | | | | | |
| City/Town | | State | | Zip Code | | | |
| Home Phone | | Cell Phone | | | | | |
| Email Address | | | | | | | |

| COMPLAINANT'S PARENT/GUARDIAN | | | | | | | |
|---|---|---|---|---|---|---|---|
| First Name | | Middle Initial | | Last Name | | | |
| Home Address | | | | | | | |
| City/Town | | State | | Zip Code | | | |
| Home Phone | | Cell Phone | | | | | |
| Email Address | | | | | | | |

| MARK ONE | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Student | | Parent/Guardian on Behalf of Student | | Employee | | Volunteer |

| RESPONDENT(S) - IF MORE THAN ONE RESPONDENT, INCLUDE INFORMATION BELOW ON BACK OF FORM | | | | | | | |
|---|---|---|---|---|---|---|---|
| First Name | | Middle Initial | | Last Name | | | |
| Home Address | | | | | | | |
| City/Town | | State | | Zip Code | | | |
| Contact Information | | | | | | | |

| SPECIFIC COMPLAINT |
|---|
| Describe below, including any dates of alleged discrimination, identities of respondent(s), and specific circumstances of alleged discrimination. Attach extra pages if necessary. |
| |
| |

| WITNESS(ES) |
|---|
| Include names, any known contact information, and brief description of each witnesses' knowledge of events. Attach extra pages if necessary. |
| |
| |

| CORRECTIVE ACTION |
|---|
| If you wish, please describe any corrective action you would like to see taken with regard to the alleged misconduct. Please note that your recommendations will be taken into consideration, but may not be the action taken. Attach extra pages if necessary |
| |
| |

Draft Pending Bylaw Revision

| SIGNATURE OF COMPLAINANT OR PARENT/GUARDIAN ON BEHALF OF COMPLAINANT | | | |
|---|---|---|---|
| **COMPLAINANT** | | **DATE** | |
| **PARENT/GUARDIAN ON BEHALF OF COMPLAINANT** | | **DATE** | |

# Student Chromebook Handbook Acknowledgment Form

By completing this form, I/We have read, understand and will abide by the Nurses Middle College Nashville (NursesMC-Nashville) Google Chromebook Handbook. I/We further understand that any violation of this policy or access of inappropriate material may result in disciplinary action and/or criminal prosecution. Further, if any use of this equipment violates any policy, rule, regulation, ordinance, or law, resulting in any damage whatsoever, I hereby release and hold harmless NursesMC-Nashville, its agents, employees, or representatives, from any claims or causes of action arising from, related to, and/or concerning damages suffered and/or caused by me while using the equipment beyond its intended purpose.

| STUDENT'S INFORMATION | |
|---|---|
| **First Name** | |
| **Last Name** | |

| STUDENT'S GRADE | | | |
|---|---|---|---|
| | **9th Grade** | | **10th Grade** |
| | **11th Grade** | | **12th Grade** |

| PARENT/GUARDIAN'S INFORMATION | | | | | |
|---|---|---|---|---|---|
| **First Name** | | | | | |
| **Last Name** | | | | | |
| **Home Address** | | | | | |
| **City/Town** | | **State** | | **Zip Code** | |
| **Home Phone** | | **Cell Phone** | | | |

I am the parent/guardian of a student of the Nurses Middle College Nashville.

I acknowledge that I have received a copy of the Student Chromebook Handbook.

| Parent/Guardian Acknowledgment | | | |
|---|---|---|---|
| **PARENT/GUARDIAN'S SIGNATURE** | | **DATE** | |

I acknowledge that I have reviewed the Student Chromebook Handbook with my student.

| Parent/Guardian Acknowledgment | | | |
|---|---|---|---|
| **PARENT/GUARDIAN'S SIGNATURE** | | **DATE** | |

Draft Pending Final Review

# Student Handbook Acknowledgment Form

I am the parent/guardian of a student of Nurses Middle College Nashville.

I acknowledge that I have received a copy of the Student Handbook.

| PARENT/GUARDIAN ACKNOWLEDGMENT | | | |
|---|---|---|---|
| **PARENT/GUARDIAN'S SIGNATURE** | | **DATE** | |

I acknowledge that I have access to the Student Handbook on the School's website.

| PARENT/GUARDIAN ACKNOWLEDGMENT | | | |
|---|---|---|---|
| **PARENT/GUARDIAN'S SIGNATURE** | | **DATE** | |

I acknowledge that I will review the Student Handbook with my student.

| PARENT/GUARDIAN ACKNOWLEDGMENT | | | |
|---|---|---|---|
| **PARENT/GUARDIAN'S SIGNATURE** | | **DATE** | |

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**Attachment E: Student Discipline Policy**

See **Attachment D**; our student discipline policy is outlined in our student handbook.

**Attachment F: Enrollment Policy**

Students who live within the zoning of Metro Nashville Public School will be permitted to apply to and enroll in our school as mandated by Tennessee state law. All students will be given equal opportunity to apply, enroll, and attend the school. We will not discriminate on the basis of national origin, home language spoken, race, color, gender, creed, disability, need for specialized services, level of academic achievement, housing status, economic status, or personal and/or home situations. We will fully uphold all nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107. Parents and students will not be required to complete any pre-admission activities; however, we will require that parents and students participate in an orientation session after being admitted. While we do not have any relevant agreements in place, we will fully adhere T.C.A. § 49-13-113 as it applies to our school. Further detail about our enrollment procedures and policies is as follows:

- **Application Period:** Applications may be submitted through the last Friday in February.
- **Application Submission Procedures:** Applications must be submitted electronically. Upon receipt, all applications will be numbered and stamped with the date and time of receipt. We will provide acknowledgments of receipt for all applications received.
- **Enrollment and Lottery:** If we receive more applications than seats available, we will conduct a public lottery to determine who is admitted. We will adhere to all applicable Tennessee state laws and State Board of Education rules. As such, if needed, the lottery will be held seven business days after the close of the application period and will be certified by either an independent accounting firm or law firm. We will give preference to certain applicants; when applying preferences, we will fully adhere to requirements outlined in T.C.A. § 49-13-113. As such, the following applicants will receive preference:
    - Siblings of students who are already enrolled.
    - Children of a teacher, sponsor, or member of the Board, not to exceed ten percent (10%) of total enrollment or twenty-five (25) students, whichever is less.
- **Notification:** We will inform parents and students about the results of the lottery within seven business days of the lottery. If a student was not selected through the lottery process, the notification will also detail the student's place on the waitlist. Parents of students who are accepted through the lottery will have two weeks, or 14 days, to confirm their intent to enroll their child. Confirmation must be provided in writing. If confirmation is not provided within the timeframe, the seat will be forfeited and filled by the waitlist.
- **Waitlist:** Students who are not selected for enrollment via the lottery will be placed on a waitlist. In the event that seats become available, students will be accepted from the waitlist in the order assigned by the lottery. Applications that are submitted after the application period has passed will be placed at the end of the waitlist on a first-come, first-served basis. If seats are available after enrolling all students on the waitlist, students will be admitted on a first-come, first-served basis.
- **Transfer or Withdrawal:** If a student transfers out of, or withdrawals from, the school, the vacant seat will be given to the student who is next in line according to the waitlist.
- **Re-Enrollment:** In the event that a student who previously transferred out of, or withdrew from, the school wants to re-enroll in the school, the same process for all other applicants, as described above, will be applied.

Bloomberg Philanthropies

March 13, 2024

Dr. Pamela McCue, RN, MS
Chief Executive Officer
Nurses Middle College
150 Washington Street
4th Floor
Providence, RI 02903

Dear Dr. McCue:

Congratulations on receiving a five-year $21,694,000 commitment from Bloomberg Philanthropies for your work on our healthcare-focused career and technical education initiative.

We are pleased to let you know that the $5,675,000 contribution, sent today by wire transfer to Nurses Middle College, is the first installment. These funds are intended to support the creation of a healthcare-focused high school that will graduate students into high-demand healthcare jobs in Nashville.

Please have your team continue to work with Jenny Sharfstein Kane and keep her apprised of the progress. Per the terms of this grant, periodic reports are required. If you have any questions or require additional information, please contact Jenny at jennyk@bloomberg.org or (212) 205-0216.

Sincerely,

Emma Bloomberg

Georgina Bloomberg

TriStar Health

Hello,

I am pleased to offer this letter of support for Nurses Middle College Nashville. The school offers an exciting, innovative, and engaging public education option for high school students while simultaneously addressing the critical healthcare provider shortage we are facing, particularly with registered nurses (RN).

HCA Healthcare's TriStar Division is currently facing a shortage of registered nurses (RN) and certified nursing assistants (CNA). The RN shortage is expected to reach over 8,000 by 2035 in Tennessee alone. The addition of this program would be a tremendous benefit to the city and population it supports and serves.

Nurses Middle College Nashville would implement the model of the highly successful Rhode Island Nurses Institute (RINI) Middle College in Providence, RI and Capital Region Nurse Middle College in Rensselaer, NY. With a proven record of excellent outcomes, RINI and Capital Region students are graduating with college credits, valuable healthcare workforce experience and professional credentials as entry-level patient care providers.

HCA Healthcare I TriStar Division's dedication to the partnership with Nurses Middle College Nashville is rooted in our mission, "Above all else we are committed to the care and improvement of human life." It is critically important for us to strategically build academic partnerships that will allow us to establish an efficient, clinically prepared, and robust nursing pipeline. Through our partnership, HCA Healthcare I TriStar Division will host hospital tours, offer nurse mentors, and will be a clinical placement site for students to complete work-based learning opportunities.

My organization fully supports Nurses Middle College Nashville application to the board. We are united in our support to help develop and mentor the next generation of healthcare professionals. We truly believe that Nurses Middle College Nashville has the potential to impact the community in a significantly positive way and we look forward to supporting their success and growth.

Sincerely,

Stephanie Wise, MBA-HA, BSN, NEA-BC
Division Chief Nurse Executive
TriStar Health

TriStar Health 1000 Health Park Drive, Suite 500 Brentwood, TN 37027 P 615.866.4900 TriStarHealth com

# NASHVILLE BNA

P.O. Box 330117 ● Nashville, TN 37203


January 24, 2024

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for Nurses Middle College Charter High School- Nashville

To Whom It May Concern:

My name is Lisa Humphrey. I am the President of the Nashville Chapter of the National Black Nurses Association (NBNA). With full chapter support I am honored to submit this letter of support for Nurses Middle College (NursesMC) Charter High School in Nashville. This intentional curriculum is aimed at preparing students for a rewarding career in nursing and holds tremendous promise for shaping the future of aspiring healthcare professionals.

NursesMC-Nashville draws inspiration from the successful program at Rhode Island Nurses Institute Middle College Charter High School in Providence, Rhode Island. Students from this program graduate high school with college credits, obtain direct patient care experience and earn professional provider certifications. The decision to emulate a proven and successful program reflects a strategic approach to ensuring the effectiveness and impact of this progressive initiative.

The missions of NursesMC and National Black Nurses Association share a collaborative spirit to promote educational opportunities, increase diversified access to the field of nursing and thus improve community health. NBNA members, friends, and community allies are excited to partner with this program. We are able to provide mentorship, professional guidance and resources, and scholarships are available to our student members.

In closing, this program would streamline or create a path for primary learners to begin an orchestrated nursing tract that would otherwise be riddled with barriers after high school graduation. Any influx or early entry into the nursing profession would greatly impact the ongoing shortage. Our support is unanimous and resolute.

Respectfully,

*Lisa Humphrey*, MS, RN, APRN, CRNA

President
Nashville Chapter Black Nurses Association

**Alpha Chi Chapter**
**Chi Eta Phi Sorority, Incorporated®**
**Nashville, Tennessee**
**P.O. Box 330836**
**Nashville, TN 37203**
**"A Professional Nursing Organization"**

**Founder**:
Ailene C. Ewell, BSN, RN

**Officers:**
**National President**
Sarah Killian, DNP, RN, NEA-BC

**President**
Virginia W. McClain, BSN, RN, CCM

**Vice President**
Mechele Neal, MSN, RN, APRN, FNP- BC

**Recording Secretary**
LaTasha Bolden, ASN, RN, CPSN

**Corresponding Secretary**
Diane Campbell, DNP-APRN, FNP-C, LNC

**Treasurer**
Betty L Wilson, MSN, RN

**Financial Secretary**
Bernice Barnes, BSN, RN, OCN

**Dean of Membership**
Tonise Robinson, BSN, RN, AMB-BC

**Undergraduate Sponsor**
Beverly Brown, Ed. D., MSN, RN, APRN, GCNS, BC

**Historian**
Betty Thompson, MS, RN, FNP

**Chaplain**
Benita Matlock Short, BSN, RN

**Parliamentarian**
Mamie Williams, MPH, MSN, FNP-BC

**Past President**
Anita Chesney, Ed.D., MSPH, RN

January 24, 2024

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for Nurses Middle College Charter High School-Nashville

To Whom It May Concern:

On behalf of Alpha Chi Chapter, Chi Eta Phi Sorority, Incorporated®, I am pleased to offer this letter of support for Nurses Middle College (NursesMC) Charter High School in Nashville. NursesMC-Nashville provides an exciting and innovative educational option for high school students, while simultaneously helping to address the critical nursing shortage and embracing partnerships that positively impact community outcomes.

This new school will be modeled after the Rhode Island Nurses Institute Middle College Charter High School, located in Providence, RI, which has an exemplary record of preparing students in an intentionally diversified nursing pipeline. Students graduate with college credits, firsthand patient care experience, professional credentials (CNA, EMT, etc.), and the skill, knowledge, and passion necessary to excel in a nursing career.

The mission of NursesMC-Nashville aligns closely with our mission of encouragement of the pursuit of continuing education, recruitment programs for health careers (i.e. nursing), and development of working relationships with other professional groups.

Alpha Chi Chapter is fully prepared to be an active partner with this school by providing mentors and other assistance deemed necessary.

In closing, I want to reiterate my support for a NursesMC-Nashville charter high school. This school will prepare students for postsecondary success by providing them a professional nursing/healthcare pathway and positively impact our community by serving as one solution to the critical nursing shortage that is only predicted to grow.

**Alpha Chi Chapter**
**Chi Eta Phi Sorority, Incorporated®**
**Nashville, Tennessee**
**P.O. Box 330836**
**Nashville, TN 37203**
**"A Professional Nursing Organization"**

**Founder:**
Ailene C. Ewell, BSN, RN

**Officers:**
**National President**
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**Vice President**
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Benita Matlock Short, BSN, RN

**Parliamentarian**
Mamie Williams, MPH, MSN, FNP-BC

**Past President**
Anita Chesney, Ed.D., MSPH, RN

Warm regards,

Virginia W. McClain

Virginia W. McClain, BSN, RN, CCM
President, Alpha Chi Chapter, Chi Eta Phi Sorority, Incorporated®
Nashville, TN

city fund

January 16, 2024

Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

Dear MNPS School Board:

Since 2016, the City Fund board of directors has approved over $10M in grants to support public education efforts in Nashville. A portion of that budget has been allocated towards the creation of high-performing public charter schools, and **we will provide support to the Nurses Middle College Nashville team as it works to create an innovative new public school model to serve the Nashville community.**

Nurses Middle College will leverage Nashville's infrastructure as a leader in the healthcare industry by providing a pathway to students who want to pursue a career in nursing. Given the nursing shortage, nationally and locally, Nurses Middle College is exactly the type of innovative school model our community needs.

We are confident in the Nurses Middle College academic and financial leadership capacity to launch a high-quality option for kids and families in Nashville, and we respectfully encourage you to authorize the school.

Sincerely,



Chris Barbic
Partner

NHC
NATIONAL HEALTHCARE CORPORATION

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Nurses Middle College New Start Charter School Application

To Whom It May Concern:

National HealthCare Corporation (NHC) is pleased to offer this letter of support for a Nurses Middle College (NursesMC) Charter High School in Nashville. NursesMC offers an exciting, innovative, and engaging public education option for high school students while simultaneously addressing the critical health care provider shortage. This is particularly true in the case of registered nurses.

The NursesMC Nashville will employ a school model based on the successful model of the Rhode Island Nurses institute Middle College in Providence, RI. Students, under this model, earn college credits, valuable health care workforce experience, and professional credentials as entry level patient care providers. NursesMC students are truly "college and career ready" as they reach high school graduation.

The model and mission of the NursesMC-Nashville is directly aligned with NHC's mission and vision. Our fifty-two-year history has been based on providing quality care to the seniors we serve in our communities. We employ compassionate, diverse, engaging staff that provide service from the heart. As an organization we believe that promoting healthcare as a career to high school students is instrumental in providing them access to a variety of healthcare systems.

The nursing shortage across the United States Is in a critical state, and Nashville is no different. In fact, the market is seriously impacted by the nursing shortage as the demand far outweighs the current supply. This program will provide local communities with a prepared workforce. Additionally, it will create future healthcare leaders dedicated to improving patient outcomes.

NHC is fully prepared to be an active partner with this school by providing high-quality clinical space within the four skilled nursing centers we operate within Nashville/Davidson County. Our care continuum also includes Assisted and Independent Living operations as well as Home Health and Hospice. Through our foundation, The Foundation for Geriatric Education, advanced educational funding opportunities would be available as well as potential employment options.

NHC fully supports bringing this innovative school model to Nashville. We believe that a NursesMC Nashville has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

Mike Ussery
President | COO

**TENNESSEE STATE UNIVERSITY**
*School of Nursing*
3500 John A. Merritt Blvd., Campus Box 9590
Nashville, TN 37209-1561
Phone: (615) 963-5251

***Executive Director, School of Nursing***

January 12, 2024

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

I am pleased to offer this letter of support for Nurses Middle College (NursesMC) Nashville. Nurses MC Nashville will provide an innovative and high-quality option to high school students across Nashville. NursesMC Nashville's mission is to prepare students to become the professional nursing workforce of the future. To this end, NursesMC Nashville will prepare students to enter the nursing profession upon graduation, providing students with professional career paths while simultaneously addressing the critical health care provider shortage, particularly with registered nurses (RNs).

NursesMC Nashville will operate under the NursesMC charter management organization (CMO), which currently operates two additional schools – one that opened this fall in the Albany Capital Region of New York and the other in Providence, Rhode Island. The Providence school stands as the Flagship school and has been in operation for over a decade, consistently producing excellent academic outcomes. Students graduate with college credits, valuable health care workforce experience, and professional credits as entry-level patient care providers. Students who graduate from a NursesMC school are truly college and career ready upon receiving their diploma, ensuring that students possess the skills and knowledge to thrive after high school.

The model and mission of the NursesMC Charter High School is directly aligned with Tennessee State University School of Nursing's mission, workforce needs, and strategic plan. The mission of the Tennessee State University School of Nursing is to provide educational access for all students. Through the integration of technological innovations, collaborative practice, and evidence-based practice strategies these individuals are prepared to be future leaders in the promotion of global health in diverse communities. This collaborative endeavor can be beneficial to both organizations, as both organizations work to address the registered nurse shortage in Tennessee.

A strategic plan focus area for the School of Nursing is recruitment, retention, and completion. Our goal in the School of Nursing is to recruit students interested in nursing and assist them with successful completion of their programs of study. NursesMC Nashville can offer students an opportunity to enter our nursing program (or any other nursing program) with foundational knowledge that is critical to their success in nursing school. Students will be prepared to engage

in rigorous programs of study, as their tenure at NursesMC Nashville will require them to undergo rigorous learning experiences that are pre-requisites for nursing school.

As we are all aware, there is a critical nursing shortage, which has been further exacerbated by the COVID-19 pandemic. Nashville is no exception to this shortage and can greatly benefit from NursesMC, as this can increase the number of qualified applicants who enter our nursing programs and who are prepared to be successful in our nursing programs. Ultimately leading to graduates who are prepared to provide high-quality nursing care.

The Tennessee State University School of Nursing is fully prepared to be an active partner with this school by assisting with curriculum development, providing our services as adjunct nursing clinical and didactic faculty, and providing simulation and classroom space in the College of Health Sciences building. Additionally, our nursing faculty are ready and willing to serve as mentors and advisors to students.

The Tennessee State University School of Nursing fully supports bringing this school model to Nashville. We believe that a NursesMC Nashville has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,

CSNyange

Courtney Nyange, DNP, MSN, RN, CNE
Executive Director & Professor
School of Nursing
Tennessee State University
3500 John A. Merritt Blvd., Box 9590
Nashville, TN 37209
615-963-5251 (Office)
chines3@tnstate.edu

BELMONT UNIVERSITY
1900 Belmont Boulevard
Nashville, TN 37212.3757

July 26, 2023

Subject: Letter of Support for Nurses Middle College Charter High School

Dear Colleagues:

On behalf of Belmont University, I am pleased to offer this letter of support for Nurses Middle College (NursesMC) Charter High School in Nashville. NursesMC provides an exciting and innovative educational option for high school students while simultaneously helping to address the critical nursing shortage and embracing partnerships that positively impact community outcomes.

We at Belmont are committed to finding as many ways to address the nursing shortage as possible. This includes our ongoing and important relationship with Metro Nashville Public Schools (MNPS) through its Academies and through other partnerships. In addition, we want to encourage initiatives such as NursesMC (both in Nashville and beyond) to inspire more students to enter nursing and other health professions.

NursesMC will replicate the highly successful Rhode Island Nurses Institute (RINI) Middle College in Providence, RI, which has prepared students for college and career readiness for over ten years. NursesMC is unique as it specifically aims to prepare high school students to enter nursing degree programs with the skills and confidence they need to succeed. In addition, students graduate with college credits, internship experience, and professional credentials as entry-level patient care providers (i.e., Certified Nurse Assistants (CNA)).

Recognizing the importance of community partnerships to expand impact and reach a broader population, RINI currently partners with the public school system in Rhode Island to offer after-school and summer programs. NursesMC will continue this model of engagement and work to establish a partnership with MNPS and practice partners to offer after-school courses, summer camps, and CNA programs.

The mission of NursesMC aligns closely with a core component of Belmont University's aspirational aim to be radical champions for helping people and communities flourish and to help solve complex problems through creative solutions. To this end, we are excited about the expanded pipeline of highly prepared, diverse students who will have the opportunity to enter Belmont University Gordon E. Inman College of Nursing. We welcome partnering closely with NursesMC to foster community engagement, host students and programs on campus, and expand opportunities for all MNPS students. Our leadership, faculty, and staff are excited to share their expertise, provide guidance and mentorship to students and educators, and support the impact of NursesMC and the broader RINI network.

At Belmont, we firmly believe in the power of education to make a positive difference, and we are confident that NursesMC will contribute to enhancing healthcare outcomes and reducing health disparities in the Nashville community and beyond.

Yours sincerely,



L. Gregory Jones
President

Jennifer Hitt, PhD, RN, CNE
Christian Brothers University
Nursing Program
650 E. Parkway S.
Memphis, TN 38104

May 17, 2024

To Whom It May Concern,

I am writing to express my strong support for the charter school application submitted by the Nurses Middle College (NursesMC) Charter High School, which aims to prepare students for college and healthcare careers. NursesMC proposes to provide an innovative and engaging public education option for high school students in the Nashville area while simultaneously addressing the critical shortage of healthcare providers, particularly registered nurses.

I am the Director of the CBU BSN Nursing Program in Memphis, TN, dedicated to preparing nurses for Tennessee and the Mid-South. We admit students from the Memphis area, but also look to recruit qualified students from throughout the state. Our mission is to prepare students from all faiths and backgrounds for professional nursing careers, with an emphasis on providing holistic care to diverse populations. We believe that having a NursesMC high school aligns perfectly with our goals and values.

The proposed NursesMC Nashville charter high school is modeled after the highly successful Rhode Island Nurses Institute (RINI) Middle College charter high school located in Providence. For more than a decade, RINI has excelled in educating students from diverse backgrounds, who are currently underrepresented in healthcare, to pursue nursing and other health careers. Students graduate with a minimum of 3 college credits and an average of 16, in courses necessary for a nursing degree. They also gain hands-on experience in clinical settings and graduate with at least one professional credential, typically as a certified nursing assistant, enabling them to earn while they learn. RINI graduates are often the first in their families to attend college, while others enter the healthcare workforce directly after high school, contributing to the health and economic well-being of their families and communities.

As you know, Tennessee's population is rapidly diversifying and requires nurses who can provide culturally competent care. While open to all, NursesMC will deliberately recruit students who might otherwise lack the academic preparation to pursue a nursing career. Tennessee's healthcare organizations urgently need nurses from these backgrounds to meet the need to offer culturally competent care to all patients.

We see the establishment of NursesMC as a significant step towards fulfilling this mission. We are excited about potential collaborations with NursesMC, such as creating an articulation agreement to accept students directly from high school graduation.

We wholeheartedly support the establishment of a nursing high school in Nashville. We believe that NursesMC has the potential to significantly benefit our state, and we look forward to supporting its success and growth.

Sincerely,



Jennifer Hitt, PhD, RN, CNE
Program Director
(901) 321-3465
jhitt@cbu.edu

---------- Forwarded message ---------
From: **Crystal McCarver** <Crystal.McCarver@tn.gov>
Date: Mon, Mar 25, 2024 at 10:41 AM
Subject: Charter School Program (CSP) Grant Award
To: mamie.g.williams@vumv.org <mamie.g.williams@vumv.org>, rick@tnscore.org <rick@tnscore.org>, Elizabeth Kelly <ekelly@nursesmc.org>
Cc: Trudy Hughes <Trudy.Hughes@tn.gov>

Charter School Leader:

We are pleased to inform you that your school has been selected to receive the FY24 Charter School Programs (CSP) grant. However, your award is pending receipt of the required approval from a charter authorizer. Your award letter will be sent once approval is received, and your grant period will begin then. More information on the grant will be provided with the award letter.

Let me know if you have any questions.

Crystal

TN Department of Education
**Crystal McCarver** | Director of Choice Grants
Division of Choice
Andrew Johnson Tower
710 James Robertson Parkway, Nashville, TN 37243
(629) 259-0839
Crystal.McCarver@tn.gov
tn.gov/education
**#TNBestforAll**



*We will set all students on a path to success.*




MNPS Charter Schools Office

2601 Bransford Avenue

Nashville, TN 37204

Re: Letter of Support for Nurses Middle College Charter High School - Nashville

To Whom It May Concern:

The Hispanic Family Foundation (HFF) strongly supports the charter school application submitted by the Nurses Middle College (NursesMC) Charter High School, a high school with a focus on college preparation as a pipeline to health care professions in Nashville for diverse students. The NursesMC proposal is modeled after the extraordinarily successful Nurses Middle College Charter High School located in Providence, Rhode Island.

At HFF, we are excited by this tremendous educational and career opportunity that NursesMC could provide the underserved and underrepresented Hispanic and immigrant community we serve. The NursesMC model produces students who will graduate with college credits, hands on experience, and professional credentials (CNA, EMT, etc.) and is committed to creating a diverse, college-and-career ready talent pipeline to high demand, high-wage healthcare employment. This talent pipeline will be a first step in creating much-needed educational and economic stability in our community, lifting it up from poverty for the next generation.

Further, the students the proposed NursesMC- Nashville would aim to train are the ones most needed by our community to improve culturally competent care for our city's rapidly changing patient demographics.

Finally, NursesMC's mission closely aligns with ours. For more than a decade the Hispanic Family Foundation has served thousands of families in Nashville, utilizing our economic, social services, advocacy, and cultural programs to educate and strengthen Nashville's Hispanic and immigrant community. NursesMC has produced hundreds of graduates from diverse communities, the majority of whom are in college, graduated college, and/or are in the healthcare workforce.

It has been a pleasure to work with NursesMC, most recently as a sponsor at one of our important health fairs where their bilingual team interacted with more than four hundred attendees of whom more than 100 gave signatures of support for bringing NursesMC to Nashville! In addition, they have helped raise

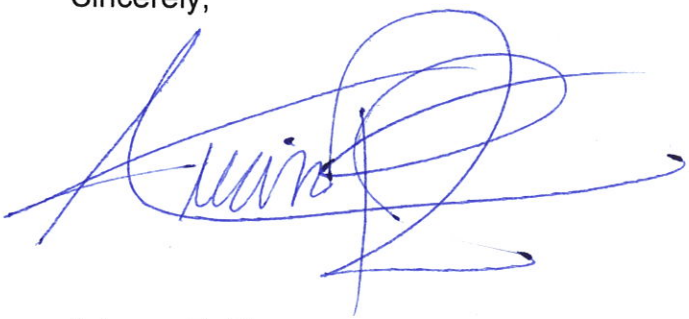
awareness of this opportunity on our Activa radio station program Mi Ciudad, with many callers expressing interest.

Given this staunch support within the Nashville Hispanic community, we plan to continue working to spread the word about NursesMC and support the community in addressing its health needs. Planned future collaborations include a presence at events throughout the year as well as a potential NursesMC classroom offering monthly, one hour health programming.

Please know we do not endorse organizations lightly. We live daily with the concerns and needs of the vulnerable community we serve and in return our community displays tremendous trust in what we recommend, therefore we vet organizations closely. NursesMC strong non-profit model and enthusiastic involvement with our community has proven the benefit of this partnership.

For all the above reasons, we fully support bringing this school model to Nashville. We believe that NursesMC- Nashville has the potential to impact our Hispanic community significantly and we look forward to supporting their success and growth.

Sincerely,



Arianna Rubi
*Program Director*
**Hispanic Family Foundation**
(615) 562-2222
Arianna@hffus.org

820 Gale Lane | Nashville, TN 37204 | 615.298.5406 | siloamhealth.org

May 17, 2024

Letter of Support for Nurses Middle College (NursesMC) Nashville

To Whom It May Concern:

We strongly support the charter school application submitted by the Nurses Middle College Charter High School, which will focus on preparing students for college and healthcare careers in Nashville. NursesMC proposes to provide an innovative and engaging public education option for high school students in the Nashville area while simultaneously addressing the critical health care provider shortage, particularly among registered nurses.

We are a nonprofit health care organization that serves Nashville's uninsured, underserved, and culturally marginalized populations. Our patients and clients come from over 80 homelands and speak more than 50 languages.

The proposed NursesMC Nashville charter high school is modeled after the highly successful Rhode Island Nurses Institute (RINI) Middle College charter high school located in Providence. For more than a decade, RINI has succeeded in educating students from diverse backgrounds currently underrepresented in healthcare to pursue nursing and other health careers.

As you know, Nashville's population is quickly diversifying and needs nurses who can provide culturally competent care. While open to all, NursesMC-Nashville will deliberately recruit students who might otherwise lack the academic preparation to pursue a nursing career. We have experienced firsthand the need for nurses from these backgrounds to meet the need to offer culturally competent care to all patients

We fully support bringing a nursing high school to Nashville. We believe that NursesMC Nashville has the potential to significantly benefit our community, and we look forward to supporting its success and growth.

Sincerely,

Amy Richardson, MPH
Chief Community Health Officer

VANDERBILT UNIVERSITY

MEDICAL CENTER

*Mamie Williams, PhD, MPH, APRN*
*Senior Director Nurse Diversity & Inclusion*

May 14, 2024

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for Nurses Middle College Charter High School -Nashville

To Whom It May Concern:

We are pleased to offer this letter of support for Nurses Middle College (NursesMC) Charter High School in Nashville. The proposed school will offer an exciting, innovative, and engaging public education option for high school students while simultaneously addressing the critical health care provider shortage, particularly registered nurses, The NursesMC- Nashville will employ a school model based on the successful model of the Rhode Island Nurses institute Middle College in Providence, RI. Students, under this model, earn college credits, valuable health care workforce experience, and professional credentials as entry level patient care providers.

The model and mission of the NursesMC-Nashville is directly aligned with Vanderbilt University Medical Center's mission to intentionally diversify our nursing workforce. VUMC's nursing strategic plan offers that we partner and collaborate with local schools to diversify the nursing pipeline. The nursing workforce needs at VUMC far exceed the current ability for local schools to produce. VUMC will be well served by a school dedicated to producing well-trained high school graduates prepared with college level courses to pursue a nursing career.

Nashville as you know is quickly diversifying. The needs of our diverse community members include having nurses who can provide culturally competent care. The NursesMC-Nashville aim is to train diverse students from historically underrepresented backgrounds in nursing for careers in the profession. The students the proposed NursesMC- Nashville would aim to train are the ones most needed by our institution to positively affect our need to offer culturally competent care to the changing patient demographics.

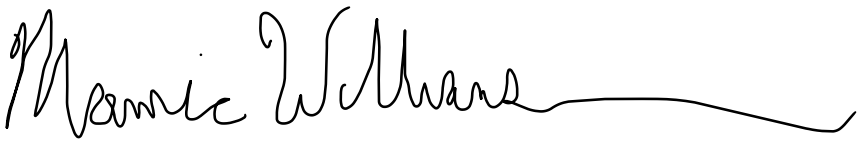
We know that through mentorship programs and practical experiences, high school students can develop essential nursing skills and gain insights into the healthcare profession, preparing them for a successful nursing career. Thus, VUMC is fully prepared to be an active partner with this

*Executive Nursing Services*
*2611 West End Ave., Ste 328*
*Nashville, TN 37203*
*Tel 615-875-3332*

school by offering nurse mentors, partnering to offer nurse adjunct faculty, clinical rotations and other needs as noted.

Vanderbilt University Medical Center Nurse Diversity and Inclusion Office fully supports bringing this school model to Nashville. We believe that NursesMC- Nashville has the potential to impact our community significantly and we look forward to supporting their success and growth.

Sincerely,



Mamie Williams, PhD, MPH, MSN, APRN
Senior Director Nurse Diversity and Inclusion
Vanderbilt University Medical Center

*Executive Nursing Services*
*2611 West End Ave., Ste 328*
*Nashville, TN 37203*
*Tel 615-875-3332*

TCWD
TENNESSEE CENTER FOR HEALTH WORKFORCE DEVELOPMENT

February 12, 2024

MNPS Charter Schools Office
2601 Bransford Avenue
Nashville, TN 37204

Re: Letter of Support for Nurses Middle College Charter High School -Nashville

To Whom It May Concern:

On behalf of the Tennessee Center for Health Workforce Development (TCWD), I am pleased to offer this letter of support for Nurses Middle College (NursesMC) Charter High School in Nashville. NursesMC-Nashville provides an exciting and innovative educational option for high school students while simultaneously helping to address the critical nursing shortage and embracing partnerships that positively impact community outcomes.

This new school will be modeled after the Rhode Island Nurses institute Middle College Charter High school, located in Providence, RI, which has an exemplary record of preparing students in an intentionally diversified nursing pipeline. Students graduate with college credits, firsthand patient care experience, professional credentials (CNA, EMT, etc.), and the skill, knowledge, and passion necessary to excel in a nursing career.

The mission of NursesMC-Nashville aligns closely with our mission of increasing and strengthening the healthcare workforce to treat an underserved population of patients. TCWD offers financial awards and incentives, recruiting and retention best practices, and stakeholder engagement in the areas of physician, dental, nursing, allied health, and behavioral health providers.

TCWD is fully prepared to be an active partner with this school by providing Academic Achievement Awards to high school students who come from low-income backgrounds or are first-generation college students pursing healthcare careers and Health Science Faculty Awards to help attract nursing-level teachers for the health science courses.

In closing, I want to reiterate my support for a NursesMC-Nashville charter high school. This school will prepare students for postsecondary success by providing them a professional nursing/healthcare pathway, and positively impact our community by serving as one solution to the critical nursing shortage that is only predicted to continue to grow.

Yours sincerely,

Andrew Burnett
Executive Director


5201 Virginia Way | Brentwood, Tennessee 37027 | 615.401.7467 | www.TNCWD.com

**Tre Hargett**
Secretary of State

**Division of Business Services**
**Department of State**
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Nurses Middle College - Nashville
1008 BATE AVENUE
NASHVILE, TN 37204

November 9, 2023

## Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

| | | | |
|---|---|---|---|
| **SOS Control # :** | **001483220** | Formation Locale: | TENNESSEE |
| Filing Type: | Nonprofit Corporation - Domestic | Date Formed: | 11/09/2023 |
| Filing Date: | 11/09/2023 2:15 PM | Fiscal Year Close: | 6 |
| Status: | Active | Annual Report Due: | 10/01/2024 |
| Duration Term: | Perpetual | Image # : | B1471-0014 |
| Public/Mutual Benefit: | Public | | |
| Business County: | DAVIDSON COUNTY | | |

**Document Receipt**

| | | |
|---|---|---|
| Receipt # : 008452638 | Filing Fee: | $100.00 |
| Payment-Check/MO - SHERRARD ROE VOIGT & HARBISON, PLC, NASHVILLE, TN | | $100.00 |

**Registered Agent Address:**
AMY HUFFMAN
1008 BATE AVENUE
NASHVILE, TN 37204

**Principal Address:**
1008 BATE AVENUE
NASHVILE, TN 37204

Congratulations on the successful filing of your **Charter** for **Nurses Middle College - Nashville** in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website (www.tn.gov/revenue) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
Secretary of State

Processed By: Nichole Hambrick

FILED

# CHARTER
# OF
# NURSES MIDDLE COLLEGE – NASHVILLE

The undersigned, pursuant to the provisions of Section 48-60-106 of the Tennessee Nonprofit Corporation Act, adopts the following Charter:

1. Name. The name of the Corporation is Nurses Middle College – Nashville (the "Corporation").

2. Initial Registered Office and Agent. The address of the Corporation's initial registered office in the State of Tennessee is 1008 Bate Avenue, Nashville, Tennessee 37204 (Davidson County). The name of the Corporation's registered agent at that address is Amy Huffman.

3. Fiscal Year. The fiscal year of the Corporation ends on June 30 in each year.

4. Duration. The duration of the Corporation is perpetual.

5. Purposes.

A. The Corporation is a not for profit. This Corporation is organized and shall be operated exclusively for charitable and educational purposes. In particular, the Corporation is operated for the charitable purpose of advancing educational opportunities for students in Tennessee. The Corporation shall establish and operate one or more Charter Schools in accordance with the Tennessee Public Charter Schools Act of 2002 (Tennessee Code Annotated § 49-13-101 et. seq.), as amended, restated or replaced from time to time (the "Charter Act"). The Corporation is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a not-for-profit corporation under the Tennessee Nonprofit Corporation Act, as amended from time to time (the "Act"). The Corporation may engage in all activities proper under applicable law, provided such activities are not inconsistent with the Act, the Bylaws, the Charter Act. The managing of the business and regulation of Corporation affairs shall be consistent with the Bylaws.

B. In furtherance of its purposes, this Corporation may engage in, advance, promote, support and administer activities and projects of every kind and nature whatsoever in its own behalf or as the agent, trustee or representative of others; provided that all the powers of this Corporation are exercised only so that this Corporation's operations are exclusively within the contemplation of Section 501(c)(3) of the Internal Revenue Code (the "Code"). All references in this Charter to sections of Code are to the Internal Revenue Code of 1986 and include any provisions thereof adopted by future amendments thereto and any cognate provisions in future Internal Revenue Codes to the extent such provisions are applicable to this Corporation.

C. In furtherance of the foregoing purposes, the Corporation has all powers granted to a Corporation under the Tennessee Nonprofit Corporation Act and the power to do all things necessary, proper, and consistent with maintaining its tax-exempt status under

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Section 501(c)(3) of the Code and its qualification to receive contributions deductible under Section 170(c)(2) of the Code.

D. The Corporation is a public benefit corporation and is not for profit.

E. The Corporation is not a religious corporation.

F. The Corporation will not have members.

6. Limitations on Activities.

A. No part of the net income or net earnings of this Corporation shall inure to the benefit of any private shareholder or individual. This Corporation shall not lend any of its assets to or guarantee the obligation of any officer, director, or employee of this Corporation, or a member of the family of such a person. Nothing herein shall be construed to establish or prohibit the payment of reasonable compensation to any person for services actually rendered by such person to this Corporation.

B. No substantial part of the activities of this Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation. This Corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

7. Stock. The Corporation shall have no capital stock.

8. Board of Directors. The management and direction of the business of this Corporation shall be vested in a Board of Directors. The number, method of selection, term of office, powers, authority and duties of members of the Board of Directors, the time and place of their meetings, and such other regulations with respect to them as are not inconsistent with the express provisions of this Charter shall be *as* specified from time to time in the Bylaws of this Corporation. The members of the first Board of Directors shall be designated by the incorporator and each shall serve until the annual meeting of the Board of Directors in the year designated by the incorporator.

9. Incorporator. The name and address of the incorporator are as follows:

Amy Huffman
1008 Bate Avenue
Nashville, Tennessee 37204

10. Initial Principal Office. The street and mailing address of the Corporation's initial principal office in the state of Tennessee is 1008 Bate Avenue, Nashville, Tennessee 37204 (Davidson County).

11. Director Liability. The directors and officers of this Corporation shall not be personally liable for the debts or obligations of this Corporation of any nature whatsoever, nor



B1671-0915 11/05/2023 2:15 PM Received by Tennessee Secretary of State Tre Hargett

shall any of the property of the directors or officers be subject to the payment of the debts or obligations of this Corporation to any extent whatsoever.

12. Amendment. This Charter may be amended from time to time in the manner provided by Tennessee Code, section 48-60-102, *as* amended from time to time.

13. Dissolution. This Corporation may be dissolved in accordance with the laws of the State of Tennessee. In the event of the dissolution of this Corporation any surplus property remaining after the payment of its debts shall be disposed of for one or more of the purposes of this Corporation by transfer to one or more corporations, associations, institutions, trusts, or foundations described in Section 501(c)(3) of the Internal Revenue Code, or to the State of Tennessee or any political subdivision or agency thereof for public purposes, in such proportions as the Board of Directors of this Corporation shall determine. Subject to the provisions of Section *5* of this Charter, nothing herein shall be construed to affect the disposition of property and assets held by this Corporation upon trust or other condition, or subject to any executory or special limitation, and such property, upon dissolution of this Corporation, shall be transferred in accordance with the trust, condition or limitation imposed with respect to it.

14. Prohibited Transactions. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to it or on its behalf, and to make payments and distributions in furtherance of the purposes. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation; and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or any corresponding provision of any future federal tax laws, or (b) by a corporation to which contributions are deductible under Section 170(c)(2) of the Code, or any corresponding provisions of any future federal tax laws.

The Corporation shall not engage in any act of self-dealing as defined in Section 4943(d) of the Code, or any corresponding provision of any future federal tax laws. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code, or any corresponding provision of any future federal tax laws. The Corporation shall not make any investments in a manner that would subject it to tax under Section 4944 of the Code, or any corresponding provision of any future federal tax laws. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code, or any corresponding provisions of any future federal tax laws.

15. Mandatory Indemnification of Directors and Officers. To the maximum extent permitted by the provisions of Sections 48-58-501, et seq., of the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this paragraph 1 which occur subsequent to the effective date of such amendment), the Corporation



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shall indemnify and advance expenses to any person who is or was a director or officer of the Corporation, or to such person's heirs, executors, administrators, or legal representatives, for the defense of any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, and whether formal or informal (any such action, suit or proceeding being hereinafter referred to as the "Proceeding"), to which such person was, is or is threatened to be made, a named defendant or respondent, which indemnification and advancement of expenses shall include counsel fees actually incurred as a result of the Proceeding or any appeal thereof, reasonable expenses actually incurred with respect to the Proceeding, all fines, judgments, penalties and amounts paid in settlement thereof, subject to the following conditions:

A. The Proceeding was instituted by reason of the fact that such person is or was a director or officer of the Corporation; and

B. The director or officer conducted himself or herself in good faith, and he or she reasonably believed (i) in the case of conduct in his or her official capacity with the Corporation, that his or her conduct was in its best interest; (ii) in all other cases, that his or her conduct was at least not opposed to the best interests of the Corporation; and (iii) in the case of any criminal proceeding, that he or she had no reasonable cause to believe his or her conduct was unlawful. The conduct of the director or officer with respect to an employee benefit plan for a purpose he or she reasonably believed to be in the interest of the participants in, and beneficiaries of, the plan shall be conduct that satisfies the requirements that such person's conduct was at least not opposed to the best interests of the Corporation. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the director or officer did not meet the standard of conduct herein described.

16. Permissive Indemnification of Employees and Agents. The Corporation may, to the maximum extent permitted by the provisions of Section 48-58-501, et seq., of the Act, as amended from time to time (provided, however, that if an amendment to the Act in any way limits or restricts the indemnification rights permitted by law as of the date hereof, such amendment shall apply only to the extent mandated by law and only to activities of persons subject to indemnification under this paragraph 2 which occur subsequent to the effective date of such amendment), indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation, or to such person's heirs, executors, administrators, or legal representatives, to the same extent as set forth in paragraph 1 above, provided that the Proceeding was instituted by reason of the fact that such person is or was an employee or agent of the Corporation and met the standards of conduct set forth in subparagraph 15(b) above. The Corporation may also indemnify and advance expenses in a Proceeding to any person who is or was an employee or agent of the Corporation to the extent, consistent with public policy, as may be provided by its bylaws, by contract, or by general or specific action of the Board of Directors.

A. Non-Exclusive Application. The rights to indemnification and advancement of expenses set forth in paragraphs 15 and 16 above are contractual between the Corporation and the person being indemnified, and his or her heirs, executors, administrators, or legal representatives, and are not exclusive of other similar rights of indemnification or advancement of expenses to which such person may be entitled, whether by law, by this Charter, by a resolution of the Board of Directors, by the Bylaws of the



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Corporation, by the purchase and maintenance by the Corporation of insurance on behalf of a director, officer, employee or agent of the Corporation, or by an agreement with the Corporation providing for such indemnification, all of which means of indemnification and advancement of expenses are hereby specifically authorized. The rights of indemnification and advancement of expenses set forth in this Article shall also apply, as appropriate, to any person who was an officer, director, employee or agent (or any such person's heirs, executors, administrators, or legal representatives) of any association, corporation, partnership or trust which was a predecessor to this Corporation, and to any officer, director, employee or agent of this Corporation (or any such person's heirs, executors, administrators, or legal representatives) who is serving or served in any capacity for another association, corporation, partnership or trust at the request of this Corporation.

B. Non-Limiting Application. The provisions of this paragraph 16 shall not limit the power of the Corporation to pay or reimburse expenses incurred by a director, officer, employee or agent of the Corporation in connection with such persons' appearing as a witness in a Proceeding at a time when he or she has not been made a named defendant or respondent to the Proceeding.

C. Prohibited Indemnification. Notwithstanding any other provision of this paragraph 16, the Corporation shall not indemnify or advance expenses to or on behalf of any director, officer, employee or agent of the Corporation, or any such person's heirs, executors or administrators:

i. if a judgment or other final adjudication adverse to such person establishes his or her liability for any breach of the duty of loyalty to the Corporation, for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or under Section 48-58-304 of the Act;

ii. in connection with a Proceeding by or in the right of the Corporation in which such person was adjudged liable to the Corporation; or

iii. in connection with any other Proceeding charging improper personal benefit to such person, whether or not involving action in his or her official capacity, in which he or she was adjudged liable on the basis that personal benefit was improperly received by him or her.

D. Repeal or Modification Not Retroactive. No repeal or modification of the provisions of this paragraph 16, either directly or by the adoption of a provision inconsistent with the provisions of this Article, shall adversely affect any right or protection, as set forth herein, existing in favor of a particular individual at the time of such repeal or modification.

17. Limited Personal Liability of Directors. No person who is or was a director of the Corporation, nor such person's heirs, executors, administrators, or legal representatives (collectively referred to as a "director"), shall be personally liable to the Corporation for monetary damages for breach of fiduciary duty as a director. However, this provision shall not eliminate or limit the liability of a director (a) for any breach of a director's duty of loyalty to the Corporation,



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(b) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law, or (c) under Section 48-58-304 of the Act. No repeal or modification of the provisions of this Article, either directly or by the adoption of provisions inconsistent with the provisions of this Article, shall adversely affect any right or protection, as set forth herein, existing in favor of a particular individual at the time of such repeal or modification.

IN WITNESS WHEREOF, the undersigned has executed this Charter on this 9th day of November 2023, and attests to the accuracy and completeness of the Charter.

NURSES MIDDLE COLLEGE – NASHVILLE

BY: Amy Huffman

AMY HUFFMAN, INCORPORATOR

AmY.Huffman@NashvilleIncubator.org

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**Attachment I: Proof of Non-Profit and Tax-Exempt Status**

As pictured below, we received confirmation of our 501(c)(3) filing on 11/16/2023; we are awaiting notification of being granted non-profit and tax-exempt status.

**Form Number:** 1023
**Form Status:** Accepted
**Pay.gov Tracking ID:** 27957JKK
**Date Submitted:** 11/16/2023 16:09:44 PM
**Application Name:** Form 1023

You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

**Attachment J: Bylaws**

**Proposed BYLAWS**

**Nurses Middle College - Nashville**

**ARTICLE 1**
**NAME AND PURPOSE**

Section 1.01. Name. The name of the organization is Nurses Middle College - Nashville ("Organization" or "NursesMC-Nashville").

Section 1.02. Objectives and Purpose. The Organization is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Specifically, the Organization shall, acting as a holding company, establish and operate, through wholly-owned subsidiaries, one or more Charter Schools in accordance with the Tennessee Public Charter Schools Act of 2002 (Tennessee Code Annotated § 49-13-101 et. seq.), as amended, restated or replaced from time to time (the "Charter Act") and any future charter school authorizers (collectively, the "Charter Authorizers"). The Organization is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a not-for-profit corporation under the Tennessee Nonprofit Corporation Act, as amended from time to time (the "Act"). The Organization may engage in all activities proper under applicable law, provided such activities are not inconsistent with the Act, the Bylaws, the Charter Act, or the requirements of the Charter Authorizers. The managing of the business and regulation of Organization affairs shall be consistent with the Bylaws.

The Organization is organized to engage in any activity, and to exercise any and all powers, rights and privileges, afforded a nonprofit corporation under the Act; provided, however, that the Organization shall not carry on any other activities not permitted to be carried on by any of the following: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the code, or any corresponding provision of any future federal tax laws; (b) a corporation to which contributions are deductible under Sections 170(c)(2), 2055(a), and 2522(a) of the Code, or any corresponding provisions of any future federal tax laws; or (c) a nonprofit corporation organized under the laws of the State of Tennessee pursuant to the Act or the Charter Act. The Organization shall not discriminate with respect to admissions to its Charter School(s) on the basis of race, creed, color, national origin, religion, ancestry, or the need for special education services as set forth in the Charter Act. Further, the Organization shall insure that its Charter School(s) is non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance, and all other operations.

Section 1.03. Principal Office. The principal office of the Organization shall be located in Nashville, Tennessee. The Organization may have other offices within or without the State of Tennessee, as its business may require and as the Board of Directors ("Board") may from time to time establish.

Section 1.04. Registered Office. The registered office of the Organization shall be located at the School once determined. The registered office may change as the Board may from time to time establish.

Section 1.05 Gift Acceptance. No solicitation or contributions to the Organization shall be made and no gift, bequest, or devise to the Organization shall be accepted upon any condition or limitation that in the opinion of the Organization may cause the Organization to lose its status as tax exempt.

Section 1.06 Nondiscrimination. The Organization does not discriminate on the basis of race, creed, color, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, citizenship, status as a disabled veteran, or past or present honorable military services in any manner.

Section 1.07 Governing Law. The Organization is governed by Tennessee law.

## ARTICLE II

## MEMBERS

Section 2.01. Members. At the discretion of the Board, the Organization may have members. Members shall have such rights and preference as may be established by the Board.

Section 2.02. Tennessee Board of Directors. The Organization will form a Board of Directors specifically for the Nurses Middle College Charter School - Nashville. No more than 40% of the membership of the Board will be members of any external group or organization.

## ARTICLE III
## BOARD OF DIRECTORS

Section 3.01. Authority of Directors. The Board is the policy-making body and may exercise all the powers and authority granted to the Organization under the Act, except as otherwise provided by these Bylaws.

Section 3.02. Number, Election and Tenure. The Board shall consist of not less than three (3) and not more than thirteen (13) directors ("Directors" or "Board Members'). The number of Board Members shall be determined by the Board. Board Members will be elected by a majority vote of a quorum of the Board. Each Board Member shall be elected to hold office for a term of three (3) years.

Section 3.03 Vacancy. Vacancies existing for any reason, such as resignation, death, incapacity or removal before the expiration of term, shall be filled by the remaining Board Members. A Board Member elected to fill a vacancy shall be elected for the unexpired term of that Board Member's predecessor in office.

Section 3.04. Resignation. Resignations are effective upon receipt by the Treasurer or Secretary of the Organization of written notification of such Board Member's resignation.

Section 3.05 Removal. A Board Member shall be removed only upon a seventy-five percent (75%) vote of the entire Board.

Section 3.06 Fiduciary Duty. A Board Member shall stand in a fiduciary relation to Organization and shall perform all duties as a Board Member, including duties as a member of any committee of the Board upon which the Board Member may serve, in good faith, in a manner the Board Member reasonably believes to be in the best interests of the Organization, and with such care, including

reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances.

Section 3.07. Reimbursement. Board Members shall serve without compensation with the exception that expenses incurred in the furtherance of the Organization's business are allowed to be reimbursed with documentation and prior approval of the Board.

Section 3.08 Board Member Contribution. As determined by the Board from time to time, a Board Member shall make a financial contribution of a certain level on a schedule but not less than annually during any term.

Section 3.09 Annual Meetings. The Annual Meeting of the Board shall be held each year, at a date and time determined by the Board ("Annual Meeting'). The Annual Meeting shall be held for the purposes of filling Board vacancies, electing Officers and transacting such other business as may properly come before the meeting.

Section 3.10 Regular Meetings. The Board shall hold no less than 12 regular meetings (monthly) each calendar year at such place(s) and time(s) as the Board shall determine.

Section 3.11 Special Meetings. Special Meetings of the Board ("Special Meetings") shall be at such dates, times and places as the Board shall determine. Special Meetings may be called by the President of the Board or at the request of any two (2) Board Members by notice emailed, mailed, telephoned, or sent by facsimile transmission to each member of the Board not less than forty-eight (48) hours before such meeting. Any such notice that does not meet the foregoing requirements may be waived in writing by a majority of the entire Board.

Section 3.12 Minutes. Minutes of each meeting of the Board shall be recorded in writing and kept with the records of the Organization.

Section 3.13 Notice. The Board meeting dates will be presented and approved at the Annual Board meeting and publicly posted, particularly to the school's website and submitted to the Authorizer annually.

Section 3.14 Waiver and Notice. Whenever any written notice whatsoever is required to be given under the provisions of applicable law, the Articles of Incorporation of the Organization, or the Bylaws, a waiver of such notice in writing signed by the person or persons entitled to notice, whether before or after the time stated in such waiver, shall be deemed equivalent to the giving of such notice. In the case of a Special Meeting, such a waiver of notice shall specify the general nature of the business to be transacted. Attendance of a Board Member at a meeting shall constitute a waiver of notice of the meeting unless the Board Member attends for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened.
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Section 3.15 Quorum. A quorum shall consist of a majority of the Board attending in person or through teleconferencing (following all Tennessee State requirements for teleconferencing). All decisions will be by majority vote of those present at a meeting at which a quorum is, unless otherwise required by the Act or these Bylaws. If less than a majority of the Board Members is present at said meeting, the meeting will be adjourned until quorum can be reached.

Section 3.16 Action without a Meeting. Any action required or permitted to be taken at a meeting of the Board (including amendment of these Bylaws) or of any committee may be taken without a meeting if a majority of the members of the Board or committee consent (which may be via email) in writing to approving the specific action. Such consents shall have the same force and effect as a majority vote of the Board or of the committee as the case may be. A vote will be taken by the entire Board at the next Board meeting for actions taken between meetings.

Section 3.17. Electronic Participation. Unless otherwise provided herein, a Board Member may participate in any meeting of the Board by means of a web or video conference, or similar communications equipment by means of which all persons participating in the meeting can hear and see each other at the same time. Participation by such means shall constitute presence of Board Member at a meeting as long as all off school sites are publicly posted and the public can attend at those sites. During the COVID-19 pandemic, under the Governor's Executive Orders, this may be modified.

Section 3.18 Conflict of Interest. A Board Member shall act in a manner intended to further the best interests of the Organization. If at any time a Board Member has a conflict of interest, or is unable to act in the best interests of the Organization, the Board Member shall recuse from discussing and abstain from voting on the subject and shall leave the room while the matter is discussed. Recusal and abstention shall not prevent a Board Member from participating in other activities or discussions where no conflict of interest exists. Upon the majority vote of a quorum of the Board, the Board may approve a transaction that is the subject of a conflict only if it has determined that the transaction or arrangement is fair and reasonable with respect to the Organization. A Board Member may be removed from the Board for failure to recuse and abstain from voting when the Board Member has a conflict of interest.

## *A*RTICLE IV
## OFFICERS

Section 4.01 Enumeration. The Officers of the Organization shall consist of a President, Vice President, Secretary, and Treasurer ("Officers'). Any person may hold more than one office except for the offices of Treasurer and Secretary.

Section 4.02 Term. An Officer shall serve a term of three (3) years, with the exception of the first operating year, or until his or her successor is duly elected and takes office. An Officer may be elected for a maximum of three (3) consecutive terms for no more than nine (9) years of consecutive service. During the school's first planning term, half the Board will be elected to two-year terms while the rest of the Board is elected to three-year terms.

Section 4.03 President. The President shall be a Board Member of the Organization and will preside at all meetings of the Board. The President shall perform all duties attendant to that office and shall perform such other duties as on occasion shall be assigned by the Board.

Section 4.04 Vice-President. The Vice-President shall be a Board Member of the Organization and will preside at meetings of the Board in the absence of or request of the President. The Vice-President shall perform other duties as requested and assigned by the President.

Section 4.05 Secretary. The Secretary shall keep the minutes of all meetings of, or caused to be kept, the Board in the books proper for that purpose. The Secretary shall maintain copies of the Articles

of Incorporation and these Bylaws and shall perform such other duties as occasionally may be assigned by the Board.

Section 4.06 Treasurer. The Treasurer shall maintain the financial books and records of the organization or cause the financial books and records of the organization to be kept, and will report to the Board at each regular meeting on the status of the Organization's finances. Specifically, the Treasurer shall see that: (a) Full and accurate accounts of receipts and disbursements are kept; (b) A system is in place such that all monies and other valuable effects are deposited in the name and to the credit of the Organization in such depositories as shall be designated by the Board; and (c) Board Members at the regular meetings of the Board, or whenever they may require it, receive an account of the financial condition of the Organization. The Treasurer shall comply with all requirements with respect to non-profit status of the Organization and ascertain that appropriate procedures are being followed in the financial affairs of the Organization and shall perform such other duties as occasionally may be assigned by the Board.

Section 4.07 Removal. An Officer shall be removed from office only upon a seventy-five percent *(*75%) vote of the entire Board.

## ARTICLE V
## LIABILITY OF BOARD MEMBERS

Section 5.01 Limitation of Personal Liability. A Board Member shall not be personally liable based solely on his or her conduct in the execution of the office or duty unless the conduct of the Board Member, Officer, or volunteer regarding the person asserting the liability constituted malicious, willful, or wanton misconduct. Such a limitation on liability does not apply to the responsibility or liability of a Board Member pursuant to any criminal statute or for payment of taxes pursuant to any federal, state, or local law.

Section 5.02 Preservation of Rights. Any repeal or modification of this Article by the Board shall not adversely affect any right or protection existing at the time of such repeal or modification to which any Board Member or former Board Member may be entitled under this Article. The rights conferred by this Article shall continue as to any person who has ceased to be a Board Member and shall insure to the benefit of the heirs, executors, and administrators of such person.

## ARTICLE VI
## INDEMNIFICATION

Section 6.01 Indemnification. Unless the indemnification would jeopardize the tax exempt status of the Organization, the Organization shall indemnify, to the fullest extent permitted by law, each Board Member, and Officer of the Organization who was or is or a party or is threatened to be made a party to or a witness in any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Organization).

Section 6.02 Limitations of Indemnification. Indemnification as described herein is limited to situations and circumstances in which a Board Member or Officer acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interest of the Organization, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful.

Section 6.03. Directors and Officers Insurance. The school will carry the appropriate and necessary insurance covering all directors and officers.

## ARTICLE VII
## COMMITTEES

Section 7.01 Executive Committee. The Board shall maintain an Executive Committee to manage routine Board functions. The Executive Committee shall be composed of at least the President, Vice President, and Secretary as elected. The Executive Committee shall have such further power and duties as shall be delegated to it by a majority vote of a quorum of the Board.

Section 7.02. Audit Committee. The Audit Committee will be composed of independent Board members, Treasurer, and will be responsible for overseeing the annual school audit.

Section 7.03 Finance Committee. The Finance Committee will be composed of Independent Board members, Treasurer, and will be responsible for overseeing all financial matters related to the school. The committee will convene regularly to review budgets, financial statements, and fundraising initiatives, ensuring fiscal responsibility and sustainability for the organization.

Section 7.04 Academic Committee. The Academic Committee will be responsible for evaluating the school's academic performance and ensuring alignment with educational standards and the school's mission.

Section 7.05 Formation of ad hoc Committees. The Executive Committee may deem advisable the formation of committees of various purposes and sizes to assist in the administration and conduct of the affairs of the Organization ("Committees"). Committees may be formed for purposes deemed necessary by the Executive Committee and committee members shall be appointed annually by the Executive Committee and may be reappointed to a Committee for an unlimited number of terms.

Section 7.06 Operation. Committees may meet as necessary to accomplish their goal. Except for the Executive and Audit Committees, any person or entities including Board Members shall be eligible to serve as Committee members. The chairperson of each Committee shall determine the date and place of all committee meetings. A Committee may adopt its own rules of procedure not inconsistent with the Bylaws. All Committees will take minutes and post these minutes to the website of the school.

Section 7.07 Limitation of Power of Committees. No Committee shall have authority to act on behalf of the Organization or the Board in any form or manner unless expressly given such authority by a majority of votes of a quorum of the Board.

## ARTICLE VIII
## OPERATIONS AND FINANCIAL ADMINISTRATION

Section 8.01. Fiscal Year. The fiscal year of the Organization shall be July I to June 30.

Section 8.02 No Private or Political Beneficiaries. No part of the earnings or assets of the Organization shall inure to the benefit of any private individual, aside from compensation of the Organization employees or contractors, and no part of the activities of the Organization shall consist of lobbying and the Organization shall not engage in any political campaign activities for or in opposition to any candidate for public office.

Section 8.03 No Violation of Purposes. In no event and under no circumstances shall the Board make any distribution or expenditure, engage in any activity, hold any assets, or enter into any transaction whatsoever, the effect of which under applicable laws then in force will cause the Organization to lose its status as an organization to which contributions are deductible in computing the net income of the contributor for purposes of income taxation.

Section 8.04 Contracts. The Board may authorize any Officer or Officers to enter into any properly authorized contract or execute and deliver any instrument in the name and such authority may be general or confined to specific instances. This will be approved by a vote of the entire Board.

Section 8.05 Checks. All checks, order for the payment of money, bills of lading, obligations, bills of exchange, and insurance certificates shall be written and signed or endorsed by school staff or Board Members as determined by the Board. All contracts, purchases, etc., over $10,000 will be voted on by the entire Board. All checks, as per the Financial Policies and Procedures, will have two signatures. Under no circumstances will the treasurer or the Financial Officer of the school be a co-signer.

Section 8.06 Deposits and Accounts. All funds of the Organization, not otherwise employed, shall be deposited from time to time in general or special accounts in such banks, trust companies, or other depositories as the Board may select. For the purpose of deposit and for the purpose of collection for that account of the Organization, checks, drafts and other orders of the Organization may be endorsed, assigned, and delivered on behalf of the Organization by any officer of the Organization.

Section 8.07 Tax Records. The Organization shall maintain at its principal office a copy of its application for exemption and all tax returns filed with the IRS. To the extent required by law, such documents shall be made available during regular business hours for inspection by any Board Member or Officer requesting to see them.

Section 8.08 Annual Report. The Treasurer shall submit, or cause to be submitted, annually to the Board a financial report containing those details required to be included under the provisions of law governing the Organization, the Bylaws, or otherwise as required by the Board for inclusion in the Annual Report submitted to the Authorizer.

Section 8.09 Books and Records. The Organization will keep correct and complete books and records of account and will also keep minutes of the proceedings of the Board and its committees. The Organization will keep at its principal office the original or a copy of its Bylaws, including amendments to date, certified by the Secretary of the Organization.

Section 8.10 Annual Audit. The Organization shall retain an independent certified public accountant to conduct an annual audit or review of the Organization and to report on the financial condition and operation of the Organization. The annual audit and report on or review of the financial

condition and operation of the Organization shall be addressed by the Board.

**ARTICLE IX**
**DISSOLUTION**

Section 9.01 Authorization. The dissolution of the Organization shall be authorized only upon the advance affirmative vote of the Board. In effectuating the dissolution, the Board shall comply with dissolution procedures set forth in by the authorizer.

Section 9.02. Dissolution Funds. The Board will vote to deposit $25,000 each year, up to $100,000, into an escrow account for the purpose of dissolution.

Section 9.02 Distribution. Upon the dissolution of the organization, the school will abide by Tennessee State Education Law §219, and/or the provisions under Tennessee State Education Law §216-a(4)(d)(13) and Article 11 of the Tennessee State Not-for-Profit Corporation Law and will disperse the dissolution fund accordingly.

**ARTICLE X**
**GENERAL PROVISIONS**

Section 10.01 Confidentiality. The Board Members and Officers shall not willfully and knowingly disclose to any other person confidential information acquired by them in the course of and by reason of their official duties.

Section 10.02 Severability. If any provision of these Bylaws is held to be unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

Section 10.03 Bylaw Amendment. These Bylaws may be amended by a super majority of votes (75%).

Approved this _____ day of November, 2023.

_____ _____
Secretary of the Board of Directors Date

**Attachment K: Code of Conduct**

See **Attachment L**; the Code of Conduct is contained in the Conflict of Interest Policy.

# Conflict of Interest Policy for Nurses Middle College Nashville

This shall be known as the "Conflict of Interest Policy" for Nurses Middle College Nashville. It is subject to amendment by vote of the Board of Directors.

## Article I – Purposes

The purpose of this policy is to protect this organization's interest when it is contemplating entering a transaction or arrangement that might benefit the private interest of Interested Parties or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to the organization.

## Article II – Definitions

### 2.1 Board

References to the "Board" or the "Board of Directors" shall mean references to the governing board of directors of the organization.

### 2.2 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.

### 2.3 Financial Interest

A person has a financial interest if the person has, directly or indirectly, through 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 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 boards 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

**(d)** 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 inurement, impermissible private benefit or in an excess benefit transaction.

## Article VIII – Committees

If the Board should ever create any committees of the board, then this policy shall apply equally well to such committees and the members of same.

Enacted: November 2, 2023.

Mamie Williams, PhD, MPH, APRN | 1108 Jackson Street| Nashville TN 37208|

## EMPLOYMENT HISTORY

| Vanderbilt Medical Center | 2021-Present | Sr. Dir Nurse Diversity and Inclusion | **Collaborate with nurse leadership to assess, develop, implement, and evaluate diversity, equity, and inclusion programs and initiatives.** |

| Vanderbilt Medical Center | 2012–2021 | Director Nurse Safety and Wellbeing | **Manage quality initiatives related to safe patient handling and practice. Develop and implement LPN transition to practice program.** |

| Fast-Pace Medical Care | 2015-2017 | Family Nurse Practitioner | **Provide family nurse practitioner care to patients of all ages with urgent and chronic care needs.** |

| Nashville General Hospital | 2009-2012 | Director of Nursing, Education and Quality | **Develop and implement nursing education plans/programs. Manage/Supervise clinical nurse specialists.** |

| Tennessee State University | 2008-2010 | Assistant Professor | **Developed integrative concepts course.** |

| Nashville General Hospital | 2007-2009 | Clinical Nurse Specialist (Team Lead): Advanced Practice Nurse, Intensive Care Unit | **Coordinate patient care educate nurse, patient/family, supervise CNS team.** |

| Veteran's Affairs Hospital | 2005-2007 | Registered Nurse, Surgical Intensive Care Unit | **Monitor and manage post- operative patients.** |

| Metropolitan Nashville General Hospital | 2003-2006 | Medical Intensive Care Unit Registered Nurse, Charge | **Provide critical care to patients, maintain hemodynamic stability, and manage and treat acute and chronic illnesses.** |

## EDUCATION

| Institution | Date Degree Granted | Degree |
|---|---|---|
| University of Kansas<br>Kansas City, KS | December 2022 | Doctor of Philosophy Nursing |
| Tennessee State University<br>Nashville, TN | May 2005 | Master of Science<br>Nursing: Family Nurse Practitioner |
| Tennessee State University<br>Nashville, TN | May 2003 | Bachelor of Science<br>in Nursing |
| University of Illinois<br>Springfield, IL | May 2001 | Master Public Health |

## COMMUNITY SERVICE

February 2021- present. American Nurses Credentialing Center (ANCC)- Healthy Nurse Health Nation Healthy Nurse, Healthy Nation (HNHN) Advisory Committee, Co-Chair.

December 2020 - 2022. Association of American Medical Colleges (AAMC)- Building Confidence in COVID-19 Vaccines Project Advisory Committee, Member.

## PUBLICATIONS

Norman,L. Donelan, K. Buerhaus, P. Willis, G. **Williams, Mamie**. Ulrich, B. Dittus, R. (2005). The Older Nurse in the Workplace: Does Age Matter?. Nursing Economics; The Journal For Health Care Leaders.

Buerhaus; Donelan; Ulrich; Norman; **Williams, Mamie**; Dittus R. (2005). Hospital RNs' and CNOs' Perceptions of the Impact of the Nursing Shortage on the Quality of Care Nursing Economics.

Wilkins, C. H., **Williams, Mamie,** Kaur, K., & DeBaun, M. R. (2021). Academic medicine's journey toward racial equity must be grounded in history: Recommendations for becoming an antiracist academic medical center. Academic Medicine, 96(11), 1507.

**Williams, M**., & Dubree, M. (2023). Nurse engagement: A diversity and inclusion imperative. Tennessee Nurse, 11(2), 23-24.

## PRESENTATIONS

Williams, M. (2017, April 23–26). What physicians need to know about healthcare ergonomics: Safe patient handling and beyond [Paper presentation]. American Occupational Health Conference (AOHC), Denver, CO, United States.

Williams, M. (2019, October 10–12). Vanderbilt Medical Center Healthy Nurse Healthy Nation Collaboration with ANA [Paper presentation]. American Nurses Credentialing Center (ANCC) National Magnet Conference 2019, Orlando, FL, United States.

Williams, M. (Host). (2021, May 14). VaccineVoices: COVID-19 Vaccine Myths Debunked [Audio podcast episode]. In AAMC VaccineVoices. AAMC.

Williams, M. (Host). (2021, May 14). Voices from the Community: Mamie Williams [Audio podcast episode]. In AAMC VaccineVoices. AAMC

Williams, M. (2021, December 8). Nurse self-compassion/self-care [Webinar]. ANA-Healthy Nurse Healthy Nation / CeraVe.

Williams, M. (2023). How to implement and evaluate a DEI program. In Chi Eta Phi National Boule (Ed.), Proceedings of the 2023 National Convention (pp. 4-5). Charlotte, NC: Chi Eta Phi Foundation.

Williams, M., & Johnson, R. (2023). Academy for diverse emerging nurse leaders: A clinical practice and academic nursing collaboration to strengthen the retention of diverse nurse leaders [PowerPoint slides]. Vanderbilt University School of Nursing. National Black Nurses Association 51st Annual Institute and Conference, Atlanta, GA.

## AWARDS

08/2019- Margaret Zimmerman Predoctoral Fellowship-University of Kansas, Kansas City, KS.

# MALLORY DWINAL-PALISCH

834 Glen Avenue, Nashville, TN 37204 | 253.232.2234 (cell) | mallorydwinal@gmail.com

## EDUCATION

HARVARD BUSINESS SCHOOL, Cambridge, MA 2015

***Master in Business Administration***

- Graduate with Distinction (awarded to top 15% of the graduating class)
- 2015 Social Enterprise Fellow—awared for exceptional leadership and work in the social enterprise space
- 2014 Harvard Presidential Scholar—first MBA candidate ever selected for the university-wide award
- 2013 Goldsmith Fellow—awarded to 10 incoming HBS candidates for outstanding work in the public sector

OXFORD UNIVERSITY, Oxford, England 2012

***Doctor of Philosophy (Department of Education)***

- 2009 US Rhodes Scholar

NORTHWESTERN UNIVERSITY, Evanston, Illinois – GPA: 3.9/4.0 2009

***Bachelor of Arts in Spanish, Economics & International Studies (summa cum laude with honors)***

- Honors: 2009 Rhodes Scholar, 2009 Suma cum Laude, 2008 Phi Beta Kappa Inductee, 2008 City of Evanston Outstanding Volunteer; 2008 Northwestern University International Studies Philanthropist of the Year
- Activities:
  - *Speech & Debate Team, Co-Captain & Competitor*: won 2007 American Forensics National Tournament: Impromptu Speaking 7th Place; 2007 Illinois State Champion Impromptu Speaking
  - *Student Advisory Board, Board Member*: represent Spanish Department to the University President and Deans
  - *Honors Thesis*: For the Department of Economics, entitled "The Economics of Bilingual Education"

## PROFESSIONAL EXPERIENCE

THE CRAFT EDUCATION SYSTEM, Oakland, California 2020-Present

***Co-Founder & CEO***

- Developed a business model and product concept, and raised $6.5 million in pre-seed and seed capital for launch
- Hired engineering and regulatory compliance teams to build and ship a working MVP
- Secured 9 partnerships in 6 months, and built corresponding customer onboarding processes and staff

REACH UNIVERSITY, Oakland, California 2017-Present

***Co-Founder & Chancellor***

- Ensured short- and long-term financial viability of the institution by fundraising $5m in startup capital and leading the organization to become self-sustaining on earned income in 24 months.
- Implemented an organization-wide budgeting process that also served to streamline all operations, HR, and financial reporting systems
- Expanded programming scale into five states across the US, with a waitlist thousands of students long
- Reported to board on progress against Reach Institute strategic priorities and execution against the organiation's mission and vision

OXFORD DAY ACADEMY CHARTER HIGH SCHOOL, East Palo Alto, California 2014-2020

***Co-Founder & CEO***

- Fundraised $2.5 million in startup funding, oversees all financial, instructional, and operational elements of the school
- Wrote the petition that was unanimously (7-0) approved by San Mateo County, the first ever approved by that authorizer
- Designed a new pedagogical cycle for high school students, in which an adapted version of the Oxford tutorial system is combined with daily off-site field work; hired and trained all staff in deploying the model
- The only startup school to be recognized by the Department of Education as a 'model of promise' in its November 2015 White House Summit on Next Generation High Schools

DISTRICT MANAGEMENT COUNCIL, Boston, Massachusetts 2013-2015

***Part-time analyst***

- Co-authored strategy and change management materials for the Massachusetts Departement of Elementary and Secondary Education (DESE), and for Boston Public Schools (BPS)
- Developed communications materials for District Management Council conferences and superintendent roundtables

HARVARD UNIVERSITY, Cambridge, Massachusetts 2014-2015
***Freshmen Proctor***
- Selected to provide personal and academic mentorship to 29 Harvard Freshmen as a live-in proctor
- Served as a liaison between freshmen residents and Harvard's Freshmen Dean's Office

DONORSCHOOSE.ORG, New York, New York 2014
***Education Policy & Programs Fellow***
- Designed data collection and analysis for teacher-, partner- and donor- facing initiatives
- Developed staff training materials on 15+ education reform topics

TEACH FOR AMERICA, District of Columbia Corps 2011-2013
***Corps Member, Spanish Teacher, Electives Department Chairperson***
- Funrdaised more than $35,000 to take 13 students to Costa Rica for a week-long immersion experience
- Led department meetings and managed professional development for electives teachers
- Analyzed data to develop and refine school-level administrative systems
- Instructed Spanish I, II, and III as well as a college research/writing course to grades 8-10

INSTITUTE OF READING DEVELOPMENT, Seattle, Washington 2009
***Summer Literacy Teacher***
- Planned and taught age-appropriate literacy classes for 250+ students ages pre-K to adult
- Worked with other teachers to coordinate student placement and lesson differentiation

SOCIAL ENTERPRISE FOR LANGUAGE FOUNDATIONS, Evanston, Illinois 2007-2009
***Founder, Site Leader & English Language Tutor***
- Started and built a program that coordinates and funds English Language Learner (ELL) education for 100+ participants
- Collaborated with school administrators to select participants and develop curriculum for Chicago Public Schools

## PUBLICATIONS

**Dwinal M.** Solving the nation's teacher shortage: How online learning can fix the broken teacher labor market. *The Clayton Christensen Institute for Disruptive Innovation.* White paper, March 2015.

Kim J.J.H., Parashar K., **Dwinal M.** Adopting the Network Model to Embed Change: Boston Public Schools. *The District Management Journal,* Vol. 15: 12-23. Spring 2014.

**Dwinal M.** Teach For America and rural Southern teacher labour supply: An exploratory case study of Teach For America as a supplement to teacher labour policies in the Mississippi-Arkansas Delta from 2008 to 2010. *Oxford University Press*. 2012.

## ADDITIONAL SKILLS

- Language skills: Fluent in Spanish, proficient in French and Mandarin Chinese, limited proficiency in German
- Research skills: Doctoral training in qualitative interview coding and analysis, highly skilled in STATA and SPSS quantitative regression software

# RICK ZADD

5311 Pennsylvania Ave, Nashville, TN 37209 · (440) 796-7020
**rick.zadd@gmail.com**

## EXPERIENCE

**MAY 2021 TO PRESENT**

### STATE COLLABORATIVE ON REFORMING EDUCATION, NASHVILLE, TN

#### VICE PRESIDENT OF FINANCE AND OPERATIONS

Managing a team of seven to provide strategic vision and leadership to ensure SCORE has best in class finance and operations practices. Leading work related to SCORE's finance and accounting, grants management, development, HR/talent, IT, building, and event operations. Working with the rest of SCORE's leadership team to set a strategic direction for the organization and monitor our impact towards that mission. Collaborating with the Board Finance Committee to provide updates on financial status and receive input on direction of finance goals. Developing my team by collaboratively writing goals for their work, conducting routine check-ins along with formal performance reviews, and helping them document their processes in a way that facilitates continuous improvement.

**Accomplishments**

- Received unanimous Board of Directors approval on first draft of budgets presented in 2022 and 2023.
- Consistently kept organization within budget for expenses and exceeding revenue targets.
- Led the development of an updated Reserve and Investment Policy setting the organization up to be nimble and manage outlier situations.
- Clean audits of the organization for FY 2021 and 2022 with no findings.

#### SENIOR DIRECTOR OF OPERATIONS

Managing a team of three to provide critical infrastructure needed for the organization to thrive. Leading all work related to SCORE's HR, IT, building, and event operations. Working with hiring managers to ensure SCORE identifies, properly evaluates, and hires top candidates for all identified vacancies. Creating and refining process plans to improve efficiency and reliability of the portfolio of work. Managing an IT vendor to ensure the organization's basic needs are met and that we are continuing to mature and improve our technology infrastructure with an eye on security and redundancy. Developing my team by collaboratively writing goals for their work, conducting routine check-ins along with formal performance reviews, and helping them document their processes in a way that facilitates continuous improvement. Collaborating with the CFO to ensure that operational aspects of the work are meeting the needs of the organization and staying within constraints.

**Accomplishments**

- Built and implemented a simplified tracking system for paid time off and floating holidays
- Led the adoption of an applicant tracking system, dramatically improving the access to candidate materials and review notes for hiring managers and others involved in the hiring process
- Coordinated a return to our physical offices along with the creation of new hybrid working norms
- Implemented a simplified part-time employee time entry and approval system, significantly decreasing time spent on the process
- Filled 10+ full-time and 3 part-time positions in < 9 months
- Doubled the square footage of our office space to accommodate a growing team and managed all improvements to the new space including paint, furniture, technology, and décor

- Updated the organization's performance management system including revisions to our process and templates used, restarting 360 reviews for the first time in three years, and ensuring that employee voice drove all the changes

**SEPTEMBER 2014 TO MAY 2021**

## STATE OF TENNESSEE DEPARTMENT OF EDUCATION, NASHVILLE, TN

### SENIOR DIRECTOR OF PROCUREMENT AND LOGISTICS - FINANCE

Managing a team of six to provide great customer service to all divisions in the agency. Developing my team by collaboratively writing goals for their work, developing rubrics for predictable evaluation, conducting routine check-ins along with formal performance reviews, and assisting in their personalized, professional development. Collaborating with the staff attorney and CFO to ensure legal compliance with state procurement policy and law while balancing timeline and budget constraints. Helping teams write clear, defensible scopes of services. Continuously improving the quality of services procured by advising teams in the areas of competitive solicitations, performance-based deliverables, and vendor management practices. Guiding division and office leaders through rigorous zero-based budgeting exercises to align funding with strategic priorities by serving as a thought partner on how needs analyses, competitive selection criteria, cost estimates, staffing, and project planning impact budget needs.

**Accomplishments**

- Created a new team from six existing staff members with various functions and turned it into an integral, reliable part of the agency
- Led the transition from a dispersed, unpredictable set of procurement procedures to a centralized procurement system that consistently delivers 95%+ satisfaction to users.
- Overhauled internal approval mechanisms to ensure division leads have insight into every expense, duplicate efforts are minimized, expectations are clear, and contingency plans for vacancies are documented and predictable.
- Documented the full procure-to-pay cycle for the first time for the agency by writing eight process plans with rigorous metrics and data collection methods to track accuracy, completeness, and timeliness
- Created and implemented a system for the collection, revision, and approval of all process plans, project plans, and work plans for the finance division
- Ensured the completion of the agency's enterprise risk management plan by training division leads, reviewing their drafts, and editing for coherence across the organization

### DIRECTOR OF OPERATIONS – CENTERS OF REGIONAL EXCELLENCE

Managed all operations for a team with eight regional offices across Tennessee and one central team located in Nashville. Served as the liaison between eight regional Data Analysts and their counterparts on the Research and Data Use teams to ensure tight alignment on goals, ongoing project management, and knowledge-sharing between the teams. Continuously improved divisional practices including purchasing, renewing and finding new office leases, time entry and approval, travel entry and approval, federal compliance, and technology adoption. Assumed as much administrative burden as possible to protect the time of regional teams for district-level academic support.

**Accomplishments**

- Planned and managed against an annual budget of ~$5.5M for a team of 52 employees and 10+ contractors across multiple state and federal funding sources
- Led multiple transitions in funding sources while preserving the capacity of the team and ensuring compliance with all federal regulations tied to funding

- Managed the planning, spending, and annual reporting of a five-year, ~$7M grant from the Bill and Melinda Gates Foundation
- Onboarded 7-8 new employees per year to make sure they were proficient in all relevant state processes and federal requirements for their work
- Identified a need and then organized and executed the transition of document storage and web-based collaboration for the team from an ad hoc collection of disconnected tools to Microsoft SharePoint
- Developed a suite of hiring and onboarding resources from the ground up to support hiring managers with the necessary tools to identify strong candidates.

### BUSINESS MANAGER – OFFICE OF THE CHIEF ACADEMIC OFFICER

Provided detailed budget-to-actual reports to divisions, collections of divisions, and the whole office to various levels of stakeholders. Represented the office in all conversations with senior leadership regarding funding priorities. Advised the CAO and heads of divisions on the strategic use of recurring and reserve funds, staffing and organizational needs, and budget expansion requests. Met with the CFO monthly or more to discuss the needs of the division and the impact of any changes on the entire department's plans and finance.

**Accomplishments**

- Planned and managed against annual budgets totaling ~$13-18M across four teams with 50+ employees and 20+ funding sources
- Met the reversion targets set for state funds and avoided the reversion of any federal funds for every funding cycle

**AUGUST 2014 – PRESENT**

## SCHOOLAIRIS, LLC, NASHVILLE, TN

### COFOUNDER

Identified a gap in the market for CRM software specifically tailored to student recruitment efforts in K-12 schools. Sought out a cofounder who could build what I envisioned. Conducted market research and interviewed school leaders to develop a business case and inform product development. Secured 20 schools to pilot the software at various stages through a variety of warm and cold leads. Responsible for all operations such as finance, accounting, coordinating vendors for legal assistance and tax preparation, and local regulatory compliance.

**JULY 2013 – AUGUST 2014**

## REPUBLIC CHARTER SCHOOLS, NASHVILLE, TN

### FOUNDING DIRECTOR OF OPERATIONS – NASHVILLE ACADEMY OF COMPUTER SCIENCE

- Managed a recruitment team of four through a strategy that included phone-banking, canvassing, and community events to enroll 60 students in two months, exceeding our recruitment goal
- Coordinated the work of six vendors to bring a facility from a vacant building to a fully functional school in one month

### TEACHER – NASHVILLE PREP: 6TH AND 7TH GRADE MATH

- Led 94% of 54 6th grade students to proficient or advanced on the state TCAP exam with 74% advanced
- Led book clubs of 10-30 students ranging from 6th grade to high school reading levels
- Coached boys' basketball team to charter league championship

**AUGUST 2011 – MAY 2013**

## CHEATHAM COUNTY CENTRAL HIGH SCHOOL, ASHLAND CITY, TN

### TEACHER: ALGEBRA I, ALGEBRA II, GEOMETRY, PRECALCULUS

- Students scored highest in the school on Algebra I and Algebra II EOC exams
- Served as Faculty Advisor for Student Council and Chess Club and assisted with school play

**MAY 2008 – NOVEMBER 2010**

### LENOVO GROUP, MORRISVILLE, NC

INSIDE ACCOUNT SALES, PUBLIC SECTOR

- Sold technology solutions to K-12, higher education, and state and local governments in California, Hawaii, and Texas
- Trained new employees in sales tools, product capabilities, and selling methods
- Achieved an average 108% attainment over nine quarters on quotas as high as $11M

**APRIL 2006 – MAY 2008**

### APPLES SERVICE-LEARNING PROGRAM, CHAPEL HILL, NC

TREASURER

- Handled bookkeeping and accounting for a non-profit, student-run organization with an annual operating budget of $275,000
- Planned the future of the organization with the executive cabinet

## EDUCATION

**JUNE 2020**

### M. ACC.

MIDDLE TENNESSEE STATE UNIVERSITY, MURFREESBORO, TN

- Pursuing M.Acc. coursework to be ready to sit for the CPA or CMA exam by fall of 2022

**JUNE 2012**

### M. ED., INSTRUCTIONAL PRACTICE

LIPSCOMB UNIVERSITY, NASHVILLE, TN

- GPA: 4.0/4.0

**MAY 2008**

### B. S., BUSINESS ADMINISTRATION

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, CHAPEL HILL, NC

- Dean's List Fall 2005, 2006, 2007

## SKILLS

- Zero-based budgeting
- Grant reporting
- Enterprise risk management
- Federal grant compliance
- Vendor management
- Contract scope writing and review
- Project management
- Microsoft Office 365 including SharePoint, Planner, and Teams
- Advanced proficiency in Excel

**Tilita Shaw BSN, MBA**
3454 Hyde CT, Murfreesboro, TN
(678) 558-0966
Tilitashaw@gmail.com

**Skills & Abilities**

Dedicated professional Registered Nurse with 21 years of expertise in clinical nursing, recruiting clinical education.

- Recruiting and Sourcing for healthcare professionals
- Clinical Training and Development
- Clinical Education and Nursing Development
- Conflict Management Training
- Proficient in PeopleSoft, Oracle, Lawson, & HealthStream

**Education**

**Bachelor of Science in Nursing (BSN)**
Mercer University, December 2002

**Master of Business Administration (MBA)**
University of Phoenix, February 2009

**Work History**

**Hospital Corporation of America (HCA) – Nashville, TN**

*2021 – Current, Director of Academic Affairs and Partnerships*

- Develop, implement and evaluate an infrastructure for a systems-approach to the academic partnerships and targeted programs to support the advancement of nursing workforce.
- Build strategic alliances and partnerships serving as the liaison between TriStar Health facilities and local nursing programs collaborating to maximize and optimize clinical rotations and enhance graduate preparedness
- Develop and direct the nursing student recruitment strategies to support the pipeline from high schools to pos-secondary schools

*2019 – 2021, Senior Nurse Residency Recruiter – TriStar Nurse Residency Program*

- Oversee and participate in the full range of activities around the application, interview and selection process of nurse residents.

- Duties include but not limited to the development, implementation and evaluation of processes for the nurse residency, data collection and reporting

**Ascension, Saint Thomas Health – Nashville, TN**

2018 – 2019, Nurse Residency Recruiter

- Developed and implemented the recruitment process for Saint Thomas Nurse Residency program.
- Establish pipeline of talent through community, school and associate engagement
- Increase residency hires per cohort by 10%
- Increase retention of hired residents per cohort by 20%

**Hospital Corporation of America (HCA) – Nashville, TN**

*2015 – 2018, Recruiting Team Lead, Nurse Residency*

- Oversee a team of recruiters and participate in the full range of activities around the application, interview and selection process of nurse residents.
- Duties include but not limited to the development, implementation and evaluation of recruiting processes for the nurse residency, data collection and reporting

**Community Health Systems (CHS) – Franklin, TN**

*2014 – 2015, Talent Acquisition Manager*

- Partner with Key Leadership team to source, screen and qualify hospital senior leadership candidates, specifically focused on CNE's.

**Ascension, Saint Thomas Health – Nashville, TN**

*2011-2014, Staff Nurse, Nurse Recruiter*

- Coordinate the planning, development, implementation and evaluation of the nurse recruitment strategy
- Established candidate pipeline of key talent potentially available for immediate and future hire


Tilita Shaw BSN, MBA
(678) 558-0966
Tilitashaw@gmail.com

**Grady Memorial Hospital – Atlanta, GA**

*2007 – 2011, Nurse Recruiter*

- Plan, coordinate and implement recruitment strategies including but not limited to advertisement, school relations, community and professional organizations outreach.
- Eliminated agency utilization for all nursing units

*2006 – 2007, Education Nurse Specialist*

- Redesigned and implemented the Nursing Assistant orientation
- Redesigned, implemented and coordinated the Nurse Extern program resulting in an increase in the retention rate of 98%
- Clinical Placement coordinator for all schools of nursing
- Established a Defensive Documentation course for General Orientation for new nurses.

*2002 – 2006, Staff Nurse/Senior Staff Nurse*

- Staff Nurse for 850 bed Level 1 Trauma Center. Duties included charge nurse responsibilities, precept student nurses and new RN hires.


Tilita Shaw BSN, MBA
(678) 558-0966
Tilitashaw@gmail.com

# *Curriculum Vitae*


**NAME:** Shawanda D. Clay, MSN, APRN-BC

**HOME ADDRESS**: 917 Monroe St
Nashville, TN. 37208

**WORK ADDRESS:** Department of Veterans Affairs
1310 24th Avenue South
Nashville, TN. 37212
(615) 873-8502

**E-MAIL ADDRESS:** hdreams88@gmail.com


## EDUCATION

| Institution | Date Degree Granted | Degree |
|---|---|---|
| Tennessee State University<br>Nashville, TN | May 2005 | Post Master's studies in holistic nursing |
| Vanderbilt University<br>Nashville, TN | August 1999 | Master of Science in Nursing |
| Tennessee State University<br>Nashville, TN | May 1996 | Bachelor of Science<br>Biology |

## PRECEPTORSHIPS

| | |
|---|---|
| January -May 2005 | Geriatric/Psychiatric/Hospice<br>Veterans Affairs hospital, York Campus, Murfreesboro |
| May-July 1999 | Orthopedic Surgery<br>Vanderbilt Orthopedic Spine Surgery |
| January-April 1999 | Internal Medicine<br>Williamson County Medical Center |

## PROFESSIONAL EXPERIENCE

| Institution | Position | Dates | Responsibilities |
|---|---|---|---|
| Veteran's Affairs Hospital Nashville, TN | Nurse Practitioner, Heart Transplant | October 2007-Present | ● Evaluate and assess heart failure patients' candidacy for heart transplant or ventricular assist device (VAD)<br>● Educate patient, family and caregivers regarding transplant/VAD process<br>● Work collaboratively with providers of affiliate hospital to manage transplant/VAD candidates and post transplant/VAD patients |
| Veteran's Affairs Hospital Nashville, TN | Registered Nurse, Surgical Intensive Care Unit | October 2005-October 2007 | ● Manage care of critically ill post operative patients<br>● Includes care of cardiac surgery, renal transplant, general, and vascular surgery patients |
| Meharry Breast Health Clinic Nashville, TN | Nurse Practitioner | May 2002-October 2005 | ● Diagnose, manage, and treat breast disorders<br>● Provide post operative follow up care to patients status post breast surgery<br>● Provide preventative and post operative education for breast care patients |
| All About Staffing Nashville, TN | Registered Nurse, Medical-Surgical | October 2003-Present | ● Provide primary care to medical surgical patients |

| | | | |
|---|---|---|---|
| Metropolitan Nashville General Hospital Nashville, TN | Post Operative Care, Registered Nurse, Charge | October 1999- July 2002 | • Provide primary care to postoperative patients<br>• Coordinate nursing and care technician assignments<br>• Attend and organize treatment team meetings |

## SCHOLARLY ACTIVITIES

**Publications**

Johnson, R. L., & **Clay, S**. Relationships Among Racial Identity, Health Promotion, and Associated Factors.

**Publication Topics of Interest**

Job satisfaction among African American nurses working in a predominantly non-minority healthcare facility

## LECTURES

**Scheduled**

Clay, Shawanda (2004), "Nursing Ethics", a presentation on the common ethical dilemmas and solutions confronted in the healthcare field, presented to the prespecialty nursing students, October 16, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2003), "Uganda", a presentation on the holistic cultures of Uganda, presented to the holistic nursing students and faculty, October 14, Tennessee State University, Nashville, TN

Clay, Shawanda (2003), "Nursing Ethics", a presentation on the common ethical dilemmas and solutions confronted in the healthcare field, presented to the prespecialty nursing students, October 16, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2002), "Nursing Ethics", a presentation on the common ethical dilemmas and solutions confronted in the healthcare field, presented to the prespecialty nursing students, October 16, Vanderbilt University School of Nursing, Nashville, TN.

**Guest**

Clay, Shawanda (2006). "Lung Cancer", a presentation on the etiology, pathophysiology assessment, and treatment plan for clients with lung cancer, presented to the acute care specialty year students, April 8, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2006), "Ovarian Cancer", a presentation on the etiology, pathophysiology, assessment, and treatment plan for clients with lung cancer, presented

to the acute care specialty year students, April 8, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2006). "Cervical Cancer", a presentation on the etiology, pathophysiology assessment, and treatment plan for clients with cervical cancer, presented to the acute care specialty year students, April 8, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2005), "Cervical Cancer", a presentation on the etiology, pathophysiology, assessment, and treatment plan for clients with cervical cancer, presented to the acute care specialty year students, April 6, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2005), "Lung Cancer", a presentation on the etiology, pathophysiology assessment, and treatment plan for clients with lung cancer, presented to the acute care specialty year students, April 6, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2005), "Ovarian Cancer", a presentation on the etiology, pathophysiology, assessment, and treatment plan for clients with lung cancer, presented to the acute care specialty year students, April 6, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2004), "Nursing Care in Acute Musculoskeletal Trauma", a presentation on the pathophysiology and basic nursing care of clients experiencing acute musculoskeletal trauma, presented the prespecialty nursing students March 29, Vanderbilt University School of Nursing, Nashville, Tn.

Clay, Shawanda (2004), "The Chair Massage", a presentation briefly describing the benefits of receiving a chair massage as well as the various techniques of performing a chair massage, presented to the second year holistic nursing students and faculty of Tennessee State University, August 26, Five Elements Holistic Practice, Nashville, TN.

Clay, Shawanda (2004), "Nursing Care of Patients with Neurological Disorders: Spinal Cord and Head Trauma", a presentation on the pathophysiology and how to provide basic nursing care of patients with acute neurological injuries, presented to the prespecialty nursing students, June 8, Vanderbilt University School of Nursing, Nashville, TN.

Clay, Shawanda (2005), "Nursing Care of Patients with Neurological Disorders: Spinal Cord and Head Trauma", a presentation on the pathophysiology and how to provide basic nursing care of patients with acute neurological injuries, presented to the prespecialty nursing students, June 13, Vanderbilt University School of Nursing, Nashville, TN.

## PROFESSIONAL AFFILIATIONS, ORGANIZATIONS AND CERTIFICATIONS

Immediate Past President of Black Nurses Association, Nashville Chapter
Past Treasurer of Black Nurses Association, Nashville Chapter

Charter member of Black Nurses Association, Nashville Chapter
Member of American Nurses Association (ANA)
Member of Tennessee Nurses Association (TNA)
Certification as Acute Care Nurse Practitioner
2022 - 2024: Team lead: Nurses Practice Standard Board/ Tennessee Valley Healthcare System
2007- Present: Committee member- Veteran's Health Administration heart transplant selection committee
2022 - Present: Mentor- Metro Nashville Public Schools Health Care Academy
2022 - Present: Vice President- National Black Nurses Association (NBNA)

## ACADEMIC TEACHING EXPERIENCE

August 2001-
October 2006

**Vanderbilt University School of Nursing, Nashville**
*Clinical Instructor*
Provide instruction and demonstration of laboratory and assessment skills
Advisor to acute care nursing students
Clinical preceptor to first year nursing students

January 1996-
February 1996

**Hillwood High School, Nashville**
*Student Teacher*
Taught honors biology to 40 honors students
Taught basic biology course to 50 ninth grade students
Responsible for developing and grading science tests

March 1996-
April 1996

**Martin Luther King Magnet School, Nashville**
*Student Teacher*
Taught introduction to biology course to 40 6$^{th}$ grade students
Conducted laboratory sessions with 6$^{th}$ grade students

**Courses Taught**

**Graduate**
N215 Foundations in Nursing I
N216 Foundations in Nursing II
N245 Fundamentals for Clinical Nursing
N246 Integration Theory and Clinical I
N247A Integration Theory and Clinical II
N247B Integration Theory and Clinical Nursing IIIC

# Justin Testerman

5113 Stone Mountain Court
Nashville, Tennessee, 37211
615-310-6525
justintesterman@gmail.com

## WORK EXPERI ENCE

**INSTRUCTION PARTNERS, Nashville, TN**
Executive Director- Autonomous Schools Partnerships, Jan 2018 – Present

- Manage the team to deliver high-quality instructional support services to every partner, resulting in short- and long-term improvements in instructional practice and student learning.
- Lead the growth and development of teams serving district and charter schools across the country, including hiring and partner recruitment, expanding the team from 6 to 32 FTEs and growing earned revenue from $400k to $5.5M.

**PROJECT RENAISSANCE, Nashville, TN**
Co-CEO, Jun 2015 – Dec 2107

- Managed the creation and launch of the Nashville Teacher Residency, a year-long teacher preparation program designed to increase the number of teachers of color in Nashville schools.
- Recruited the Relay Graduate School of Education to establish a Nashville campus and led fundraising for start-up costs.
- Raised $6.3MM from local and national donors to launch new organization from scratch. Responsible for all aspects of financial, operations, and human resource management.

**TENNESSEE CHARTER SCHOOL CENTER, Nashville, TN**
Chief Operating Officer, Jun 2013 – Jun 2015

- The Tennessee Charter School Incubator merged with the Tennessee Charter School Association in July 2014 to form the Tennessee Charter School Center.
- Responsible for oversight of the School Quality, Data, and Policy teams in the Nashville office.
- Managed all operational aspects of the organization, including HR, payroll and benefits, facilities management for office and incubator school site.

**TENNESSEE CHARTER SCHOOL INCUBATOR, Nashville, TN**
Chief Operating Officer, May 2011 – Jun 2013

- Trained and supported 18 leaders to open 16 schools in Nashville and Memphis.
- Created and led the Education Entrepreneurs Fellowship to support 8 experienced school leaders to start high performing charter schools, including program design, curriculum development, and ongoing leadership coaching.
- Co-led the implementation of the district-charter compact in Nashville.
- Managed all operational aspects of the organization, including HR, payroll and benefits, facilities management for office and incubator school site.

**VOLUNTEERS OF AMERICA OF MINNESOTA, Minneapolis, MN**
Division Director, Education Programs, May 2006 – May 2011

- Led program restructuring process of three alternative high schools that resulted in significant increases in student achievement, attendance, and engagement and decreases in suspensions. One of these schools was recently named the 2010 Alternative School of the Year by the Minnesota Association of Alternative Schools.
- Responsible for oversight and management of charter school sponsorship program, three contract alternative schools, and an adult basic education program with combined budgets of approximately $4,500,000 and 50 staff members.

**VOLUNTEERS OF AMERICA OF MINNESOTA, Minneapolis, MN**
Director of Charter School Sponsorship Program, Jun 2001 – Jun 2006

- Created the nation's first non-profit charter school authorizing program, one of eight authorizers in the nation to be featured in the U.S. Department of Education publication Supporting Charter School Excellence Through Quality Authorizing.
- Designed and implemented comprehensive policies and procedures to guide charter application review, accountability plans, oversight, evaluation and contract renewal.
- Managed the development, start-up and oversight of 15 high-quality charter schools that are focused.

**MINNESOTA DEPARTMENT OF EDUCATION**, **St. Paul, MN**
Charter School Specialist, May 1999 – Jun 2001

- Provided technical assistance to schools in the areas of school start-up, accountability, budgeting, and governance.
- Developed charter school policy for the Governor's legislative platform. Reviewed
- applications to the Federal Charter Schools Grant program.
- Continuous Improvement Pilot team member, providing technical assistance to a traditional public middle school that failed to make adequate yearly progress.

**NEWARK PUBLIC SCHOOLS, Newark, NJ**
Classroom Teacher, Aug 1996 – Jul 1998

- Taught 7th and 8th grade Language Arts and Social Studies.
- Fostered strong relationships with diverse parent groups to increase parental involvement in the classroom.

**TEACHER FOR AMERICA, Newark, NJ**
Corps Member, Jun 1996 – Jul 1998

- Selected from thousands of applicants to participate in a national teacher's corps.

## VOLUNTEER EXPERIENCE

**VALOR COLLEGIATE ACADEMIES, Nashville, TN**
Board Member, President, Feb 2014 – Present

- Valor Collegiate Academies is a Charter Management Organization that operates two middle schools and a high school (beginning in 2018), with an emphasis on social-emotional learning, an intentionally diverse student body, and college prep academics.
- Valor Collegiate Academies is the highest performing operator of open-enrollment middle schools in Nashville.

**NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS, Chicago, IL**
Board Member, Treasurer, Oct 2004 – Oct 2010

- NACSA is the leading national organization focused on improving authorizer oversight of charter schools.

## EDUCATION

**Miami University, Oxford, OH**
*Bachelor of Arts, History, May 1995*

- Cum Laude
- Boyd and Carol Schaeffer Memorial Scholarship
- One semester at the Dolibois European Center in Luxembourg

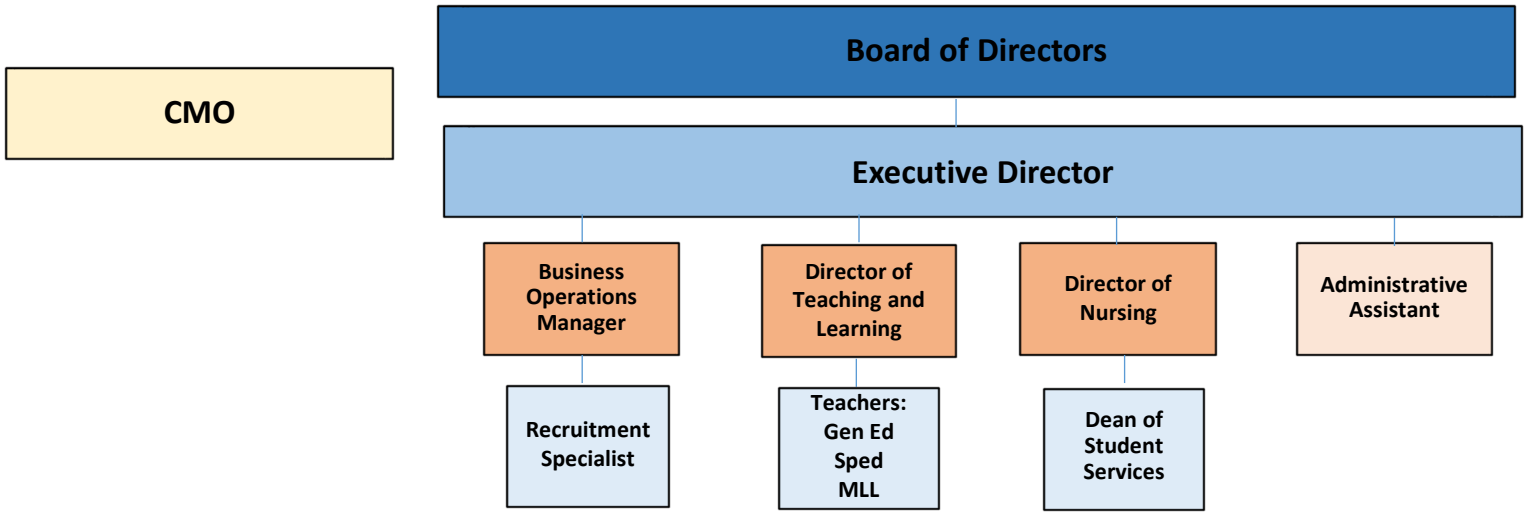
**University of Minnesota, Hubert H. Humphrey School of Public Affairs, Minneapolis, MN**
*Master of Public Policy, May 2001*

- Hubert H. Humphrey Fellowship

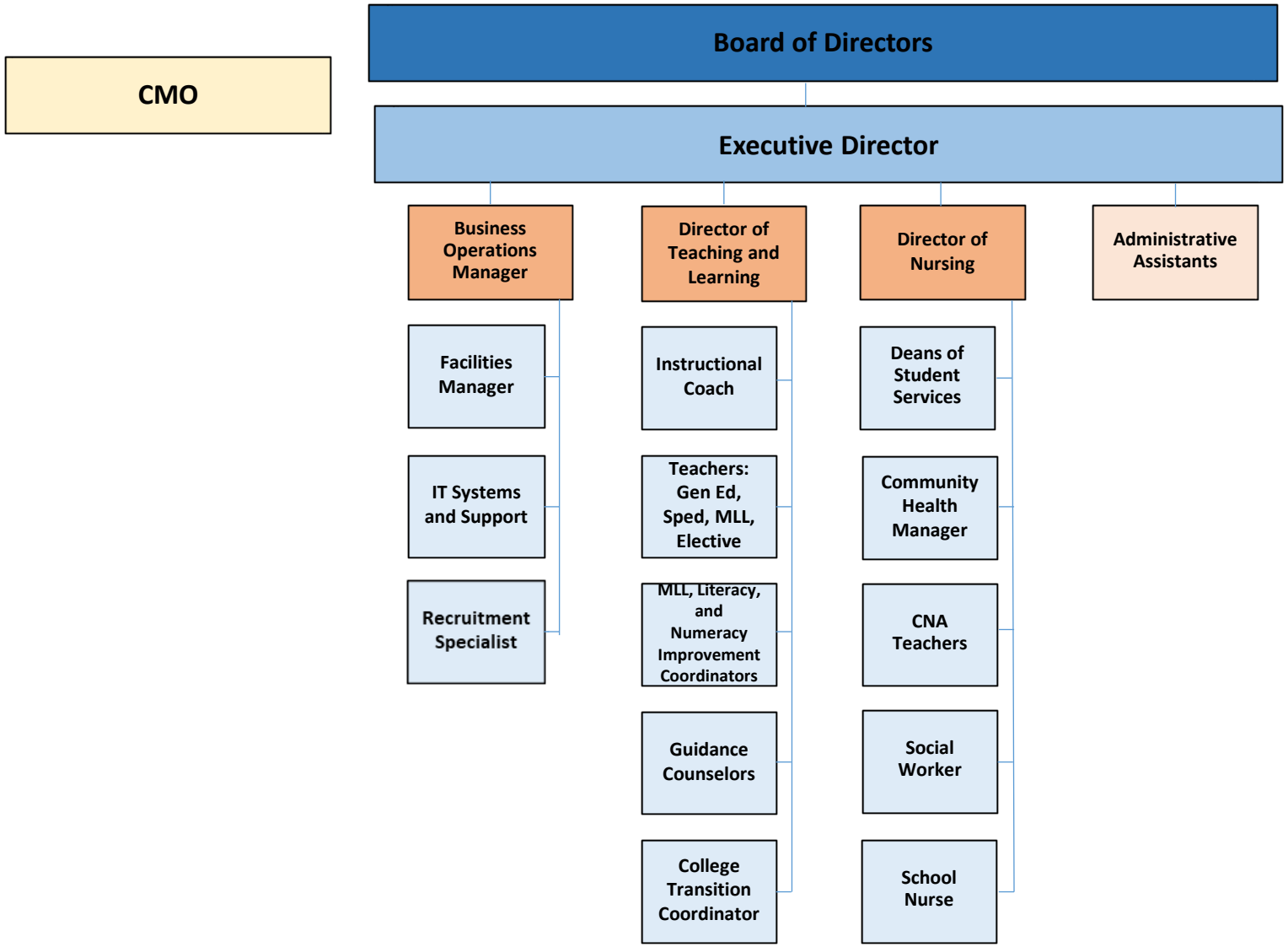
**Attachment N: Board Polices**

See **Attachment J**; Board policies, including frequency of meetings, open meetings, and open records, are contained in the by-laws.

**Attachment O**
**School Organizational Chart: Year 1**



**Attachment P**
**School Organizational Chart: At Capacity**



# Andrea Sykes Poynter

***Assistant Nursing Professor***

1732 Mayflower Dr., Columbia, TN 38401

***Telephone: cell (931) 626-8191 andrea.poynter@belmont.edu***


**PERSONAL STATEMENT:** To continuously pursue excellence, no matter if or even when I fail; yet and still will I strive to encourage others while I encourage myself.

## EDUCATION

| | |
|---|---|
| August 2014-<br>December 2020 | EAST TENNESSEE STATE UNIVESITY, Johnson City, TN<br>Ph.D. in Nursing Research |
| August 2006-<br>August 2010 | AUSTIN PEAY STATE UNIVERSITY, Clarksville, TN<br>Masters of Science in Nursing Education |
| August 2000-<br>December 2005 | AUSTIN PEAY STATE UNIVERSITY, Clarksville, TN<br>Bachelors of Science in Nursing |

## SKILLS

| | |
|---|---|
| Microsoft Office: | Cerner Computer Documentation |
| Word, PowerPoint, Publisher, Excel | Desire 2 Learn Network, Blackboard |
| Computer Networking Skills | Curriculum Development |
| Problem Solving Skills | Evaluating Performance |
| Coaching Mentoring Skills | Entertaining Educational Environment |
| Meditech Computer Documentation | Self- Motivator |
| Team Worker | Utilizes Constructive Criticism |

## PROFESSIONAL QUALIFICATIONS/ AWARDS/ ORGANIZATIONS

| | |
|---|---|
| 2006- Present | RN License # 153597, State of Tennessee |
| 2021- Present | Certified Nurse Educator- ANCC |
| 2021 (March) | Daisy Nomination, Maury Regional Medical Center |
| 2015- Present | National League of Nursing<br>American Nurses Association<br>Tennessee Nurses Association<br>Sigma Theta Tau- (Previous Chapter Pi Upsilon) |
| 2010- 2015 | Medical Surgical Nurse Certification- ANCC |
| 2003- 2005 | Student Nurses Association |
| 2001- Present | Member of Sigma Gamma Rho Sorority, Inc. |

**PROFESSIONAL EDUCATIONAL APPOINTMENTS/ COMMITTEES/ EMPLOYMENT**

June 2021- Present — Harris Janitorial Services, LLC, Columbia, TN
**Chief Operating Officer, Family-Owned Cleaning Company**

**Maury County Chamber & Economic Alliance Board Member**
August 2021: Appointed to board related to my position held with Harris Janitorial Services, LLC.

Quarterly meetings with industry leaders to better plan and prepare for future growth and opportunities

August 2021- Present — Belmont University (Faculty), Nashville, TN
**Assistant Nursing Professor, Undergraduate Nursing Program**
Committees: Compassionate Guide, IPE Committee, Faculty Inclusion Diversity & Equity (FIDE)

***Business & Professional Committees***:
**Youth Education Foundation Board Member**
Selected to serve students in Maury County by providing grants and funding for school projects and initiatives

August 2017- July 2021 — Columbia State Community College, Columbia, TN
**Assistant Nursing Professor, Basic Medical Surgical/ Nursing Pharm.**

August 2013- July 2017 — Tennessee State University, Nashville, TN
**Assistant Nursing Professor, Medical Surgical 1 & 2/ Fundamentals**
**Clinical Placement Coordinator, Consortium Nursing Advisor**

**PRACTICE NURSING EMPLOYMENT**

February 2022- Present — Float Nurse, 1 Shift Monthly Contract
Maury Regional Medical Center, Columbia, TN
- Providing care for patients on the Medical-Surgical, Cardiac, ICU, and Emergency Department
- Provide direct patient care to individuals with a variety of medical diagnosis and post-operative care management.
- Monitor, evaluate, and treat patients based on physician orders and evidenced based standards of care.

March 2021- June 2021 — Medical-Surgical Float Nurse, 13- Week Contract
Centennial Medical Center, Nashville, TN
- Rotated to a variety of Medical-Surgical, Post-Operative, and Orthopedic Units
- Provided direct patient care to individuals with a variety of medical diagnosis and post-operative care management.
- Monitored, evaluated, and treated patients based on physician orders and evidenced based standards of care.

October 2016- April 2021 Critical Care Nurse, PRN
Maury Regional Medical Center, Columbia, TN

- Deliver bedside care to patients in a busy 36 bed unit for trauma, post-surgical, and inpatient surgical patients
- Coordinate the assessment, diagnosis, treatment, monitoring, and evaluation of critically ill patients

August 2013- October 2014 Emergency Room Nurse, PRN
Maury Regional Medical Center

- Optimize patient health outcomes while receiving care in the emergency department.
- Prompt assessment, interventions, monitoring, and evaluation of patients in the emergency department in an effort to stabilize them for transfer to in-patient care or preparation for discharge.

April 2010- August 2013 **Clinical Nurse Educator**
Maury Regional Medical Center

- Developed, implemented, and evaluated educational programs for the nursing staff in order to ensure patient safety and staff compliance as required by JCAHO.
- Worked on interdisciplinary teams to ensure safe patient outcomes and interventions to improve patient safety.
- Provided orientation and training for new graduate nurses to prepare them for their role as new nurse providing bedside patient care.
- Developed policies and procedures to address nursing practice standards and patient centered care.

2008- April 2010 **Charge Nurse- Medical Surgical Unit**
Maury Regional Medical Center

- Led over 25+ nurses on the largest medical/surgical unit ensuring they provided quality, compassionate patient care.
- Assisted with managing schedules, overseeing admissions and discharges, managing inventory levels, and preventing and assisting with patient care crisis.
- Advocated for patients and family member while under my care.

2007- 2008 **Resource Nurse- Medical Surgical Unit**
Maury Regional Medical Center

- Served as a liaison between staff nurses and charge nurses to ensure patients received the best care possible.
- Assisted with patient admissions, discharges, starting peripheral IVs, and patient/family education pre and postoperatively.

2005- 2007 **Staff Nurse- Medical Surgical Unit**
Maury Regional Medical Center

- Provided direct patient care to individuals with a variety of medical diagnosis and post-operative care management.
- Monitored, evaluated, and treated patients based on physician orders and evidenced based standards of care.

**RESEARCH EXPERIENCE:**

**PRESENTATIONS:**

**Why Compete for a Seat, Can you Help me Complete? Mentoring, Training, and Preparation for Admission into a College Nursing Program**
2023 Caring for the Human Spirit Conference & International Westberg Symposium, St. Louis, MO

**Healthcare Mentorship: Health Equity & Innovation**
2023 Tennessee Action Coalition: Leaders, Initiatives, and Programs Promoting our Nursing Profession, Virtual

**I'll Just Weight on the Lord: Spirituality and Health Behaviors in obese African American Women**
2022 Epsilon Sigma-at-Large Chapter STTI Annual Research Day, Sigma Theta Tau, Virtual

**I'll Just Weight on the Lord: Spirituality and Health Behaviors in Obese African American Women**
2022 Caring for the Human Spirit Conference and Westberg Symposium, Virtual

**F.I.T. for the King: The Role of the African American Church in tackling obesity**
2016 Innovations in Faith Based Nursing Conference, Marion, Indiana

*High School Presentations:*

**Spring 2023 (Feb. 6th and 8th)- Columbia Central High School Seniors: Total 55 students**
"How Bad do you want "IT": Motivational Speech for future potential.

**Fall 2022- Columbia Central High School, Interest Table and Recruitment for Belmont School of Nursing (November 30, 2022)**

**PUBLICATIONS/**
**DISSERTATION**

Brown, A., Boshers, B., Floyd Chapman, L., Huckaba, K., Pangle, M., Pogue, L. C., Poynter, A. & MacArthur, S. (2015). CE. Do Elderly Patients Use Patient-Controlled Analgesia Medication Delivery Systems Correctly?. *Orthopaedic Nursing*, *34*(4), 203-210 8p. Doi:10.1097/NOR.0000000000000159

Poynter, A.S., Weierbach, F.M., Hemphill, J.C., Washington, G.T. & Slawson, D.L. (2020). The Lived Experience of Obesity, Spirituality, and Health Behaviors in African American Women. Digital Commons @ East Tennessee State University.

**GRANTS:**

2023- 2024 Health Equity Innovation Grant: Compete, Complete, & Repeat Healthcare Mentorship Program
Total: $50,000

2018- 2019 Grant Coordinator: **Tennessee Board of Regents**- Student Engagement, Retention and Success Grant, Columbia, TN
"Compete for a Seat/Stay to Complete"
Total: $25,000

2016 Graduate Assistant: **Meharry-Vanderbilt** Community Engaged Research Core
"Using the Theory of Planned Behavior as a Framework to Explore the Attitudes and Beliefs of African American Men and Clinical Trial Participation"
Total: $7,680

2014- 2015 Grant Coordinator: **Tennessee Department of Health- Office of Minority Health**
"F(faith). I(in). T(training). for the King, Mt. Calvary Missionary Baptist Church, Columbia, TN.
Total: $5,000

2013- 2014 Grant Coordinator: **Tennessee Department of Health- Office of Minority Health**
F(faith). I(in). T(training). for the King, Mt. Calvary Missionary Baptist Church, Columbia, TN.
Total: $5,000

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## References

1. Julie A. Honey, DNP, APRN, PNP, FNP
   Interim Dean of Nursing, Belmont University
   julie.honey@belmont.edu
   615.460.6198

2. Dennis Fisher, SPHR, SHRM-SCP
   Chief Human Resources Officer, Maury Regional Medical Center
   dfisher@mauryregional.com
   931.381.1111 ext. 1091

3. Tiffany Crews, MSN, RN, CNML
   Director of Nursing Professional Development, Maury Regional Medical Center
   tcrews@mauryregional.com
   931.381.1111 ext 4053

4. Marquinta 'Que' Harvey, PhD.
   Assistant Director of the Belmont Data Collaborative, Belmont University
   marquinta.harvey@belmont.edu
   615.460.5878

**Attachment R: Student Achievement Information**

Not applicable; we have not identified the individual who will serve as Director of Teaching and Learning and will oversee academic programming.

NURSES MIDDLE COLLEGE
NASHVILLE

**Educating Tomorrow's Nurses Today**

# Nurses Middle College Nashville

# Employee Manual

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**TO THE EMPLOYEES OF NURSES MIDDLE COLLEGE NASHVILLE**

The mission of all Nurses Middle College Nashville is to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.

To achieve this mission, each employee and member of the NursesMC-Nashville Community plays a vital role. Indeed, NursesMC-Nashville owes much of its success to the hard work and dedication of its employees and aims to create a stimulating, congenial, and rewarding working environment for each of you.

Therefore, to ensure that NursesMC-Nashville Middle College maintains this working environment, we have drafted and enacted this Employee Handbook ("Handbook") to provide each of you with a reference to the School-wide employment policies and guidelines. For the purposes of this Handbook, unless otherwise defined, the term "employee" includes all members of NursesMC-Nashville Middle College's administration, all full-time and part-time faculty, all staff members, and all independent contractors.

Because of the evolving nature of the school, this Handbook is a "living document" and will be revised periodically to ensure that NursesMC-Nashville maintains its collaborative and innovative work environment. As such, NursesMC-Nashville will revise, remove, and/or augment sections of the Handbook at any time during or after your active employment with NursesMC-Nashville.

Please feel free to discuss these policies with members of the NursesMC-Nashville leadership team or your supervisors. We welcome your suggestions and comments.

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NURSES MIDDLE COLLEGE
NASHVILLE

# I. Working at NursesMC-Nashville

## A. Services Provided

As you are well aware, our nation is faced with a critical shortage of nurses and the demand for professional nurses will continue to exceed the supply for the foreseeable future. To bridge this gap, the Nurses Middle College model was created as a four-year program for students beginning in the 9th grade to educate the next generation of professional nurses in a college-like environment. Through the education and training provided by every middle college employee, each student is immersed in a redefined high school experience that presents them with the innovative structure of college learning throughout the school year. In addition, each student is offered and is required to take advantage of opportunities to develop their practical and real-world skills and gain nursing knowledge along with their high school degree.

## B. Organization Structure

With the support and executive leadership of NursesMC, which serves as the Charter Management Organization (CMO) of the school, the NursesMC-Nashville Executive Director will provide the overall academic leadership of the school.

The Executive director is supported by the following school leadership team:

1. Director of Teaching and Learning
2. Director of School Culture and Community
3. Director of Nursing Programs

In addition to the school leadership team, the NursesMC-Nashville schools include:

1. Full-time faculty members
2. Part-time faculty members
3. 12-month staff members
4. 10-month staff members
5. Independent contractors

## C. Open Door

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All employees are encouraged to provide input and suggestions concerning the overall operation and programs of the school by using the proper chain of command. The school maintains an "Open Door" policy whereby all employees are encouraged to be open and forthright with their constructive input without fear of any type of retaliation.

**D.** Whistleblower Protection

Employees have the right and responsibility to report any concerns, regarding educational services provided to students, to the Executive director. A "reporting individual" is one who, in good faith, reports a suspected act of misconduct in accordance with this policy, provides to a law enforcement officer any truthful information relating to the commission or possible commission of a Federal offense or notifies any licensing agency of their concerns. A "reporting individual" will not face any retribution for their actions. NursesMC-Nashville considers any reprisal against a "reporting individual" as an act of misconduct subject to disciplinary procedures.

**E. Staff Involvement in Decision Making**

NursesMC-Nashville believes that a school functions best when all personnel are informed of the organization's major activities and concerns.

There should be a continuous exchange of ideas and pertinent information among all elements of the NursesMC-Nashville school community. Problems and unfavorable attitudes may develop when employees are denied information essential for the performance of their respective assignments and for general peace of mind, or when they feel that their ideas and concerns are not heard. Morale is enhanced when each employee is assured that his or her voice is willingly heard by those in positions of administrative authority.

The Executive director, in consultation with the CMO, shall arrange to involve the staff as major decisions are made and shall establish channels for considering the viewpoints of individual employees and employee groups. In addition, staff advisory committees may be established at the Board's discretion to counsel school administration and the Board in matters of curriculum, instructional materials, and other specific concerns as deemed necessary.

While each employee in this school should feel free to bring his or her ideas and concerns to the attention of the Board of Directors itself, it is expected that he or she will first proceed by raising any concerns and/or offering any suggestions first to the Executive director.

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## F. Staff Ethics and Conflict of Interest

All employees of the NursesMC-Nashville school community, including teachers, staff, and administrators, must be familiar with the code of ethics that applies to their profession and must adhere to it in their relationships with students, parents, guardians, co-workers, members of the Board of Directors, and school administration.

No employee or member of the Board of Directors will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities to the school, nor will any employee engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning a customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator be responsible for the supervision and/or evaluation of an employee related to them.

In order to avoid the appearance of any possible conflict, it is the policy of the Board of Directors that members of the immediate family of any administrator may not be employed by the school unless approved by the Board of Directors upon written notice of the proposal to employ such person at least two weeks in advance of the person's proposed employment or assignment.

NursesMC-Nashville will take the necessary steps to ensure compliance with the mandatory education and training requirements under applicable conflict of interest laws. This will take during orientation and as needed with new hires.

## G. Gifts to and Solicitations by Staff

### Gifts

The acceptance of personal gifts by school personnel - including faculty, staff, administrators, and members of the Board of Directors - from school suppliers, contractors, consultants, vendors, parents, guardians, and/or students can be subject to misinterpretation and may constitute a conflict of interest. As such, the Board of Directors urges families wishing to express personal appreciation to find modes of expression that do not involve personal gifts.

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Should a school employee be presented with a personal gift from a student or family, the employee may accept the gift unless, based on the specific circumstances, a reasonable person would think that the employee might unduly show favor to the giver or the giver's child, or otherwise be influenced by the giver.

Employees and members of the Board of Directors shall not accept personal gifts from a business supplying, or with an interest in supplying, goods, materials, equipment, or services to the school. This restriction does not relate to the acceptance of gifts for the school or to the acceptance of small and clearly identifiable advertising and promotional materials.

**Solicitations**

The Board of Directors acknowledges and supports the many worthwhile charitable drives that take place in the community and is gratified when NursesMC-Nashville employees participate in and support all such endeavors. However, school employees shall not solicit funds among staff members for charitable purposes without specific approval of the Executive director. Whenever such solicitations have been approved, no pressure will be exerted to obtain contributions from any student, parent/guardian, staff member, or other member of the school community.

**H. Tutoring For Pay**

Employees may not provide tutoring for pay to NursesMC-Nashville students. Should additional support for students be necessary, employees are required to discuss this with the Executive director who will, in turn, implement a plan to provide additional support when necessary.

**I. Staff Participation in Political Activities**

The Board of Directors recognizes that employees of NursesMC-Nashville the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

In connection with campaigning for or holding such office, no employee shall use school facilities, equipment, or supplies; nor shall the employee discuss the campaign with school personnel or students during the working day; nor shall the employee use any time during the working day or any other time when the employee's exercise of political activities would actually interfere with the performance of school duties for campaigning purposes, for purposes related to any political office held. Under no circumstances shall school personnel pressure students to campaign for any such personnel.

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**J. Staff Committees Appointed by the Board of Directors**

It is the desire of the Board of Directors that staff advisory committees shall be created from time to time in order to provide recommendations and information to assist it in making decisions across the school.

Decisions made by staff committees shall not bind NursesMC-Nashville and shall be provided to the Board of Directors as recommendations only.

**K. Professional Staff Training and Development**

All staff members shall be encouraged in and provided with suitable opportunities for the development of increased competencies beyond those they may attain through the performance of their assigned duties and assistance from Supervisors.

NursesMC-Nashville shall support all staff members in their individual professional development.

**K. Faculty and Staff Member Certifications**

All employees, including independent contractors, for whom statute and regulation require a certification(s) / license(s) issued under the authority of the State Board of Education or the State Board of Health, from which the school is authorized, shall provide a copy of this certification(s) / license(s) for inclusion in the employee's personnel file. This will be provided at or before time of employment. It is the responsibility of the employee to maintain their certification including renewals and provide that updated certification to the Human Resources office.

Each certified/licensed administrator and teacher must demonstrate compliance with the professional and applicable content competencies of the State Professional Teaching Standards, as well as all applicable policies or regulations promulgated by the State Board of Education and State Board of Health, where the school is authorized.

**All administrators and teachers, including independent contractors, must meet the necessary criteria for their respective positions to ensure receipt of a renewal of their teaching certificates and/or health licenses.**

**II. Wages, Hours, Work Schedules, and Overtime**

It is the intent of the school to pay fair and equitable wages to each employee based on his or her job and quality of work. Therefore, the school will periodically review pay

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rates for each employee and adjust them accordingly to keep pace with job changes, compliance with applicable laws and competitive with other independent charter schools.

## A. Employment Categories

Other than independent contractors, all employees of the school are designated as either NONEXEMPT or EXEMPT. NONEXEMPT employees are entitled to overtime pay. EXEMPT employees are not entitled to overtime pay. Employees who have questions about their status as an exempt or non-exempt employee should contact the Director of Human Resources or a member of the Business Office.

**NON-EXEMPT employees will be paid at the rate of 1 ½ times their regular rate of pay for hours worked in excess of forty (40) in a week. All overtime must be authorized in advance by the Executive director.**

In addition to the above categories, each employee will belong to one other employment category:

**FULL-TIME EMPLOYEES:** Employees, including full-time faculty members and full-time staff members, who are regularly scheduled to work at least thirty (30) hours per week are full-time employees. Generally, full-time employees are eligible for the NursesMC-Nashville benefit package(s) - at the individual school level, subject to the terms, conditions, and limitations of each benefit program.

**PART-TIME EMPLOYEES:** Employees who are regularly scheduled to work less than a full-time work schedule are part-time employees.

**INDEPENDENT CONTRACTORS:** The work schedules of independent contractors are determined by the terms and conditions of their individual agreements with the school. However, at no time shall an independent contractor be entitled to participate in any of the school's benefits, unless otherwise included in the individual independent contractor's contract.

Any information contained in this section that is inconsistent with an employee's or independent contractor's individual employment contract shall be superseded by such a contract.

## B. Professional Staff Positions

All professional staff positions in the school will be created initially by the Board of Directors. It is the Board of Directors' intent to create a sufficient number of positions to accomplish the school's mission and achieve its education program. Although such

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positions may remain temporarily unfilled, only the Board of Directors may abolish a position it has created.

NursesMC-Nashville shall maintain a comprehensive set of job descriptions for all positions and communicate with the Board of Directors concerning the status of all open and filled positions on a regular basis.

**C. Employment Agreements and Compensation Plans**

The school shall enter into employment agreements with professional employees to the extent required by applicable law.

The Board of Directors will set the rates of pay for personnel not covered by employment agreements. Compensation will be reviewed annually for all categories of staff.

**D. Compensatory Time**

Under certain circumstances, eligible non-exempt employees may be entitled to receive compensatory time in lieu of overtime for hours worked in excess of forty in a given workweek. Where applicable, compensatory time shall be earned at a rate of one and one-half hours for each hour of employment.

The Board of Directors prohibits the earning of compensatory time without prior written approval of administration. All official records of compensatory time due to employees are maintained by administration, which shall make reports for auditing purposes as needed.

**E. Professional Staff Supplementary Pay**

The school recognizes that certain assignments require extra responsibility over and above that required of other staff members who are in the same position. When such supplemental assignments require extra time and responsibility beyond that regularly expected of professional staff, professional staff embarking on such supplemental assignments will be eligible for supplemental compensation accordingly. Assignments to these positions will be made at the discretion and under the direction of the Executive director. All such assignments shall be made in writing. Upon termination of the assignment, the supplementary pay will cease.

**F. Work Schedules**

All employees are required to work throughout the academic year consistent with the pre-approved academic calendar. All full time faculty, as per job description, are also

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required to work the evenings of parent teacher conferences, at least one (1) Open House and graduation, as well as other times designated in their employment contract/agreement.

In addition, the school is not in session during designated school vacations as designated on the academic calendar; however, depending on the employee's employment contract/agreement, these designated school vacation weeks may not be relevant to full-year employees.

The work schedules of all part-time faculty members and independent contractors are determined by their individual employment contracts/agreements.

All staff members are required to work eight (8) hours per day unless indicated in their individual employment contract/agreement as a part time or independent contractor.

Employment with the school is at-will, unless otherwise expressly agreed-upon in writing or unless State law, where the school is authorized, provides otherwise.

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|---|
| If/when employees find that they will be tardy or unable to report to work, they should call the Executive director as soon as possible to discuss how to proceed. For absences, teachers must also log into their Frontline account to request paid time off ("P.T.O.") or to utilize sick time. Teachers can put in for P.T.O. as soon as they are aware of the dates they wish to request. However, all teachers must input sick time requests no later than 6:00 am on the day requested off. Good and sufficient reasons must be provided to excuse any tardiness or absence. |

**G. Attendance**

In light of NursesMC-Nashville's mission to provide each student with a comprehensive and student-centered education, it is imperative that all school employees appear for work as scheduled and arrive punctually and prepared to carry out their responsibilities.

Accordingly, employees who are absent, tardy, arrive late or leave work early on (3) or more occasions within 90-day period without approval, will be subject to disciplinary action, up to and including termination of employment. All employees shall follow the Paid Time Off (P.T.O.) policy as defined in this Employee Handbook.

If administration elects to impose progressive discipline for these infractions, one or more of the following steps may be taken:

- Counseling (documented);

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- Oral reprimand (documented);
- Written reprimand;
- Demotion;
- Suspension (with or without pay); and
- Termination of employment

The school may also utilize performance improvement plans where appropriate. Documentation of progressive discipline and/or performance improvement plans will be maintained in the employee's personnel file.

In addition, any employee who fails to report for work for three (3) consecutively scheduled work days without direct communication to the Executive director or their designee will be considered to have voluntarily resigned without notice from their position.

**H. Reporting to Work**

All employees must report to work on time and be prepared to carry out their responsibilities. All employees are encouraged to spend as much time at the School as possible to support the School's mission and respond to student needs.

Nevertheless, NON-EXEMPT employees and independent contractors will not be compensated for time that they are on the School's premises other than their scheduled time. The only exceptions to this are those terms and conditions of a part-time staff member or independent contractor's employment contract.

**I. Overtime**

The school recognizes that there will be times when requirements necessary to carry out NursesMC-Nashville's mission or other needs cannot be met during regular working hours. Therefore, NON-EXEMPT employees and independent contractors may be scheduled to work additional hours.

Overtime compensation is paid at the rate of 1 ½ times the NON-EXEMPT employee's regular rate of pay for hours worked more than forty (40) in a week. Overtime compensation is paid to all independent contractors according to the terms and conditions of their individual agreements with the school. EXEMPT employees are not entitled to overtime.

All overtime work must receive the prior authorization of the Executive director or their designee. Failure to do so will result in no compensation for said overtime.

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Overtime pay is based on actual hours worked. Time off because of sick leave, vacation leave, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations.

**J. Payroll/Timekeeping/Reporting**

The school currently pays all employees on a bimonthly schedule on a Friday (including independent contractors).

Accurately recording time worked is the responsibility of every employee and independent contractor. Time worked includes all of the time actually spent on the job performing assigned duties. NON-EXEMPT employees and independent contractors must accurately record the time they begin and end their work.

To accomplish this responsibility, all employees and independent contractors must complete time sheets or consulting billing on a bimonthly basis. Time sheets must be submitted to the business office at least three (3) days before the 15th and the last day of each month to ensure a paycheck on those dates. Failure to provide complete time sheets or consulting billing in a timely manner may result in a delay in processing of the employee's or independent contractor's paycheck.

Employees must utilize the ADP system to document their attendance on a daily basis. This system is used to record hours worked in order to accurately pay employees accordingly.

Altering, tampering, and/or falsifying a timesheet will result in disciplinary action, up to and including termination of employment.

All pay will be distributed over the course of twelve (12) months regardless of employment status (10-month or 12-month employees).

**K. Payroll Deductions/Automatic Deposits**

Each employee's paycheck is subject to all applicable federal and State tax withholdings, as well as Social Security deductions. The School will also make the appropriate deductions in accordance with any court-mandated garnishment order, including orders for the support of other persons. Federal and state law govern the amount of an employee's wages that may be garnished. Every employee must deliver a copy of any such orders to the business office.

If requested by the employee, the school may withhold more than the minimum amounts for income taxes. The school is not allowed to withhold less than the required minimum. These requirements and options are explained on the W-4 form.

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Any deductions not required by law must be authorized by the employee, in advance and in writing. The employee may ask the Business office for clarifications regarding their paycheck.

The school strongly encourages employees to participate in direct deposit and refrains from distributing paper paychecks unless it is absolutely necessary. Paychecks are electronically deposited to an account at a financial institute that the employee designates through completion and submission of a direct deposit form and back-up to that form. Should an employee's direct deposit information change, the employee is required to complete a paper version of a new direct deposit form and provide back-up documentation to support that change. This process must be completed in person with the Business Operations Manager. No request to change a direct deposit will be made without an in-person signature.

### L. Salary Adjustments

Highly qualified faculty and staff are hired to ensure that the quality education provided remains consistent and relevant. In order to remain competitive in the job market, the school remains committed to employee retention, thus ensuring that the school is an employer of choice.

The NursesMC-Nashville analyzes the salary and benefit structure of current employees as well as the external market, specifically that of other educational entities, on an ongoing basis. Adjustments to salary and benefits may be made to ensure the school remains competitive in the job market and retains employees accordingly. Certified faculty will receive an annual pay increase according to the Step Scale which will be reflected in their paycheck for the first payroll when they return to work from their summer break. Receipt of a Master's or Doctorate degree will result in a pay adjustment and will be awarded at the beginning of a fiscal year. These increases will not be awarded mid-year. All other salary adjustments, for non-certified staff without an employment contract/agreement, may be made on an annual basis at the beginning of the Fiscal Year (July 1st), when/if the budget permits. Enhancement to benefits may be offered at the beginning of the annual Benefit Open Enrollment period, when/if the budget permits.

## III. Employment with the School

### A. Equal Opportunity Employment

NursesMC-Nashville in accordance with State and applicable federal laws, provides equal employment opportunity for all qualified persons and does not discriminate in employment policies, procedures or practices on the basis of race, national origin,

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color, gender, age, disability, or religion. This policy governs all aspects of employment, including recruitment, hiring, job assignment, promotion, compensation, discipline, termination, access to benefits and training, and other terms and conditions of employment. NursesMC-Nashville is committed to providing a work environment free from discrimination and expects its employees to fully support its Equal Employment Opportunity policies.

Consistent with local, state, and federal laws, the school will strive to offer reasonable accommodations to any employees with disabilities. If you believe that you are entitled to reasonable accommodation, a request should be made in writing to the Executive director or their designee. Each request will be considered on a case-by-case basis. The school reserves the right to request documentation from your treating health care provider substantiating the existence of the disability and need for the requested accommodation. The school also reserves the right, if necessary, to request that any employee seeking a reasonable accommodation attend an independent medical evaluation.

**All requests for accommodations will be treated confidentially, and any medical information shared with us will be maintained in a separate medical file stored in a secure location.**

Any employee with questions or concerns about any workplace discrimination are encouraged to bring these issues to the attention of the Executive Director immediately. Employees should not hesitate to raise concerns and make reports without fear of retaliation. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

**B. Recruitment and Retention (APPENDIX A)**

As an equal opportunity employer, diversity, equity and inclusion are at the core of who we are. Employees hired represent the students served and community-at-large. At NursesMC-Nashville, respect for diverse backgrounds and ideas is crucial to academic excellence. NursesMC-Nashville's hiring practices promote the recruitment and retention of a workforce from different backgrounds, experiences and perspectives to compliment the backgrounds, experiences and perspectives of the students, parents and families in the community-at-large. By fostering the goals of diversity, equity and inclusion, NursesMC-Nashville is better equipped to serve all students enrolled and their families and parents. NursesMC-Nashville strives to create a workplace that reflects the communities served where everyone feels empowered as we celebrate multiple approaches and points of view.

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The NursesMC-Nashville recruits faculty and staff who are dedicated to the provision of high quality, comprehensive, educational services NursesMC-Nashville maintains and supports an ongoing Recruitment and Retention Plan that provides:

- A comprehensive and competitive recruitment and retention salary and benefit package designed to hire and retain faculty and staff that are committed to the mission of the NursesMC-Nashville;
- A school which is dedicated to meeting the educational needs of all students by providing them with comprehensive educational services that meet their needs while preparing them for the field of healthcare; and
- A healthy, safe and positive environment which supports the educational growth and development of the faculty and staff and encourages long-term commitments to the school and to the students and families.

**C. Employment Eligibility Verification**

The school complies with the regulations of the Immigration Reform and Control Act of 1986 (IRCA) as enforced by the Department of Homeland Security. This Act requires that all employees provide appropriate documentation to prove that they are eligible to work in the United States.

**D. Job Postings**

All job postings reflect positions that are available within the school. Employment opportunities will be posted internally, encouraging current employees to grow professionally within the school. Employment opportunities will be posted externally as well, providing opportunities for members of the community to apply.

**E. Employee Referral Bonus**

The Employee Referral Bonus program applies to everyone who refers a candidate to the school for employment. Great importance is placed on referrals because we trust our employees to know what's best for the school. This policy does not pertain to the school leadership team.

An Employee Referral bonus is offered to employees who recruit candidates from within their networks. In order to be eligible for the referral bonus, the referring employee must have successfully completed one (1) full year of employment. The candidate referred must:

1. Be interviewed;
2. Be offered a position as a permanent full or part-time employee (not as a temporary employee or contractor/consultant);
3. Pass the onboarding process;

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4. Be assigned an official hire date; and
5. Begin employment and move through their first full year of employment in good standing, with no disciplinary action taken against them, and an acceptable performance evaluation at the end of said year.

If all of these criteria are met, the original referring employee will be awarded the $250 Employee Referral bonus at the end of the academic year in which the referring employee and the candidate complete one (1) full year of employment.

Other:

1. There is no cap on the number of referrals an employee can make.
2. If two (2) or more employees refer the same candidate, only the first referring employee will receive the referral bonus.
3. Referring employees are still eligible for referral bonuses even if a candidate is hired at a later time or gets hired for another position.
4. The Employee Referral program may be abolished at any time. Employees who referred candidates before the Employee Referral Bonus program was abolished will still receive the awarding of the bonus.

The school is an equal opportunity employer and does not discriminate against protected characteristics. The referred candidate may take precedence in the hiring process. NursesMC-Nashville guarantees that all candidates will be given the same consideration and will pass through all established procedures.

**F. Employment Applications**

The school relies upon the accuracy of information provided when seeking employment, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, disciplinary action, up to and including termination of employment.

**G. Hiring of Candidates**

All recommendations to hire an interviewed and fully vetted candidate are made to the Executive Director who makes the final decision to move forward with offering employment.

**H. Confidentiality of Student Information and Records**

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Employees shall ensure the confidentiality and privacy of all student information and records. Disclosure of student information and records is permissible only under specified conditions and/or where it is required by law.

Specifically, employees shall not disclose any information about a student to anyone outside of this school or the student's parent, guardian, and/or legal representative unless authorized by the student, if over 18 years of age, or the student's parent, guardian, and/or legal representative if the student is under 18 years of age. Confidentiality must be maintained always, whether an employee is on or off duty. If you have any questions about the disclosure of a student's confidential information, please consult with the Executive director or the Director of Teaching and Learning before revealing any information.

Employees shall not provide any information over the telephone or e-mail about any of the school's students that is requested by someone outside of the school, unless expressly authorized, in writing, by the Executive director. Employees are instructed to respond to any such requests with the statement: "The school's guidelines do not permit me to give out this information at this time."

Revealing any student information and/or records without prior written authorization will result in disciplinary action, up to and including termination of employment.

**I. Employee Access to Student Medical Records**

Employee access to student medical records shall be controlled in order to comply with federal HIPAA regulations. All employees who have been granted full access to the PowerSchool Student Information System (SIS), also have full access to all student information, including medical records. In order to safeguard the confidentiality, integrity and availability of sensitive and confidential information, employees must only access health records when their specific role and job duties require them to do so. To the extent technologically feasible and whenever software allows, employees shall be granted access to student health information at the discretion of the Executive director.

**J. Criminal Background Investigation**

Any person seeking employment with the school shall apply to the appropriate State agency for a nationwide criminal background check upon acceptance of employment. Each employee shall provide the findings of this investigation to the school for inclusion in their personnel file.

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Subject to State and federal laws, the school reserves the right to modify its employment arrangement with an employee after receiving the findings of the nationwide criminal background check.

Failure to comply with this policy shall result in discipline, up to and including immediate termination.

**K. Access to Employee Records**

Pursuant to applicable federal and state law, the school maintains a personnel file on each employee. Personnel files are the property of the school and the information contained in each file is confidential. An employee may review his or her own personnel file in accordance with State law, where the school is authorized, by making a written request to the Executive Director.

Each employee must promptly notify the school of any changes in their personal data. Personal mailing addresses, telephone numbers, e-mail addresses, individuals to be contacted in the event of emergency, educational accomplishments, certifications received or renewed, and other such personal and professional information should be accurate and current at all times. If any personal data has changed, immediately notify both the Human Resources and Business offices.

Personnel files are secured in locking filing cabinets and access is controlled by the Human Resources department.

**L. Health Insurance Portability and Accountability Act (HIPAA)**

The school complies with the proper handling of all private information and individually identifiable health information in recognition of compliance with the Health Insurance and Portability and Accountability Act (HIPAA). Any Protected Health Information (PHI) is confidential and may not be discussed with anyone except on a "need to know" basis in order to perform job duties. Personnel files containing PHI are secured in locked filing cabinets and access is controlled by the Human Resources department.

**M. References**

All requests from references for a current or former employee should be directed to the Executive director. It is the school's policy to provide references with only basic information such as the dates of employment, and job title of a current or former employee. No other information will be disclosed to references without a written consent and release from liability signed by the current or former employee, unless otherwise required by law. Under no circumstances should any other employee

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release information about another past or present employee over the telephone or in writing.

**N. Proprietary/Intellectual Property**

NursesMC-Nashville has information that should not be disclosed to anyone outside of the school, except when required in the normal course of business or by law. School property includes not only tangible property, but also intangible property such as information. Proprietary information includes all information obtained by employees during the course of their employment. This information includes, but is not limited to research, curriculum, strategic plans, marketing and outreach plans/data, personnel files, and student lists. Employees are not to disclose any such information to (a) any other person unless there is a legitimate business reason for doing so or (b) any person outside the school unless the Executive director has expressly stated that the information can be disclosed. This obligation exists even after the employee separates from employment. Utilization of, removing or sharing of this proprietary information is against the NursesMC-Nashville's property and can be considered theft of property.

## IV. Employee Benefits and Leave

### A. Benefit Summary:

Benefit eligibility is dependent upon a variety of factors, including employee classifications, as defined in this Handbook. Independent contractors do not receive any benefits from the school, unless otherwise agreed upon in their individual employment contract/agreement and/or detailed below. Benefit accruals, such as paid time off (P.T.O.) or holiday pay, will be suspended during unpaid leaves of absence and will resume upon return to active employment.

The following benefit programs are currently available to eligible employees:

- Paid Time Off
- Holiday Leave
- Sick/Safe or Personal Leave Benefits
- Vacation time (non-certified full-year employees)
- Health Insurance (medical, dental, vision, HRA, FSA, and life and long term disability)
- Direct Deposit to Savings or Checking
- State Pension for full-time certified employees (based on State law)
- COBRA benefit conversion at termination
- 403B for eligible non-certified employees
- Employee Assistance Program

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The school currently contributes a portion of some benefit programs. These contributions may change based on funding.

**B. Paid Time Off Benefits: Certified Academic Year Faculty**

This Policy is intended to comply with applicable state law and will be implemented to the fullest extent of the law. This Policy adopts and incorporates by reference the definitions and other provisions of State's, where the school is authorized, Healthy and Safe Families and Workplaces Act and other applicable law.

Full-time academic year faculty employees shall receive a total of ten (10) Paid Time Off (P.T.O.) days for sick/safe (as defined under applicable State law) and personal leave.

Part-time employees shall earn a prorated amount of P.T.O. They shall receive the minimum amount of paid sick/safe leave time up-front, as required by law. Any leave taken in excess of an employee's allotted P.T.O. will not be paid.

Employees who know in advance that they will be using P.T.O shall submit their written requests via Frontline to the Executive director or their designee at least 48 hours prior to their requested first day of leave.

Other than for unanticipated sick/safe leave, P.T.O. should not be taken adjacent to a legal holiday, break, or vacation during the school year. Exceptions require prior written approval from the Executive director. Unapproved P.T.O. taken adjacent to a school break, legal holiday, or vacation may result in loss of wages for the day(s) missed. Requests will be reviewed and approved based on a number of factors, including business needs and staffing requirements.

When requesting personal or professional leave, staff must indicate the date(s) needed for the leave and provide class lesson plans for the duration of the leave.

If advanced notice of P.T.O cannot be provided as in the case of unanticipated sick/safe leave, certified academic year faculty members must log into their Frontline account by 6:00 am to request the use of sick time. If it is after 6:00 am, all faculty and staff members must call the Executive director as soon as possible. The Executive director will then determine if substitute staff is available or if coverage will be conducted internally.

In each case of absence for sick or safe leave in excess of three (3) consecutive work days, employees must provide administration with reasonable documentation that the paid sick or safe leave time has been used for a permitted purpose. Paid sick and safe leave cannot be used as an excuse to be late for work without an authorized

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purpose. If an employee is committing fraud or abuse by engaging in an activity that is not consistent with allowable purposes for paid sick and safe leave in this policy, or if an employee is exhibiting a clear pattern of taking leave on days just before or after a weekend, vacation, or holiday, the employee will be subject to discipline, up to and including termination of employment for misuse of sick and safe leave. Unused full P.T.O. days that have been accrued and not used by the end of the school year, shall be paid to full-time certified academic employees at a rate of $100 per day. No PTO days may be carried over to the next academic year.

Please note: Teachers, as the term is defined in the State law/statute, where the school is located, may not be entitled to vacation time. In addition, any employees maintaining a work schedule consistent with the school year schedule may not be entitled to vacation time per State law/statute.

The Executive director has the right to deny any request for P.T.O. if they deem the time to have an adverse effect on the delivery of services to students or if a pattern of P.T.O. use/abuse has been identified.

**C. Paid Time Off Benefits: Non-certified Staff**

This Policy is intended to comply with applicable state law and will be implemented to the fullest extent of the law. This Policy adopts and incorporates by reference the definitions and other provisions of the State's Healthy and Safe Families and Workplaces Act and other applicable law, where the school is authorized.

Full-time employees shall receive a total of five (5) Paid Time Off (P.T.O.) days for sick/safe (as defined under applicable State law) and personal leave.

Part-time employees shall earn a prorated amount of P.T.O. They shall receive the minimum amount of paid sick/safe leave time up-front, as required by law, while the balance will be accrued over the course of the year. Any leave taken in excess of an employee's allotted P.T.O. will not be paid.

Employees who know in advance that they will be using P.T.O shall submit their written requests via Frontline to the Executive director or their designee at least 48 hours prior to their requested first day of leave.

Other than for unanticipated sick/safe leave, P.T.O. should not be taken adjacent to a legal holiday, break, or vacation during the school year. Exceptions require prior written approval from the Executive director. Unapproved P.T.O. taken adjacent to a school break, legal holiday, or vacation may result in loss of wages for the day(s) missed. Requests will be reviewed and approved based on a number of factors,

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including business needs and staffing requirements.

When requesting personal or professional leave, staff must indicate the date(s) needed for the leave and provide class lesson plans for the duration of the leave.

If advanced notice of P.T.O cannot be provided as in the case of unanticipated sick/safe leave, certified academic year faculty members must log into their Frontline account by 6:00 am to request the use of sick time. If it is after 6:00 am, all faculty and staff members must call the Executive director as soon as possible. The Executive director will then determine if substitute staff is available or if coverage will be conducted internally.

In each case of absence for sick or safe leave in excess of three (3) consecutive work days, employees must provide administration with reasonable documentation that the paid sick or safe leave time has been used for a permitted purpose. Paid sick and safe leave cannot be used as an excuse to be late for work without an authorized purpose. If an employee is committing fraud or abuse by engaging in an activity that is not consistent with allowable purposes for paid sick and safe leave in this policy, or if an employee is exhibiting a clear pattern of taking leave on days just before or after a weekend, vacation, or holiday, the employee will be subject to discipline, up to and including termination of employment for misuse of sick and safe leave.

The Executive director and/or CEO has the right to deny any request for P.T.O. if they deem the time to have an adverse effect on the delivery of services to students or if a pattern of P.T.O. use/abuse has been identified. No PTO days may be carried over to the next fiscal year.

**D. Non-Exempt Employees**

This Policy is intended to comply with applicable state law and will be implemented to the fullest extent of the law. This Policy adopts and incorporates by reference the definitions and other provisions of the State's Healthy and Safe Families and Workplaces Act and other applicable law, where the school is authorized. Non-Exempt Employees shall receive P.T.O. and other benefits according to the terms outlined in their employment arrangements.

Full-time, non-exempt employees shall receive a total of five (5) Paid Time Off (P.T.O.) days for sick/safe (as defined under applicable Tennessee law) and personal leave.

Part-time, non-exempt employees shall earn a prorated amount of P.T.O. They shall receive the minimum amount of paid sick/safe leave time up-front, as required by law, while the balance will be accrued over the course of the year. Any leave taken in excess of an employee's allotted P.T.O. will not be paid.

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Employees who know in advance that they will be using P.T.O shall submit their written requests via Frontline to the Executive director or their designee at least 48 hours prior to their requested first day of leave.

Independent Contractors do not receive P.T.O. or other benefits unless expressly provided for in their individual contracts.

The Executive Director has the right to deny any request for P.T.O. if they deem the time to have an adverse effect on the delivery of services to students or if a pattern of P.T.O. use/abuse has been identified.

**E. Holiday Leave**

NursesMC-Nashville Middle College grants paid holiday time-off to eligible l employees on the following days:

- New Year's Day
- Martin Luther King Day
- President's Day
- Good Friday
- Memorial Day (Last Monday in May)
- Juneteenth (June 19)
- Independence Day (applies to employees required to work after the school year ends)
- Labor Day (1st Monday in September)
- Columbus Day (2nd Monday in October)
- Veterans' Day
- Day before Thanksgiving
- Thanksgiving Day (4th Thursday in November)
- Christmas Day

When a holiday falls on a Sunday, it will be celebrated on the following Monday. If a recognized holiday falls during an eligible employee's paid absence (such as for vacation or sick leave), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

Other observed holidays for certified faculty will be observed/recognized according to the Board-approved academic calendar. These holidays for full-year, non-certified staff may be granted at the discretion of the Executive Director.

**F. Parental, Family, and Medical Leave (RI Parental & Family Medical Leave Act: (APPENDIX B)**



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NursesMC-Nashville recognizes that foreseeable and unforeseeable serious health conditions may arise for employees themselves and/or their families throughout a school year. These conditions may require the complete attention of the affected employee. Eligible employees have access to unpaid and paid leave options to attend to approved familial and personal obligations without fear of losing their job.

Accordingly, NursesMC-Nashville follows all federal and state laws and regulations concerning parental, family, and medical leave, including the Family Medical Leave Act ("FMLA"), the FMLA Service Member Policy, the Parental and Family Medical Leave Act, and the Family Military Leave Act, according to the specific State law, where the school is authorized. Other than the State's Family Military Leave Act, the leave benefits described in this Section do not apply to independent contractors.

Employees are encouraged to discuss their leave options and the process(es) by which they must request leave with the Executive director or their designee. Parental, family, and medical leave that does not fall within the statutory requirements or that is not properly or timely requested will be delayed or possibly even denied.

Accrued P.T.O will run concurrent to all parental and family leave.

If an employee owes any benefit premiums, deductions will be taken from any P.T.O. time. If P.T.O. time is exhausted, the employee is responsible to pay their benefit premiums and should make arrangements with the Business Office to do so.

**G. Lactation and Breastfeeding Breaks**

NursesMC-Nashville supports breastfeeding mothers by accommodating the mother who wishes to express breast milk during the workday when separated from their newborn child.

For up to one (1) year after the child's birth, any employee who is breastfeeding her child will be provided reasonable break times to express breast milk for her baby. NursesMC-Nashville is not bound to provide paid break time for lactation/breastfeeding activities. Space is available for the purpose of breast milk expression and/or breastfeeding. A small refrigerator reserved for the specific storage of breast milk is available. Any breast milk stored in the refrigerator must be labeled with the name of the employee and the date of expressing the breast milk. Any non-conforming products stored in the refrigerator may be disposed of accordingly. Employees storing milk in the refrigerator assume all responsibility for the safety of the milk and the risk of harm for any reason, including improper storage, refrigeration and tampering.

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## H. School Involvement Leave

If an employee has worked for NursesMC-Nashville for twelve (12) consecutive months, he or she is entitled to ten (10) hours of leave during any twelve (12) month period to attend school conferences or other school-related activities for his or child (including foster children or children for whom the employee serves as a legal guardian).

To take such leave, the employee must provide the Executive director or their designee with 24-hours advance notice. The employee shall make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the school.

This leave is unpaid; however, the employee may choose to use his or her available P.T.O. in lieu of this leave.

## I. Employee Military Leave

NursesMC-Nashville complies with applicable laws governing leaves of absence for military service.

Employees who are called for military duty in the United States Military Service, or for training for reserve duty, may be entitled to unpaid leave to fulfill their military requirements. This leave will not affect the employee's status, pay, vacation, sick leave, advancement or other advantages of employment with the School. An employee who is called for military duty or to train for reserve duty must notify the Executive director or their designee, either verbally or in writing, of the expected dates of departure and return from service or training, before leaving. At the conclusion of military duty, the employee must notify the Executive director of their intent to return to work. For more information regarding whether your military service is covered by this policy, and/or your specific notification requirements under this policy, please contact the Executive director.

## J. Leaves of Absence Policy

Eligible employees of NursesMC-Nashville College may be entitled to request short and/or long term leaves of absence, as set forth in this policy. The Director of Human Resources, Talent, and Recruitment shall provide additional information concerning eligibility to interested employees upon request. In general, requests for any leave of absence shall be submitted, in writing, to the Director of Human Resources, Talent, and Recruitment. Approval for leaves of absence shall be granted or denied at the discretion of the Executive director or their designee.

**Short Term Leaves of Absence for Non -Employment-Related Purposes:**

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Employees who are not entitled to vacation time or personal days, or who have exhausted such available days, may be granted an unpaid leave of absence for up to three (3) days in a fiscal year at the discretion of the Executive director.

**Long-Term Leaves of Absence:**

Administration may grant a long-term leave of absence to eligible professional employees. Requests for long-term leaves of absence shall be subject to the discretion of the Executive director.

**Parental Leave:**

Parental leaves of absence are granted in accordance with the applicable provisions of state and federal law. Please refer to NURSESMC-NASHVILLE's Family and Medical Leave Policy for further information.

**Religious Holiday Leaves:**

Eligible employees may use personal days for religious holidays that are not otherwise included as holidays in the school calendar.

**Military Leave:**

All military leave is granted in accordance with the provisions of federal, state and local laws.

## J. Disability

It is the policy of the school to comply with the Americans with Disabilities Act and other applicable federal and state laws and regulations concerning the accommodation of employees with disabilities. If any employee of NursesMC-Nashville wishes to request reasonable accommodation for a qualifying disability, they shall notify the Executive director, who will then consider any such request in accordance with the applicable laws and regulations.

NURSESMC-NASHVILLE Middle College shall not discriminate with respect to any employment decision on the basis of an individual's disability or any other protected status.

## L. Personal Assistant Animals

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NursesMC-Nashville recognizes the benefits of animals in service and therapy functions and complies with the applicable requirements of the American with Disabilities Act (ACA). According to State laws, where the school is located, service animals are defined as those that are individually trained to do work or perform tasks for people with disabilities. Personal Assistance Animals are working animals, not pets. Under the ADA, a service animal is a dog that has been trained to perform disability-related tasks for the benefit of a person with a disability. They have been trained (or in the process of being trained) as a:

- guide dog especially trained to aid a particular person who is blind or visually impaired;
- hearing dog specially to aid a particular person who is deaf or hearing impaired; or
- service dog specially trained to aid a particular person with another type of disability.

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. The care and supervision of a service animal is solely the responsibility of its owner. If the owner is temporarily unable to care for the service animal, the owner must have arranged for a third party to care for the service animal during that time period. The ADA allows a service animal to be excluded if it poses a direct threat to health and safety. The service animal may be excluded if it is not housebroken, or if it is out of control and the owner is unable or unwilling to effectively control it. The owner is still able to enter even if the service animal is not allowed. Others' allergies and fear of dogs are not valid reasons for refusing to allow service animals in the NursesMC-Nashville facilities.

Animals whose sole function is to provide emotional support, well-being, comfort or companionship, do not qualify as service animals under ADA and therefore are not permitted in any NursesMC-Nashville facility and/or on any NursesMC-Nashville property.

**M. Health Insurance**

Full-time employees of any NursesMC-Nashville school and their spouse and family may choose to participate in the various available medical and dental health insurance policies provided by the School.

Eligible full-time employees may participate in the health, dental and vision insurance plans subject to all terms and conditions of the agreement between the NursesMC-Nashville and its insurance carriers after completing the first thirty (30) days of full-time employment.

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Employees who elect not to participate in this health program are not eligible to join the health insurance program until the next open enrollment period (October 1st of each year). Enrollment may occur after the open enrollment period due to extenuating circumstances of qualifying life events (QLE) or if an employee is hired after the enrollment period.

Employees interested in participating in the medical, dental, vision, Flexible Spending Accounts, life and long-term disability insurance plans provided by the NursesMC-Nashville are encouraged to discuss their options with the Human Resources department. Following the benefit waiting period for full-time employees, all employees are automatically enrolled in the life and long-term disability insurance plans with no option to decline.

**N. Employee Assistance Program (EAP)**

NursesMC-Nashville has partnered with an Employee Assistance Program (EAP) company to provide supportive services to employees through assessments and crisis support 24/7, referrals to resources for employees and their family members, critical incident response, continuing education and training opportunities. The EAP Provider offers the Employee Assistance Program from coast to coast and provides confidential consultation or support anytime, day or night.

**O. Retirement Plans and Contributions**

Certified public school teachers including the certified school nurse teacher who are regularly employed on at least a .4 FT (forty percent of a full-time position) basis are mandated to become a member of state retirement system.

Full time non-certified employees are eligible to participate in an employer sponsored 403(b) plan. Employees with one (1) year of qualifying service (1,000 hours in a plan year) are eligible to receive a discretionary employer match. The employer's discretionary match will be announced at the beginning of each fiscal year. Employees' 403(b) contributions vest immediately. NursesMC-Nashville matching contributions, if any, vest at a rate of 25% per year for the first four (4) years in which such contributions are made, and vest fully (100%) each year thereafter.

**P. Life, AD&D (Accidental death or dismemberment) and Long Term Disability (LTD) Insurance**

These insurance plans are 100% employer-sponsored. Full-time employees are automatically enrolled in all three (3) insurance plans. The primary purpose of life insurance is to provide a financial benefit to dependents upon premature death of an

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insured person. The policy pays a specified amount to the named beneficiary, when the insured dies. Accidental death and dismemberment (AD&D) insurance is an insurance policy that pays a death benefit upon the accidental death of an insured or upon the loss of a limb due to an accident. AD&D is proposed to serve as a supplement to regular life insurance as coverage is limited to certain types of accidents. Long-term disability insurance (LTD) is an insurance policy that protects an employee from loss of income in the event that he or she is unable to work due to illness, injury, or accident for a long period of time.

**Q. Benefits Continuation (COBRA)**

NursesMC-Nashville offers employees and their qualified beneficiaries the opportunity to continue health insurance through the school's health plan through the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). Specifically, access to COBRA is available when an employee experiences a "qualifying event" such as termination, reduced working hours, or divorce (among others), that would normally result in the employees' loss of eligibility for health insurance coverage.

If an employee experiences a "qualifying event," including an involuntary termination, please consult the business office for further information about COBRA options.

**R. Part Time Employees Benefits**

All employees who work a minimum of thirty (30) hours per week shall be eligible to receive health insurance benefits. All employees who work less than thirty (30) hours per week shall not be eligible to receive health insurance benefits through the school.

**S. Jury Duty**

The School must accommodate an employee's request for time off to serve jury duty. Any employee who is summoned for jury duty will maintain his or her position and benefits while on jury duty. When an employee is required to serve as a Juror in State Court, NursesMC-Nashville will pay the employee their regular salary for the first three (3) days of juror service. To receive payment from the school for jury duty, an employee must submit the Juror Service Certificate issued by the Court indicating the dates of service upon completion of jury duty to the Director of Human Resources, Talent, and Recruitment. Employees are expected to report to work whenever the court schedule permits.

**T. Bereavement**

In the event of the death of an employee's family member, the employee shall be

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entitled to the following paid absences:

- Four (4) days paid leave for the death of a spouse, domestic partner, child, mother, father, brother, sister or in-law equivalent;
- Three (3) days paid leave for the death of a grandparent or grandchild;
- One (1) day paid leave for the death of an aunt, uncle or cousin.

Additional P.T.O. may be available if needed. Requests for additional P.T.O. must be submitted in writing to the Executive director.

## U. Job Performance

To ensure the most successful learning environment for our students, NursesMC-Nashville requires all employees to perform their work to their utmost ability and within the parameters of the NursesMC-Nashville's policies.

To accomplish this goal, administration may periodically confer with employees about job performance, including identifying any significant accomplishments and positive contributions and/or problem(s) that may exist with job performance. Each of these conferences will take place in person and will identify the strengths and weaknesses of your performance and will consider what needs to be done to bring performance up to the required standards, if necessary. Any review of job progress may be recorded in the employee's personnel file.

If an employee's job performance is noted as deficient and does not subsequently improve, they may be subject to disciplinary action, up to and including a written warning or termination, depending on the circumstances and seriousness of the performance issue(s). If a written warning is issued, it will be placed in the employee's personnel file. Similarly, all written acknowledgements of outstanding performance will also be placed in the employee's personnel file.

In the case of misconduct that is clearly contrary to a NursesMC-Nashville policy or threatening to the well-being of NursesMC-Nashville fellow employees, students, and/or other members of the NursesMC-Nashville community, disciplinary action, including termination, may be taken.

NursesMC-Nashville complies with any and all applicable rules and regulations promulgated by the State's Board of Education and the State's Board of Health, related to professional evaluations.

### A. Teacher Evaluation

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The Board of Directors adopts and incorporates by reference the State's Model Educator Evaluation with respect to the evaluation of teachers.

**B. Evaluation of Non-Teacher Employees**

In order to maintain the highest level of performance, employees of the school are subject to performance evaluations on a regular basis. The purpose of evaluation is to support staff members in their efforts to continually analyze and improve performance. The frequency of evaluation varies with each employee group, and shall be communicated to each employee group in advance of receiving any such evaluation.

**C. Resignation**

Under most circumstances, resignation is a voluntary act initiated by the employee to terminate employment with NursesMC-Nashville. To remain in good standing, a written notice submitted to the Executive director at least two (2) weeks in advance of your last day of work is requested. Employees who resign from the school will receive earned pay and any accrued but unused vacation time (if eligible) on the next regularly scheduled payday.

**D. Termination**

The school makes careful and considerate hiring decisions to ensure that every employee shares the common goal to educate our students and prepare them for their professional careers. However, the school recognizes that termination of any employee is necessary at times. NursesMC-Nashville complies with all applicable laws, rules, or regulations pertaining to termination of school employees. Employees who are terminated will receive all earned pay at the time of termination. Employees may be given an appeal process starting with the NursesMC-Nashville Board of Directors and the State's Department of Education successively.

After an employee has left the NursesMC-Nashville some benefits may be continued at the employee's expense if the employee so chooses (e.g., COBRA). The employee may be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

All employees, separating from NursesMC-Nashville, are notified that letters of recommendation and/or references are not typically provided to employees upon their termination date. In some instances, however, this type of letter may be provided with prior approval from the Executive director. A letter regarding your dates of employment and your job title will be provided.

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All employees, separating from NURSESMC-NASHVILLE Middle College are notified that their login access to all school accounts will be suspended. The IT department reviews all recent computer activity to verify that the separated employee has not removed any of the school's or CMO's intellectual proprietary information. Separated employees are notified that removal of any intellectual, proprietary information is against the school's policy and can be considered theft of property. All separated employees are notified that if they inadvertently downloaded, copied or printed any of the school's and CMO's intellectual, proprietary information, it is their responsibility to return it or dispose of it immediately, in a confidential manner.

### E. Final Paycheck

Employees that have worked for NURSESMC-NASHVILLE Middle College for one (1) or more years are entitled to be paid for accrued, but unused P.T.O. and vacation time (if they were awarded vacation time as part of their employment agreement). Accrued, but unused time will be paid out to eligible employees in their final paycheck. If the P.T.O. or vacation time bank was in the negative, a deduction will be made from the final paycheck to recuperate the value of the amount that was in the negative. If the employee owes any benefit premiums, a deduction is made from the final paycheck to pay their portion of their benefits. An employee's final paycheck may be a manual check and will not be automatically deposited into the account on file should the school not receive all company-issued property.

## V. Employee Conduct

As an equal opportunity employer, NursesMC-Nashville insists that all employees conduct themselves in a professional and non-discriminatory manner. More importantly, each employee acts as a role model for the students and must conduct themselves in a manner that respects the mission of NursesMC-Nashville and the diverse backgrounds of each and every member of its community.

Although it is not possible to list all of the behavior that is considered unacceptable in the workplace, this Handbook addresses many of the most common and serious workplace violations that may result in disciplinary action, up to and including termination of employment:

- Failure to comply with NursesMC-Nashville's policies, procedures, rules, and regulations.
- Falsification, altering, or misrepresentation of time keeping records.
- Theft or inappropriate removal or possession of school property and/or property of another employee or student.

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- Working or being on NursesMC-Nashville's premises while under the influence of alcohol or illegal drugs (unless the school has on file certification of an employee's medical necessity for taking otherwise prohibited drugs [e.g., medical marijuana]).
- Conviction of a felony while employed by NursesMC-Nashville.
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while performing School-related functions away from the NursesMC-Nashville Middle College's premises.
- Fighting or threatening violence in the workplace.
- Engaging in abusive, pervasive, unwelcome, and/or unlawful harassment of employees and/or students, including but not limited to sexual harassment.
- Engaging in improper and inappropriate relationships with students, regardless of their age or consent.
- Insubordination or other disrespectful conduct.
- Engaging in any unlawful discrimination.
- Possession of dangerous or unauthorized materials, such as explosives or firearms, while on School premises or while performing school-related functions away from the School's premises.
- Excessive absenteeism, excessive tardiness, or any absence without notice.
- Unauthorized absence from work during the workday.
- Unauthorized use of personal or School-owned telephones, cellular phones, computers mail system, e-mail systems, and/or other employer-owned equipment.
- Unauthorized disclosure of confidential information.
- Unsatisfactory performance or conduct.
- Disrupting the educational process.

Again, this list is not exhaustive. Every situation involving the propriety of an employee's conduct will be evaluated on a case-by-case basis.

**A. Child Abuse and Neglect**

All employees of NursesMC-Nashville must report suspected or known cases of child abuse and/or neglect, whether it occurs inside or outside of the school, to the appropriate state agency which handles these types of cases where the school is authorized. This report must be made within twenty-four (24) hours of becoming aware of such abuse/neglect.

If a suspected or known case of child abuse and/or neglect occurs, employees must report that information to the Executive director immediately. The Executive director and Directors work closely with the employee suspecting child abuse or neglect to ensure reporting to the authorities is handled according to Tennessee state law. Reports can be made anonymously. Reporters of child abuse and/or neglect are held harmless from civil and criminal liability for good-faith voluntary reporting. It is the

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responsibility of all persons to report suspicions of abuse or neglect. It is not NursesMC-Nashville's responsibility to determine if abuse or neglect has occurred. NursesMC-Nashville's will not undertake the responsibility, on its own, to treat cases of a child's abuse and/or neglect. Each employee will cooperate fully with the appropriate state agencies - child protective service agencies, local law enforcement and county social services agencies.

**B. Substance Abuse**

NursesMC-Nashville is not only responsible for educating and preparing its students for their professional careers, it is also responsible for their safety and well-being while they are in the school's care. NursesMC-Nashville has an obvious and serious concern for the health and welfare of its employees. As a result, the use of drugs or alcohol, which impairs an employee's effectiveness, efficiency, or ability to be present regularly at work, is a matter which is of extreme importance to NursesMC-Nashville.

Therefore, reporting to work, working, or otherwise representing the School while under the influence of alcohol or illegal drugs will not be tolerated. In addition, employees are prohibited from being under the influence of, manufacturing, distributing, dispensing, possessing or using illegal drugs at
any time on NursesMC-Nashville's premises, or while representing the school in any capacity either on or away from the NursesMC-Nashville premises.

An infraction of this specific policy is grounds for immediate disciplinary action, up to and including termination of employment.

**C. Title IX (APPENDIX C)**

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In recognition of Title IX of the Education Amendments of 1972, revised by the U.S. Department of Education in August 2021, NursesMC-Nashville's policy and procedure adheres to all related regulations.

This Policy is established by NursesMC-Nashville in adherence with Title IX of the Education Amendments of 1972 ("Title IX") and all applicable State statutes and regulations.c Title IX prohibits the NursesMC-Nashville from discriminating on the

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basis of sex (including sexual harassment and sexual violence) in all facets of its educational programs and activities, including distance learning.

This Policy applies equally to all of the NursesMC-Nashville students, employees, authorized volunteers, parents, and other members of the NursesMC-Nashville. This Policy applies to conduct at school, at school events, and away from school and in all other instances when the school has substantial control over the parties and the context in which the alleged misconduct occurred.

**D. Anti-Bullying (APPENDIX D)**

In its effort to create a safe and effective learning environment, the School has adopted the State's Statewide Bullying Policy. All employees are required to review and be familiar with this Policy and report any incidents of bullying or suspected bullying immediately to the Executive director or their designee.

Failure to report any suspected or witnessed bullying will result in disciplinary action, up to and including termination.

**E. Policy against Domestic Violence**

The Boards of Directors are committed to providing a workplace and learning environment in which any acts or threats of domestic violence are not tolerated. The Board of Directors seeks to increase awareness of domestic violence and help in responding to the needs of victims and witnesses of domestic violence in our school community.

**F. Weapon-free Workplace**

Employees are also strictly prohibited from carrying firearms, knives, or other weapons while on NursesMC-Nashville premises or at a NursesMC-Nashville sponsored event.

**G. Employee Discipline and Due Process Rights**

**1. Policy**

The Board of Directors endeavors to administer prompt, equitable, and consistent discipline for unsatisfactory conduct and performance in the workplace. Unless otherwise provided in an employment agreement, it is the policy of the NursesMC-Nashville to utilize progressive discipline as a means to correct issues with employee conduct and/or performance at an early stage, for the mutual benefit of the employee and the school.

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## 2. Limitations

Although the school may use progressive discipline under many circumstances, each incident will be investigated and evaluated on a case-by-case basis. The principles of progressive discipline will be applied where appropriate and in relation to the nature and circumstances of any incident. The school expressly reserves the right to bypass one or more steps of the Procedure. Unless otherwise provided by law or in an employment contract, the school will not be prohibited by any language in this policy from implementing suspension, termination, or other action on a first offense, where warranted. This policy will be applied at the sole discretion of administration, subject to appeal to the Board of Directors.

## 3. Procedure

Disciplinary action will emphasize the issue rather than punishing the offender. If administration elects to impose progressive discipline in a particular circumstance, one or more of the following steps may be taken:

- Counseling (documented);
- Oral reprimand (documented);
- Written reprimand;
- Demotion;
- Suspension (with or without pay); and
- Termination of employment

The school may also utilize performance improvement plans where appropriate. Documentation of progressive discipline and/or performance improvement plans will be maintained in the employee's personnel file.

## 4. Certified Staff

Notwithstanding the other provisions of this Policy, certified staff shall be entitled to the due process rights set forth in their employment contracts and as otherwise afforded by applicable law.

## H. Staff Complaints and Grievances

The Board of Directors encourages administration to develop effective means of resolving differences that may arise, and to establish and maintain recognized channels of communication between the staff, administration, and the Board.

It is the Board of Directors' recommendation that staff complaints be promptly and equitably resolved at the lowest possible level, and that each employee be assured an

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opportunity for an orderly review and resolution of complaints and concerns.

Channels established will provide that staff may appeal a decision to the Executive director, presuming that person did not make the personnel decision at hand. Staff may appeal a decision of the Executive director of the school to the Board of Directors. If necessary, the Executive Director presents the "case" to the Board of Directors who, in turn, renders a decision. All hearings of complaints before the Board of Directors shall be conducted in the presence of the school's Executive director who made the ruling that is the subject of the complaint and in compliance with the school's due process and procedures policy.

**I. Computer, Internet, E-mail, Telephone, and Cell Phone**

The school's computer, e-mail, and telephone networks, and electronic and manual data are the sole property of the NursesMC-Nashville. Employees may use this equipment strictly for school/business-related purposes, and may not use it to receive or send personal calls or messages except in an emergency. Therefore, employees using the school's systems have no expectation of privacy.

**NURSESMC-NASHVILLE Middle College reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on the School's systems, and to monitor computer, e-mail, and telephone usage.**

The school's computer systems, electronic data, and written documents often are created by and/or entrusted to its employees and often contain personal identification, health and medical, and school-related information of employees and students. Therefore, employees must secure and protect confidential information regarding the school and its students. Confidential student information should not be shared with any person, network, or e-mail system other than those provided, secured, and monitored by the school.

Each employee who uses the school's computer and e-mail networks must share their password with the school's IT department. The school will not share an employee's password with anyone other than that employee.

To protect the school's computers and the vital information contained therein, only software authorized by the school may be used on the school's equipment. Employees should contact the IT department to discuss computer security and the Executive director or their designee to discuss the feasibility of installing programs beyond those that are school-approved, but may serve to promote the Nurses Middle College's mission.

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### 1. Internet Guidelines

All employee use of the Internet, including but not limited to communicating among school employees, students, and parents, using search engines, and viewing or accessing databases or websites, must be for NursesMC-Nashville -related purposes only. Internet use for personal matters (e.g., accessing personal email accounts, using Facebook, Twitter, Instagram, or any other social media sites, browsing the Internet for personal reasons, etc.) is strictly prohibited. Similarly, illegally downloading copyrighted material from the Internet, such as music or movies, onto a school-provided computer is strictly prohibited.

### 2. Personal Calls and Cell Phones

Employees, except where authorized by job responsibilities, where dictated by an emergency, or when on a break, are prohibited from making and/or receiving personal calls or text messages while working.

### 3. Email Use

Each employee is provided with an email address with access to the school's email server. Use of the school's e-mail domain is strictly limited to the school-related business. Employees are cautioned not to open any attachments sent from unfamiliar email addresses, and they should report all such e-mails to the system administrator as soon as feasible. Again, employees have no expectation of privacy as to information shared using the school's email server. Emails sent and received using the school's email server are the property of NursesMC-Nashville.

### 4. Violations

Failure to comply with this policy may result in discipline, up to and including termination of employment, as well as referral to civil and/or criminal authorities for further legal action.

## J. Social Media

### 1. Purpose

This policy establishes guidelines for NursesMC-Nashville's creation and use of social media sites for work-related purposes (including but not limited to Facebook and Twitter) as a means of conveying the school's information to its community and the general public as a whole. NursesMC-Nashville has an overriding interest and

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expectation in deciding what is “spoken” on behalf of the school on its social media sites.

For purposes of this policy, “Social Media” is understood to be content created by individuals, using accessible, expandable and upgradable publishing technologies, through and on the Internet. Examples of Social Media include, but are not limited to, Facebook, Twitter, InstaGram, Tic Toc, Google+, blogs, LinkedIn and such websites, platforms and applications that may emerge over time. For purposes of this policy, “Content” includes comment, information, articles, pictures, videos or any other form of communicative content posted on the school’s Social Media sites.

**2. General**

- The creation and/or use of NursesMC-Nashville sites by any employee is subject to approval by the Executive Director. The school’s Social Media sites shall be administered and monitored by the marketing department as designated by the Executive director.
- NursesMC-Nashville’s Social Media sites should make clear that they are maintained by the school and that they follow the NursesMC-Nashville’s Social Media Policy.
- Wherever possible, the school’s Social Media sites should link back to the official school’s website.
- The NursesMC-Nashville administration will occasionally monitor content on the school’s social media sites to ensure adherence to the school’s Social Media Policy and the interests and goals of NursesMC-Nashville.
- The NURSESMC-NASHVILLE Middle College reserves the right to restrict or remove any content that is deemed in violation of the Social Media Policy or any applicable laws, rules, regulations or policies. Any content removed based on the Social Media Policy should be retained by the person who removed it for a reasonable period of time, as well as information about the time, date, and identity of the poster, when available.
- The Social Media Policy will be displayed to users or made available by the hyperlink specific to the school.
- The NursesMC-Nashville will approach the use of social media tools as consistently as possible, and in a non-discriminatory manner in accordance with the school’s statement of non-discrimination.
- The school’s website will remain the school’s primary and predominant Internet presence.
- All of the school’s Social Media sites shall adhere to applicable federal, state and local laws, rules, regulations and policies.
- All of the school’s Social Media sites shall comply with applicable website accessibility standards.
- NursesMC-Nashville’s Social Media sites are subject to public records and record

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retention laws, rules, regulations and policies. Any content maintained in a Social Media format that is related to the NursesMC-Nashville business, including a list of subscribers, posted communication, and communication submitted for posting, may be a public record subject to public disclosure. NursesMC-Nashville will maintain records in accordance with public records and record retention laws, rules, regulations and policies.

- Comments or other content on topics or issues not related to NursesMC-Nashville business or within the jurisdictional purview of the school may be removed.
- Employees representing the school via NursesMC-Nashville's Social Media sites shall conduct themselves at all times as representatives of the school in accordance with all the NursesMC-Nashville's rules, regulations and policies.
- This Social Media Policy may be updated from time to time and amended at the discretion of the Board of Directors.

**3. Content**

- As a public entity, NursesMC-Nashville should abide by certain standards, including those standards detailed below, to serve all its constituents in a civil and unbiased manner.
- The intended purpose behind establishing NursesMC-Nashville's Social Media sites is to disseminate information about the school to staff, students, families and the general public.
- Content perceived as containing any of the following, but not limited to, inappropriate forms of content shall not be permitted on NursesMC-Nashville's Media sites and is subject to removal and/or restriction by site administrators or school administration:
    - Content not related to the original topic or to the business of NursesMC-Nashville, including random or unintelligible comments;
    - Profane, obscene, violent or pornographic content and/or language;
    - Content that promotes, fosters, or perpetuates discrimination on the basis of protected classes;
    - Defamatory or personal attacks;
    - Threats to any person or organization;
    - Content in support of, or opposition to, any political campaigns or ballot measures;
    - Solicitation of commerce, including but not limited to, the advertising of any business or product for sale;
    - Conduct in violation of any federal, state, or local law, rule or regulation;
    - Encouragement of illegal activity;
    - Information that may tend to compromise the safety or security of the public or public systems;
    - Content that violates a legal ownership interest, such as, but not limited to a copyright, of any party; or

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- Any other content deemed inappropriate by NursesMC-Nashville.

- Content regarding a student shall not be posted on any of NursesMC-Nashville's Social Media Site unless there is a signed Media Release on file at the school for the current school year that has been signed by the parent/guardian of the student and/or by the eligible student authorizing the display, publishing, distribution or exhibition the student and/or their name, image, likeness, spoken words, student work, performance and movement, in any form on the NursesMC-Nashville.
- Content regarding an employee shall not be posted on NursesMC-Nashville's Media Sites (Website; Facebook; Twitter; Instagram; Snapchat; Tik Tok; Youtube; or other social media platforms) unless there is a signed release form on file. Employees may revoke this permission at any time by contacting the Human Resources department. Employee photos and videos are shared internally for reasons including, but not limited to:
  - introducing newly hired employees to the school faculty;
  - announcing the work being done on behalf of students; and/or
  - highlighting professional development, staff meetings and/or staff wellness opportunities and activities performed.
- Content posted by a member of the public on any of the NursesMC-Nashville's Social Media site shall be the opinion of the commentator only, and publication of content does not imply endorsement of, or agreement by, the school or the Board of Directors, nor does such content necessarily reflect the opinions or policies of the school or the Board of Directors.
- The school reserves the right to deny access to the NursesMC-Nashville's Social Media sites to any person who violates the NursesMC-Nashville's Social Media Policy, at any time and without prior notice.
- Executive director and school administration shall monitor content posted on-Nashville's Social Media sites for content in violation of this Social Media Policy.
- When an employee of NursesMC-Nashville responds to a comment, in their capacity as an employee, the employee should do so in the name of the school, and the employee shall not share personal information about themself, or other school employee except as required for the NursesMC-Nashville's business, and shall not share personal and/or student record information about the school's students in accordance with the requirements of federal and state student record laws and regulations.
- Content posted to any NursesMC-Nashville Social Media site must comply with that site's terms and conditions, and the school reserves the right to report any violation of those terms to the Executive director so they may take appropriate and reasonably responsive action.
- Students/Faculty
  - Neither the school nor any employee of the school shall:

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        - Require, coerce, or request a student or prospective student to disclose the password or any other means for accessing a personal social media account;
        - Require, coerce, or request a student or prospective student to access a personal social media account; or
        - Require or coerce a student or prospective student to divulge any personal social media account information.
    - The school shall not compel a student or applicant, as a condition of acceptance or participation in curricular or extracurricular activities, to add anyone, including a teacher, school administrator, or other school employee or school volunteer, to their list of contacts associated with a personal social media account or require, request, or cause a student or applicant to alter settings that affect a third party's ability to view the contents of a personal social media account.
    - The school shall not discharge, discipline, or otherwise penalize or threaten to discharge, discipline, or otherwise penalize any student, or fail or refuse to admit any prospective student, for the student's refusal to disclose his or her password or otherwise provide access to his or her social media account(s), or for refusal to add a teacher, administrator, or other school employee or school volunteer to his or her list of contacts associated with a personal social media account, or to alter settings associated with a personal social media account.
    - Employees may access social media through the school-owned devices or networks for school or educational purposes only. When accessing social media under these circumstances, employees shall have no expectation of privacy, and the school reserves the right to intercept, access, monitor, copy, review, or download any communications or files that are sent, received, or stored on its network or on any school-owned device.
    - Although faculty may find that social media can assist in fostering relationships with students, all NursesMC-Nashville employees are urged to use caution and good judgment when communicating with students via social media. Inappropriate relationships with students, through the use of social media or otherwise, may subject employees to discipline and/or referral to appropriate criminal authorities.

**K. Personal Mail and Visitors**

Employees should not have personal mail addressed to them at NursesMC-Nashville. Employees should not receive or bring visitors, including family members and children, to the school during working hours, unless prior authorization from the Executive director.

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Nevertheless, to advance the mission of NursesMC-Nashville, the school encourages Teachers to invite guest speakers and practitioners to the classroom when appropriate. Before allowing guests to visit for this purpose, Teachers must first obtain approval from the Executive director or their designee.

**L. Smoking**

In keeping with NursesMC-Nashville's mission and intent to provide a safe and healthy work and learning environment, smoking in the workplace is prohibited.

**M. Personal Appearance (Dress and Grooming)**

NursesMC-Nashville intends to create a professional environment to prepare its students for their real world experiences. In keeping with this mission, employees' dress, grooming, and personal cleanliness standards directly and indirectly impact the school's image that it presents to the students and the outside community.

During the school day and when representing NursesMC-Nashville at any function either on or away from the school's property, employees are expected to present a clean, professional, and tasteful appearance.

If the Executive director discovers that an employee's personal appearance is inappropriate, the employee may be asked to leave the workplace until they are properly dressed or groomed. Time away from the school for such purposes is not work time and, as a result, the employee will not be compensated for that time. Employees who have questions as to what constitutes appropriate appearance should consult the Executive director.

NursesMC-Nashville does not mandate a uniform dress and grooming code for employees and independent contractors. Nonetheless, the following personal appearance guidelines should be followed:

- Tank tops, tube or halter tops, cut off shirts, or half shirts that expose the stomach area are not permitted under any circumstances.
- T-shirts (with or without sleeves) may not be worn as the exterior-most clothing.
- Hooded sweatshirts are not permitted.
- Shoes must provide safe, secure footing, and offer protection against hazards.
- Perfume, cologne, and after-shave lotion should be used moderately or avoided altogether.
- Professional business attire is expected for all work days unless the Executive director or their designee provides approval otherwise.
- An employee identification badge is required to be worn daily.

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## W. Miscellaneous Policies

### A. Physical Restraint (APPENDIX E)

Physical intervention and/or the use of manual and/or mechanical restraint by an employee towards a student should only be used as a last resort in a crisis intervention situation for the purposes of preventing harm or injury to others. No employee is permitted to use any physical intervention as a means to intentionally cause a student any pain, injury, and/or humiliation. When intervening in a crisis situation, employees must use their best judgment and attempt at all costs to use the least intrusive means of physical intervention. An employee who physically intervenes must report this incident to the Executive director within twenty-four (24) hours of the event.

Any employee who witnesses another employee physically intervene should report this situation to the Executive director. All reports will remain confidential, and no employee who makes such a report may be retaliated against for making such a report.

Violation of the school's Physical Restraint Policy will result in discipline, up to and including termination. Employees should discuss the appropriate procedures for responses to student behavior with the Executive director or their designee.

### B. Food Allergies (APPENDIX F)

Pursuant to state law, the School has created a Food Allergy policy (including Peanut and Tree Nut) to ensure the safety of our employees and students with life-threatening food allergies. Employees must abide by this policy, and any violation will result in discipline, up to and including termination.

Employees with food allergies should provide certification of this information to the School Nurse and Executive director. Such information will be maintained in confidence in the employee's medical personnel file. Where an employee or student has a life-threatening food allergy, the school will post a notice at every point of entry and within the cafeteria alerting occupants of the school that a student or employee has a specific food allergy. No student's or employee's name or identifying information will be revealed in this notice. In addition, sale of food products to which students and/or employees are allergic will be prohibited in the school, one (1) "safe-zone" will be created in the cafeteria, and one (1) classroom will be designated as a "safe-zone."

Should employees have any questions or concerns about this policy, they should discuss these issues with the Executive director or their designee.

### C. Personal Property at the School

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NursesMC-Nashville is not responsible for the replacement, repair or reimbursement of the value of any employee's personal items that are lost or misplaced while on school property.

**D. School Safety Program (APPENDIX G)**

To assist in providing a safe environment for employees, students, and visitors, NursesMC-Nashville has established a workplace safety program. This program's success depends on the alertness and personal commitment of all employees.

NursesMC-Nashville generally provides information to employees about workplace safety and health issues through regular internal communication channels such as the weekly faculty meetings, staff meetings, e-mail communications, and/or written correspondence to each employee.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the Executive director. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including termination of employment.

Any employee who witnesses a student accident or injury must complete an "Accident/Injury" report stating the relevant facts of the incident, potential witnesses, a description of any aid given and parental notification if necessary. The School Nurse may be involved in the production of the report for accuracy purposes.

**Any employee injured on the job should notify the Executive director or their designee promptly. An Accident/Incident report must be completed by the employee within twenty-four (24) hours of notification of the injury. These reports must be submitted to the Human Resources department who will, in turn, submit a Worker's Compensation claim.**

**E. Worker's Compensation**

On-the-job injuries and work-related illnesses may be covered by NursesMC-Nashville Workers' Compensation insurance policy, which is provided at no cost to the employee. Employees hurt on the job, regardless of fault, may be entitled to benefits under Workers' Compensation NursesMC-Nashville's insurance carrier determines which claims are work-related and therefore covered.

Personal Time Off (P.T.O.) must be used for the Workers' Compensation waiting period of three (3) days, until the Workers' Compensation benefit begins.

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If employees are injured on the job, no matter how slightly, they must report the incident immediately to the Executive director and the Human Resources department. At the time of reporting, the employee must complete an Accident/Incident form and a First Report of Injury form, in its entirety, within twenty-four (24) hours of the injury. Failure to follow these reporting procedures may affect the ability of the employee to receive Workers' Compensation benefits. The Human Resources department ensures that a Workers' Compensation claim is made to the Workers' Compensation insurance company.

Workers' Compensation is solely a monetary benefit and not a leave of absence entitlement. If the injured employee meets the FMLA eligibility requirements, FMLA will be initiated.

**F. Medication Administration**

No employee of NursesMC-Nashville is permitted to administer medicine to students except for the School Nurse Teacher and/or the Director of Nursing. Only students whose parents/guardians (if a minor) have provided the school with written authorization to administer medicine may receive medicine while on school premises and such medicine must be administered by the School Nurse Teacher.

This policy further prohibits employees (except the School Nurse Teacher with proper authorization from a parent or guardian) from providing students with over the counter medicines such as Tylenol, Aspirin, Ibuprofen, cough medicine, allergy medicine, etc.

**G. Communications with the Media**

Unless receiving prior written authorization from the Executive Director, employees, other than the Executive Director, are not authorized to communicate with the news media as an official or unofficial spokesperson of NursesMC-Nashville. Communicating with the news media includes, but is not limited to:

- Answering oral questions from television, radio, and/or Internet reporters and/or bloggers;
- Performing interviews with television, radio, and/or Internet reporters and/or bloggers; or
- Responding to email correspondence sent by television, radio, and/or Internet reporters and/or bloggers.

All inquiries from any media source must be referred directly to the Administration.

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## H. Return of School Property

Employees are responsible for all NursesMC-Nashville property, materials, or written information issued to them by NursesMC-Nashville or in their possession or control while employed by or contracted by NursesMC-Nashville. Company property includes not only tangible property, but also intangible property such as intellectual/proprietary information. Proprietary information includes all information obtained by employees during their course of work.

Upon termination of the employment or independent contractor relationship, for whatever reason, employees must return all NursesMC-Nashville property to the Human Resources department on or before their last day of work.

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MARTIN & ZERFOSS

INSURANCE & BONDS SINCE 1978

May 14th, 2024

Director of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Nurses Middle College Nashville

To whom it concerns:

Nurses Middle College Nashville has begun the process of fulfilling the insurance requirements with Utica Insurance Company as required by the charter agreement. As stated by Metro Nashville Public Schools 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 Metro Nashville Public Schools 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 sexual abuse policy will provide a limit of $1,000,000 per occurrence with a $3,000,000 aggregate limit.

The Professional Liability policy for the Directors and Officers for Nurses Middle College Nashville 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. The 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. Lastly, the 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, if available.

Certificates of Insurance in a form satisfactory to the Chartering Authority shall be provided by Utica Insurance Company 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,

Taylor R Ragan, CIC, CAWC, CRA
Martin & Zerfoss, Inc. on behalf of Utica Insurance Company

M&Z | 6730 CHARLOTTE PIKE NASHVILLE, TN 37209 | TEL 615 297-8500 FAX 615 269-7390 TF 888 297-8557 | WWW.MARTINZERFOSS.COM

January 11th, 2024

Director of Charter Schools
2601 Bransford Ave.
Nashville, TN 37204

RE: Nurses Middle College Nashville

To whom it concerns:

Nurses Middle College Nashville has begun the process of fulfilling the insurance requirements that Metro Nashville Public Schools requires be maintained for their Charter Agreement. As stated by Metro Nashville Public Schools 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 Metro Nashville Public Schools 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 Nurses Middle College Nashville 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. The 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. Lastly, the 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, if available.

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,

Taylor R Ragan, CIC, CAWC, CRA
Martin & Zerfoss, Inc.

M&Z
6730 CHARLOTTE PIKE
NASHVILLE, TN 37209
TEL 615 297-8500
FAX 615 269-7390
TF 888 297-8557
WWW.MARTINZERFOSS.COM

**Attachment U: CMO Agreement**

# Educational Services Agreement

between

NURSESMC

and

NURSES MIDDLE COLLEGE - NASHVILLE

# EDUCATIONAL SERVICES AGREEMENT

**THIS EDUCATIONAL SERVICES AGREEMENT** (the "Agreement") is made and entered into as of this ____ day of January, 2024 (the "Effective Date") by and between NursesMC ("CMO"), a Rhode Island not-for-profit corporation with its principal place of business located at 150 Washington Street, Providence, RI 02903, and Nurses Middle College - Nashville (the "School"), a domestic non-profit corporation organized under the laws of the State of Tennessee (the "State"). Together, CMO and the School shall be referred to herein as the "Parties" and each, individually, as a "Party."

**WHEREAS,** CMO is an educational service provider that desires to provide essential programming and services to charter schools, including the School; and

**WHEREAS**, the School, led by its Board (the "Board"), entered into a charter agreement (the "Charter Agreement") dated _____ with the Metro Nashville Public Schools(the "Authorizer") to operate a charter school in the State) and subsequently received a charter (the "Charter") dated _____ from the Tennessee Department of Education; the Charter Agreement and the Provisional Charter shall be incorporated by reference into this Agreement; and

**WHEREAS**, the School is entering into this Agreement with CMO in order to meet its obligations under the Provisional Charter and Charter Agreement, specifically its commitment to providing a high quality education for its students; and

**WHEREAS**, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which the parties will work together to deliver an exceptional education program and experience to the students enrolled at the School; and

**WHEREAS**, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

**NOW, THEREFORE,** in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. **TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue until _____ (the "Term") unless terminated prior to such date in accordance with Section 11 below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before _____ and should both parties desire to renew this Agreement, they shall work diligently to negotiate such agreement by March 31, _____.

2. **REPRESENTATIONS AND WARRANTIES.**

**a. Representations and Warranties of CMO.** CMO represents and warrants as follows:

i. Organization and Status. CMO is a not-for-profit corporation duly organized and in good standing under the laws of Rhode Island. CMO shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or

makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change as is reasonably practicable. CMO has received its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times maintain tax-exempt status.

ii. Authority. CMO possesses the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of CMO, enforceable against CMO in accordance with its terms.

iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the CMO is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon CMO or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against CMO.

iv. Conduct of CMO. CMO's Services (defined below) provided under this Agreement shall comply with the Charter and all laws and regulations applicable to CMO.

v. Full Disclosure. No representation or warranty of CMO herein and no statement, information or certificate furnished or to be furnished by CMO pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which the School would reasonably need to rely to perform its obligations under this Agreement.

**b. Representations and Warranties of the School.** The School represents and warrants as follows:

i. Organization and Tax-Exempt Status. The School is, and shall at all times throughout the Term remain, an education corporation in good standing with the Authorizer, and possesses the legal ability to operate a charter school and contract for the educational services contemplated in this Agreement. The School has applied to the Internal Revenue Service for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and, once granted, the School shall at all times maintain its tax-exempt status.

ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder and to consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its terms.

iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the School is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against the School.

iv. Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which CMO would reasonably need to rely to perform its obligations under this Agreement.

3. **CONDUCT OF THE SCHOOL AND THE BOARD.** The School has materially complied, and at all times during the Term shall materially comply, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, Tennessee Education Law and regulations regarding charter schools, the Not-for-Profit Corporation Law, provisions of the General Municipal Law as well as its By-Laws, its Financial Policies and Procedures, and other such policies and procedures as the Board may adopt. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide CMO with copies of all such records and to allow CMO, at CMO's discretion, to assist with the preparation and retention of such records to ensure that, among other things, CMO may perform all Services and duties set forth in this Agreement. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Agreement. Except as so delegated to CMO herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter.

4. **DELEGATION OF RESPONSIBILITY.**

**a. General.** The School hereby authorizes CMO to provide consulting and where specifically identified undertake certain functions on School's behalf as specified in this Agreement in regards to the business, administrative and academic services of the School, it being understood that, at all times, CMO shall remain accountable and subject to the oversight of the School, and the Board shall retain the ultimate rights and duties of oversight of the School pursuant to the Charter Agreement and applicable law. Notwithstanding anything to the contrary herein, the School further authorizes CMO to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be determined to be reasonably necessary in CMO's sole discretion to properly and effectively provide the services contemplated by this Agreement to the School, provided such actions are

consistent with the Charter, applicable laws and the annual School budget. Furthermore, the School hereby designates employees of CMO, to the extent permitted by law, as agents of the School, and to the extent necessary, "other school officials" within the meaning of FERPA (defined herein), having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. § 5 1232g, the Family Educational Rights and Privacy Act ("FERPA"). CMO, its officers, and employees shall comply with FERPA and its regulations at all times, and shall only use such information to fulfill the terms of this Agreement and for no other purpose.

**b. Right to Subcontract.** Except to the extent prohibited by law or this Agreement, CMO may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge CMO from any obligation or liability under this Agreement except as set forth in the Charter Agreement or as approved by the Board.

**c. Authorizer Authority.** Nothing in this Agreement shall be construed in any way to limit the authority of the Authorizer or the Tennessee Department of Education, including, but not limited to, the authority of the Authorizer to take and enforce actions against the School pursuant to state law.

**d. Expense.** Unless expressly stated herein, all out of pocket expenses incurred by CMO in furtherance of the Services set forth herein for the benefit of the School, including any and all interest incurred on loans procured for the benefit of the School, shall be the responsibility of the School and shall be paid within thirty (30) days of the School's receipt of invoices for such expenses, subject to the School's financial policies and procedures applicable for such reimbursement, which shall be shared with CMO at the inception of this Agreement and promptly delivered to CMO should they be amended in the future. For the avoidance of doubt, CMO is solely responsible for its own costs associated with the salary and benefits of its employees and such other similar costs associated with the operation of CMO.

## 5. DUTIES AND OBLIGATIONS

**a. Duties and Obligations of CMO.** Throughout the Term of this Agreement, CMO shall provide the following educational and operational consulting services (the "Services") in consultation and communication with the Board and/or the School Leadership (defined as the Executive Director, and Directors):

i. Education and Instruction-Related Services.

1. Develop and implement the School's educational programs and programs of instruction, consistent with the description and mission of such programs in the Charter and Charter Agreement, including, but not limited to, developing policies and procedures relating to student admissions, student records, special education, student testing, work-based learning, college courses extracurricular and co-curricular activities and programs, and

affiliation with other groups, clubs or associations, and oversee the School's implementation of such programs (including, if CMO so elects, by directly implementing such programs at each site of the School).

2. Report on the educational progress of each student at each school operated by the School by analyzing the results of interim assessments and diagnostic tests developed and administered by the School as part of the School's student performance evaluation system.

3. Develop and implement a comprehensive program designed for college and career readiness and socio-economic growth and oversee the School's implementation of such program design (including, if CMO so elects, by directly implementing such program design at each site of the School). Provide instructional and curricular materials for the School's use and implementation during the duration of the Agreement's term, which materials shall be deemed to be property of CMO and shall be returned in full (including all originals and copies of hardcopy and electronic materials) to CMO upon expiration of the Agreement's contract term, or termination of this Agreement, whichever occurs earlier.

iii. Business Operations.

1. Develop an annual School evaluation program, together with the School, to be coordinated by CMO at such time as determined by the School. The evaluation will be designed as a school inspection by a team of CMO and School personnel and outside evaluators, to be selected by CMO. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students and teachers, and engage in other activities designed to obtain a detailed picture of each school and student success. The results of such evaluation shall be presented to the Board by CMO.

2. Consult and advise School Leadership and any business administration of the School, relative to, the preparation and maintenance of appropriate policies and procedures needed for the effective operation of the School. Such policies and procedures shall be approved by the School's Board to the extent required by law.

3. Consult and advise with the designated representatives of School as to the identification, selection and contracting with providers of services required by the School, which shall include but not necessarily be limited to, transportation, auditing, payroll and other human resource needs, custodial and food services, and which services shall be paid for in accordance with the School's budget at the School's sole cost and expense.

4. Consult and advise with the designated representatives of School as to the acquisition of supplies and equipment for use at the School. Supplies and equipment purchased for the School shall become and remain the property of the School. Such acquisition shall be paid for in accordance with the School's budget at the School's sole cost and expense. Any required lease arrangements for such acquisition shall be separately documented with the School as Lessee, to the extent reasonably possible.

5. Consult and advise with the designated representatives of School as to arrange for contracts, in accordance with the School's budget at the School's sole cost and expense, for any other services, such as security or custodial, or the acquisition of any other supplies or equipment that CMO deems necessary or reasonable to the attainment of the educational goals of the School (in consultation and with the approval of the Board if such services were not previously approved in the School's budget, and in accordance with the School's Financial Policies and Procedures).

6. Market and advocate for the School, including by developing digital and other materials associated with the School's branding, and promoting the School for the purposes of increasing student enrollment, fundraising, recruiting staff and for public relations. School shall be responsible for the cost of the development and production of such materials, however such materials shall be deemed to be the property of CMO and shall be returned to CMO in full (including all originals and copies of hardcopy and electronic materials) upon expiration of the Agreement's contract term.

7. Consult and advise with the designated representatives of School to implement a fundraising strategy as approved by the Board and conduct fundraising activities on behalf of the School and other schools that CMO supports or manages, including, but not limited to, applying for federal, state and local grants, as CMO deems appropriate in CMO's discretion in light of such school's needs, budget and actual and projected enrollment. Monies raised from CMO's fundraising activities that are specifically earmarked or otherwise specifically directed to be contributed to or expended for the benefit of the School shall be contributed to or used for the benefit of the School. Other monies derived from CMO's general fundraising activities shall be used or distributed as CMO deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the schools that CMO supports or manages. CMO shall assist the School in ensuring compliance with any grant conditions, including the completion of any reporting requirements in connection therewith. School shall be responsible for the cost of fundraising activities undertaken by CMO on behalf of the School.

8. Consult and advise the School's Leadership Team to design and implement, student recruitment and enrollment procedures, including the processing of student applications, and oversee the School Leadership Team's implementation of such procedures (including, if CMO so elects, by directly implementing such procedures at each site of the School).

9. Assist the School in preparing reports required to be submitted to the Authorizer or any other governmental authority, including the School's annual report and any charter renewal application(s) to be submitted to the Authorizer.

10. With the cooperation of the Board and School Leadership Team (as required by CMO), advise and consult the School Leadership Team as to the School's compliance with legal requirements, and such conditions as may be imposed upon the School by the Authorizer or any other governmental authority, provided that the School is ultimately legally and financially responsible for compliance with laws and regulations applicable to it.

11. Advise and consult with School Leadership to facilitate the School's purchase and procurement of information technology ("IT") equipment and services, as CMO deems appropriate, at the School's sole cost and expense, including but not limited to:

    i. wireless/broadband capabilities for the School;
    ii. telephone service;
    iii. all hardware associated with telephone and wireless/broadband technology; and iv. computer hardware.

    In addition, CMO shall provide or arrange for a third-party provider to provide technology-related services to the School, including, troubleshooting and website and network design. CMO shall also complete an E-Rate application on the School's behalf with the cooperation of the School's Leadership Team and Board, as needed.

12. CMO may but is not required to lease, license, sub-lease or sub-license, as applicable, one or more school facilities to the School, in each case pursuant to a separate agreement to be negotiated by the parties. Alternatively, consistent with its consulting services provided herein, CMO may assist the School in negotiating any financing arrangements necessary for the School to lease, license, sub-lease or sub-license any facility from CMO. In the event CMO deems it to be in the best interest of the Parties for the School to enter into a lease, license, sub-lease or sub-license directly with a third party landlord or licensor, CMO shall assist the School in negotiating any

such agreement and/or any financing arrangement necessary for the School to enter into such transaction. The School shall be solely responsible for the School and CMO's costs and expenses in connection with any real estate transaction. CMO shall not be liable under any lease, purchase, financing, construction, or other document with a third party pertaining to any facility without CMO's prior written consent.

In the event that CMO is required by a third-party landlord to be identified in the lease, license, sub-lease, or sub-license, as applicable, as a "Tenant Guarantor," the School agrees to defend and indemnify CMO for any and all costs associated with the School's failure to meet its financial, or any other obligations under the lease, license, sub-lease, or sub-license. Notwithstanding anything to the contrary herein, CMO shall not be obligated under this Agreement to provide a Tenant Guaranty.

13. Contract with such third parties on the School's behalf for after school programs which CMO deems reasonable in its sole discretion, and which services shall be paid for in accordance with the School's budget and at the School's sole cost and expense. Notwithstanding anything to the contrary herein, CMO shall not be obligated under this Agreement to engage with any such third parties.

14. Periodically provide students, parents, faculty members and other School stakeholders with such written information or materials regarding the School's programming as may be reasonably required in the course of a school's usual operations, and provide such information as the Board may reasonably require from time to time regarding the School's operations.

15. Provide to the Board reports on the education, operational and financial performance of the School in the form of oral and summary reports at Board meetings, as well as periodic comprehensive written reports in a form mutually agreed upon by the Parties. Additionally, CMO shall provide other such reports as may be reasonably required by the Board or third parties from time to time.

16. Encourage but not be required to assist with the establishment or operation of a parents' organization or parent-teacher association (a "PO") provided, however, that should the PO desire to or be required to incorporate, it shall do so using its own counsel and at its own expense without the assistance of CMO. Furthermore, in any event, CMO shall not participate in the management of the PO's finances nor be responsible for the PO's compliance with any applicable rules, regulations, laws or statutes.

iv. Human Resources and Employment.

1. Consult and advise with the recruitment of the Executive Director who shall be responsible for the day-to-day academic program and operations of the school, as well as those duties set forth herein with the consultation of CMO to assist the Executive Director he Executive Director shall be an employee of the School. The School shall have responsibility and authority for the supervision, evaluation (using a form developed by CMO), discipline, retention, transfer and termination of the Executive Director, provided CMO shall have the right to make recommendations to the Board with respect to the foregoing actions.

2. Consult with the Executive Director in the School's recruiting and hiring the director level positions that will support the Executive Director as part of the school leadership team in day-to-day oversight of the School's operations and academic programming. The Executive Director shall have responsibility and authority for the supervision, discipline, retention, transfer and termination of the Directors (s), provided CMO shall have the right to make recommendations to the Executive Director with respect to the foregoing actions. In the event that CMO and the applicable Executive Director are in disagreement with respect to retention or termination of any of the Directors, the Executive Director may seek review of any decision with respect to such retention or termination by the Board, which in such a case will make a final decision with respect to the matter.

3. Advise and Consult with School Leadership Team for the recruitment and screening efforts of teachers, administrators and other personnel for the School by using reasonable efforts to build a pool of qualified applicants through advertising, networking and other methods. Provide general human resources services including assisting the Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and Leadership Team in setting compensation levels of the School's staff, and directing the development and training of administrative staff and establishing procedures for hiring substitute staff.

4. Upon specific request by the Board, in accordance with the School's budget and at the School's sole cost and expense, initiate employee benefit plans and administer such plans. Notwithstanding, CMO's duties in this regard are limited to administrative services and CMO shall not be obligated to become a trustee or similar fiduciary of any such plans.

5. For the avoidance of doubt, the Parties acknowledge and agree that the Director(s) teachers, administrative and any other staff of the School shall be employees of the School and not of CMO.

v. Budgeting, Financial Services and Reports.

1. On or before May 15th of each year during the Term, CMO shall consult with the Leadership Team for School to prepare an initial draft of the School budget for review with the Executive Director with the draft budget being submitted to the Board for final review and approval prior to the next fiscal year. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to: the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School facility (if applicable); maintenance and repairs to the School facility and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and startup expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School.

2. Provide financial consulting services to the Leadership Team and any designated School representatives or financial advisors in accordance with the School's Financial Policies and Procedures. Financial consulting services shall include assisting the Leadership Team and any designated School representatives or financial advisors as requested for the School toto: a) invoice, receive and deposit into the School's bank account(s) such revenues and per pupil funding to which the School is entitled; b) process and approve all cash disbursements required by the School; c) administer the processing of the School's payroll using a third party payroll provider; and d) open credit accounts with vendors on behalf of the School. Prepare and provide other necessary financial statements and reports to the Board as may be required by the Charter or applicable law and regulations, provided CMO is given reasonable advance notice in order to obtain said information from the School. Such reports may include:

a. Within thirty (30) days after the end of each calendar month, unaudited financial statements, including profits and losses, for the calendar month most recently ended;

b. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;

c. At the request of the Board, but no more frequently than on a quarterly basis, a financial statement that provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;

d. CMO shall also cooperate with the auditors retained by the Board in preparation of annual audited financial statements of the School. CMO shall provide reasonable assistance to the auditors in order to facilitate the delivery by the auditors of such audited statements as required by law no later than 180 days after the close of each fiscal year. CMO shall also provide assistance to the School in implementing required or suggested changes contained in any audit management letters.

v. Other Schools. The School acknowledges that CMO may enter into similar or different services agreements with other charter schools or other organizations. In the event that CMO advances an expense for a common project (e.g. advertising an enrollment drive) on behalf of more than one school which CMO manages, CMO shall ensure that it properly invoices the School (and each other school) for such proportional share of any such expense that CMO deems reasonably appropriate, ensuring that the School shall not in any way assume any part of an expense attributable to another school.

**b. Duties and Obligations of the School**

i. Education and Instruction-Related Services.

1. Implement the educational programs and programs of instruction, as such programs are described in the School's Charter Agreement, with CMO's consultation and oversight.

2. Administer interim assessments and diagnostic tests designed to measure the progress of each student at the School.

3. Oversee and manage school quality, including participating in an evaluation of the School on an annual basis.

ii. Business Operations.

1. Support CMO in its fundraising, marketing, recruitment and advocacy efforts by taking any action reasonably requested by CMO, including hosting open houses, devising a fundraising strategy in conjunction with

CMO, and supplying CMO with information necessary for CMO to conduct such efforts on the School's behalf. In furtherance hereof, School may advertise on behalf of School in the ordinary course, with CMO's prior written approval of any such advertising. Notwithstanding, School shall not advertise on behalf of or publish any materials advertising CMO's services or including reference to any other school for which CMO provides services.

2. Arrange, supervise and implement at its own Cost any and all (minor or major) improvements, preventative maintenance or repairs to the School's facilities consistent with the School budget at the School's sole cost and expense.

3. After considering the recommendations and guidance to be provided by CMO and the School Leadership (where applicable), the Board shall create and adopt policies of the School, which shall be consistent with the Charter and applicable law.

4. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with CMO to obtain approval of the annual budget within thirty (30) days of submission of the proposed budget prepared by School and approved by CMO to the Board in accordance with this Agreement.

5. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer or other governmental authority, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School, or any of its officers, directors, employees, or agents, is or may be in violation of the Charter Agreement, or any applicable authority, law or regulation, the Board shall immediately notify CMO of the alleged violation and shall thereafter work diligently with CMO to investigate such alleged violation, determine whether such alleged violation in fact exists, promptly respond to the complaining party, and to correct any violation found to exist. The School agrees to defend and indemnify CMO for any and all claims arising from violation of the Charter, or any applicable law or regulation, by the School, or any of its officers, directors, employees or agents.

6. The Board, in consultation with CMO, and the Executive Director shall establish a procedure for the receipt and timely review of complaints or grievances by any parent, community individual, or institution.

iii. Human Resources and Employment.

1. Interview Executive Director candidates and select and hire an Executive Director from the group of qualified candidates which may apply to the School when a vacancy for such position exists. Notwithstanding the foregoing, the selection of an Executive Director shall be mutually agreed upon by the School and CMO.

2. Interview teacher and other staff candidates and select teachers and other staff from the group of qualified candidates applying to the School.

3. Design, implement, and monitor professional development activities for the School's instructional personnel with consultation and advice of the CMO.

4. Develop and deliver ongoing teacher and support staff training, including in areas such as college and career readiness and socio-emotional growth with consultation and monitoring by the CMO.

5. Cooperate with CMO with any administrative tasks associated with the School's employee benefit plans.

6. Maintain personnel records for employees in accordance with applicable law.

7. Track teacher certification and all state required etc. and employee fingerprint clearances for School staff.

8. Notwithstanding anything to the contrary herein, School shall be responsible for and have ultimate decision-making authority over all hiring or firing decisions. CMO may but shall not be obligated to provide School consultation in such decisions but in no event shall have any liability in connection therewith.

iv. Budget, Financial Services and Reports.

1. Arrange and pay for an annual audit of the School to be conducted in compliance with applicable law and regulations, showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant recommended by CMO and selected by the Board.

2. With assistance from CMO, if desired, arrange and pay for its own legal services, as necessary.

v. Providing Information & Documentation. The Board and School Leadership shall furnish CMO with all information, documents and records necessary for CMO to

fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.

vi. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration between the Parties, the Board and CMO shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status.

**6.** **FEES**. CMO shall be paid an initial service fee of $275,000.00 for consulting services through June 30, 2024. Then, for each fiscal year, covered by this Agreement, in consideration for the Services provided by CMO to the School, CMO shall be paid an annual service fee as follows: (a) $550,000.00 in year 0 of this Agreement (beginning on July 1, 2024, through June 30, 2025); (b) $550,000.00 in year 1 of this Agreement (beginning on July 1, 2025, through June 30, 2026); and (c) five percent (5%) of all public per pupil revenue received by the School during each subsequent fiscal year during the term of the Agreement (the "Service Fee"). For the avoidance of doubt, all public revenues received by the School that are earmarked for a particular purpose (e.g., special education funding ("Special Education Funding")) shall be used by the School solely for such purpose. The amount of such earmarked public revenues shall be used solely for the purpose of calculating the amount of the Service Fee. By way of specific example, beginning in year 2 if the total public revenues received by the School for a particular month is $100,000, of which $10,000 is Special Education Funding, the amount of the Service Fee owed by the School to CMO would be $5,000 (i.e., 5% of $100,000). However, the School would have access to, and the right to utilize, the entire $10,000 in Special Education Funding it received that month solely for the School's special education needs. Within fifteen (15) days of the end of each fiscal quarter, CMO shall provide the School with an invoice detailing the amount of the Service Fee due and owing by the School to CMO for the previous month based on the actual public revenues received by the School. The School shall pay all amounts due within thirty (30) days of receiving such invoice. In the event the School is required to return any public revenues to the state or local government or a political subdivision thereof, CMO shall reimburse the School for five percent (5%), or such higher percentage if the Service Fee had been increased, in accordance with this Agreement, at the time the public revenues were received by the School, of such returned public revenues. In the event the School receives additional public revenues not accounted for by CMO in the quarterly invoices during any fiscal year, the School shall pay CMO five percent (5%), or such higher percentage if the Service Fee has been increased in a subsequent school year in accordance with this Agreement, of such additional public revenues within thirty (30) days of the School's receipt of such public revenues.

**7.** **PROPRIETARY WORKS.** The School acknowledges that CMO owns and shall own all existing, and hereafter created, copyrights and all other intellectual property rights with respect to all works of authorship, inventions and work product including, but not limited to, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies,

school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) CMO, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention utilizing ideas or products developed by CMO (collectively, the "Proprietary Works"). The foregoing definition of Proprietary Works excludes any intellectual property developed by the School with federal funds pursuant to any CSP or dissemination grant where such property must be retained by the school or the U.S. Department of Education. CMO hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, non-sub licensable, non-transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. To the extent applicable, School hereby fully, irrevocably assigns to CMO without further compensation the Proprietary Works, any rights School may have to or acquire in the Proprietary Works, and its related benefits. To the extent applicable, School agrees that the Intellectual Property is a "work made for hire" as consistent with the Copyright Act of 1976 ("Copyright Act") and will be the CMO's sole and absolute property and the Company will be the sole author within the meaning of the Copyright Act. The School shall cause all persons or entities who create, invent or develop Proprietary Works for the School to assign to CMO in writing their intellectual property rights in

such works. The school owns any such materials and works created by its employees. Upon CMO's reasonable request, the School will provide CMO with a copy of all Proprietary Works. This Section 7 shall survive termination of this Agreement.

**8. USE OF NAME.** CMO hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sub licensable, nontransferable, royalty-free license to use the names and trademarks "NursesMC" and any logos provided to the School by CMO (the "Trademarks") in connection with the operation of the School and all promotional activities in connection therewith, subject to the following conditions. The School agrees that it will (i) not use or register any domain name containing "NursesMC" on this day or any day thereafter, other than those that are in use on the day of execution of this agreement and in accordance with the branding guidelines provided by CMO; (ii) cooperate to use any website, social, wireless, mobile or other media network or application provided by CMO for the School's use; (iii) not set up its own official site, page or venue in any social media or user generated content media (including but not limited to Instagram, Facebook, Twitter and YouTube), other than those that are in use on the day of execution of this Agreement, without prior written consent of CMO; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by CMO; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with CMO. The School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of CMO and, at CMO's request, to provide CMO with representative samples of materials used by the school bearing the Trademarks. If CMO objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the

School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition to the Authorizer to revise its Charter to formally change the name of the School to remove any reference to NursesMC and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return all materials (in both hardcopy and electronic formats) promptly to CMO. This Section 8 shall survive the termination of this Agreement.

## 9. INDEMNIFICATION AND EXCULPATION

a. **Indemnification.** The School and CMO do hereby agree that each Party shall be solely responsible for such Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as Indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys (acting as Indemnified Persons), from and against any and all claims, actions, damages, liabilities, penalties, fines, expenses, losses or awards ("Claims"), plus reasonable attorneys' fees and expenses, incurred in connection with Claims and/or enforcement of this Agreement, which directly result from any action taken or not taken by the Indemnitor which action or inaction constitutes fraud, willful misconduct or willful material breach by the Indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Article 10, in which each Party agrees to name the other as an additional insured on their respective insurance policies. Notwithstanding anything herein to the contrary, CMO's maximum liability of any kind or nature under this Agreement shall be solely limited to the extent of its insurance coverage(s) and limits of coverage applicable to this Agreement.

b. **Notice and Defense.** The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this Agreement except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 9 with respect to such Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such third party claim. The Indemnitee shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the

Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee a release from all liability in respect of such Claim.

c. **Failure to Defend.** If the Indemnitor, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnitee with respect to such Claim or fails to defend such Claim actively and in good faith, then the Indemnitee will (upon written notice to the Indemnitor) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnitor, and the Indemnitor shall thereafter have no right to challenge the Indemnitee's defense, compromise, settlement or consent to judgment therein.

d. **Exculpation.** The parties hereto agree that in no event: (i) will CMO (or its directors, trustees, officers, employees or agents in their capacity as such) be liable to the School for monetary damages hereunder other than in respect of losses directly resulting from action taken or not taken by them which action or inaction constitutes fraud, willful misconduct or willful material breach by them of any of the terms, conditions, warranties, representations or undertakings contained in or made pursuant to this Agreement; and (ii) will the School (or its directors, trustees, officers, employees or agents in their capacity as such) be liable to CMO for monetary damages hereunder other than in respect of losses directly resulting from action taken or not taken by them which action or inaction constitutes fraud, willful misconduct or willful material breach by them of any of the terms, conditions, warranties, representations or undertakings contained in or made pursuant to this Agreement.

## 10. INSURANCE

a. **Insurance Coverage**. At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in the Charter Agreement. The School shall also maintain such workers compensation and disability insurance as required by State law. CMO shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including general liability insurance of $1,000,000 per occurrence/$2,000,000 aggregate, an umbrella policy in the amount of $2,000,000, $1,000,000 directors and officers liability insurance, $1,000,000 employment practices liability insurance, and $1,000,000 automobile insurance. The school shall also maintain sexual abuse/molestation coverage in the amount of $1,000,000. Each Party shall name the other as an additional insured on their commercial general liability policy and the School shall name CMO as a named insured on its employment practices liability insurance policy if such coverage is available from the School's insurer. To the extent legally permissible and permitted by the insurance carrier, the School authorizes CMO to bind any insurance required by the School, at the School's expense, through a master policy held by CMO.

b. **Subcontractors.** CMO shall require that its subcontractors, if any, shall maintain commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that

such subcontractors name CMO and the School as additional insureds (except on workers compensation and disability policies, which is not permitted by law).

**c. Contractors.** The School shall require that its contractors, if any, shall name CMO and the School as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.

**d. Certificates.** The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

## 11. TERMINATION

**a. Termination by School.** The School may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i) and (ii) below:

i. if CMO materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from the School, unless such breach is incapable of being reasonably cured within ninety (90) days in which case this Agreement may be terminated if CMO fails to initiate and continue a cure for such breach within ninety (90) days after receipt of such written notice; or

ii. if there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.

**b. Termination by CMO.** CMO may terminate this Agreement for any of the reasons set forth in subparagraphs (i), (ii), (iii) or (iv) below:

i. If the School materially breaches any of the material provisions of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from CMO, unless such breach is incapable of being cured within ninety (90) days in which case this Agreement may be terminated if the School fails to initiate and continue a cure for such breach within ninety (90) days after receipt of such written notice; or

ii. if there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would have a material adverse effect on CMO's ability to provide Services to the

School in accordance with its budget, this Agreement or the CMO School Model; or

iii. The School refuses or willfully fails to follow any material direction of CMO, in CMO's sole discretion related to the implementation of CMO's Services contemplated by this Agreement; or

iv. The Authorizer or any similar State regulatory authority revokes the School's authority to operate one or more of the charter schools operated by the School.

**c. Termination Upon Agreement of the Parties.** This Agreement may be terminated upon written agreement of the Parties; provided, however, that each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual circumstances and other than pursuant to Sections 11(a)(ii), 11(b)(ii) or 11(b)(iv), the termination will not become effective until the end of the school year.

**d. Procedures upon Expiration or Termination.** Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties

that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

i. CMO shall pay to the School any outstanding money raised specifically for the School that CMO owes to the School pursuant to Section 5(a)(iii)(7).

ii. The School shall have the right to use CMO's Proprietary Works and other intellectual property, as described under Sections 7 and 8 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year.

iii. CMO shall provide the Board with originals and copies of all student records, financial reports, employee records, and other School data in CMO's possession and not currently in the possession by the Board.

iv. CMO shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to CMO all fees, expenses and other costs of CMO consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.

v. In the event that this Agreement is terminated or not renewed at a time when CMO has loaned funds to the School, guaranteed any debt or other financial obligation

of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to CMO until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to CMO, all in accordance with the term therein.

**12. Dispute Resolution**. As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the resolution of disputes that arise under this Agreement shall be submitted to mediation. An initial meeting to resolve the dispute shall be conducted by the parties at a meeting to be held at the School's offices within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the parties be unable to informally resolve a dispute, the Parties agree that in the event that any party brings any action or proceeding in connection herewith said suit shall be brought in any court of competent jurisdiction in Rhode Island or the United States for a district located in said State and the parties hereby irrevocably consent to and confer personal jurisdiction of such court over them by such court. In any such action or proceeding, the parties hereby waive personal service of any summons, complaint or other process and agree that service thereof may be made upon them by mailing a copy of such summons, complaint, or other process by certified mail to them at the address designated herein.

**13. MISCELANEOUS PROVISIONS**

**a.** Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of CMO shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by CMO and vice versa.

**b.** Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, failure of communications systems (electronic or otherwise), or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

**c.** Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time.

i. If to the School, to:

1008 Bate Avenue
Nashville, TN 37204 USA

ii. If to CMO, to:

150 Washington Street
Providence, RI 02903

**d.** Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of Rhode Island.

**e.** Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.

**f.** Section Headings. The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

**g.** Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.

**h.** Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties and then subject to approval of the Authorizer in accordance with the Charter Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreements, understandings, statements, representations, and warranties, oral or written, express or implied, between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

**i.** Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or

further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

**j.** Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.

**k.** Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.

**l.** Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.

**m.** Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

**n.** Survival. The provisions of Sections 6, 7, 8, 9 and this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; *provided* that any provision that is stated to extend for a specific period of time shall survive only for such specified period of time.

**o.** Confidentiality**.** The School shall treat the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by applicable federal and State law and by the Authorizer. To the extent that the School wishes to voluntarily disclose this Agreement to an educational consultant, academic or university, the School agrees to require such consultant to execute a non-disclosure agreement in a form acceptable to CMO. Notwithstanding the above, the School agrees not to voluntarily provide a copy of this Agreement to any board of trustees' member or prospective board of directors' member of any existing or prospective charter school except as required by law. A response to a FOIL request shall not be considered voluntary hereunder.

**p.** Specific Performance. In addition to all of the remedies otherwise available to CMO, including, but not limited to, recovery of damages and reasonable attorneys' fees (if awarded by a court or arbitrator) incurred in the enforcement of Articles 7 and 8, CMO shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of Article 7 or 8 of this Section. All of CMO's remedies for breach of Articles 7 and 8 shall be cumulative and the pursuit of one remedy shall not be deemed to

exclude any other remedies. The School acknowledges and agrees that CMO's rights under Articles 7 and 8 are special and unique and that CMO would not adequately be compensated by money damages if the event of a violation of Articles 7 or 8 by the School.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

By: NursesMC
Name: _____
Title: CEO
Date: _____

By: NURSES MIDDLE COLLEGE - NASHVILLE
Name: _____
Title: Board Chair
Date: _____

## Nurses Middle College Charter High School - Nashville
## New Charter School Application Budget Template
## Proposed School Information

| | |
|---|---|
| Proposed School Name | Nurses Middle College Charter High School - Nashville |
| Lead Sponsor Name | |
| Lead Sponsor E-mail Address | |
| Lead Sponsor Phone Number | |
| CMO/EMO Affiliation | Nurses Middle College Network of Schools |
| | |
| Proposed Authorizer | |
| Proposed Opening Grade Level(s) | 9th |
| Proposed Final Grade Level(s) | 9th-12th |
| Proposed First Year of Operations | 2025-26 |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Anticipated Enrollment | 125 | 250 | 365 | 480 | 500 |

**Note: These cells auto-populate after completing Tab 2.**

# Nurses Middle College Charter High School - Nashville
# New Charter School Application Budget Template
# Student Assumptions

## Enrollment Assumptions

| | Year 1<br>2025-26 | Year 2<br>2026-27 | Year 3<br>2027-28 | Year 4<br>2028-29 | Year 5<br>2029-30 |
|---|---|---|---|---|---|
| Pre-Kindergarten (Informational Only) | 0 | 0 | 0 | 0 | 0 |
| Kindergarten | 0 | 0 | 0 | 0 | 0 |
| 1st Grade | 0 | 0 | 0 | 0 | 0 |
| 2nd Grade | 0 | 0 | 0 | 0 | 0 |
| 3rd Grade | 0 | 0 | 0 | 0 | 0 |
| 4th Grade | 0 | 0 | 0 | 0 | 0 |
| 5th Grade | 0 | 0 | 0 | 0 | 0 |
| 6th Grade | 0 | 0 | 0 | 0 | 0 |
| 7th Grade | 0 | 0 | 0 | 0 | 0 |
| 8th Grade | 0 | 0 | 0 | 0 | 0 |
| 9th Grade | 125 | 140 | 150 | 150 | 150 |
| 10th Grade | 0 | 110 | 125 | 130 | 130 |
| 11th Grade | 0 | 0 | 90 | 110 | 110 |
| 12th Grade | 0 | 0 | 0 | 90 | 110 |
| **Total Enrollment (excluding Pre-Kindergarten)** | **125** | **250** | **365** | **480** | **500** |
| **Change in Net Enrollment** | **125** | **125** | **115** | **115** | **20** |

## Nurses Middle College Charter High School - Nashville
## New Charter School Application Budget Template
## Student Assumptions

| | # of Classes By Grade | | | | |
|---|---|---|---|---|---|
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Pre-Kindergarten (Informational Only) | 0 | 0 | 0 | 0 | 0 |
| Kindergarten | 0 | 0 | 0 | 0 | 0 |
| 1st Grade | 0 | 0 | 0 | 0 | 0 |
| 2nd Grade | 0 | 0 | 0 | 0 | 0 |
| 3rd Grade | 0 | 0 | 0 | 0 | 0 |
| 4th Grade | 0 | 0 | 0 | 0 | 0 |
| 5th Grade | 0 | 0 | 0 | 0 | 0 |
| 6th Grade | 0 | 0 | 0 | 0 | 0 |
| 7th Grade | 0 | 0 | 0 | 0 | 0 |
| 8th Grade | 0 | 0 | 0 | 0 | 0 |
| 9th Grade | 12 | 12 | 12 | 12 | 12 |
| 10th Grade | 0 | 12 | 12 | 12 | 12 |
| 11th Grade | 0 | 0 | 6 | 6 | 6 |
| 12th Grade | 0 | 0 | 0 | 6 | 6 |
| **Total # of Classes** | **12** | **24** | **30** | **36** | **36** |
| **Change in Net # of Classes** | **12** | **12** | **6** | **6** | **0** |

| Other Key Assumptions<br>Enter Estimated Percentages |
|---|

## Nurses Middle College Charter High School - Nashville
## New Charter School Application Budget Template
## Student Assumptions

| | | | | | |
|---|---|---|---|---|---|
| SPED % | 10% | 10% | 10% | 10% | 10% |
| **SPED Count** | **13** | **25** | **37** | **48** | **50** |
| | | | | | |
| ELL % | 33% | 33% | 33% | 33% | 33% |
| **ELL Count** | **41** | **83** | **120** | **158** | **165** |
| | | | | | |
| Anticipated Paid % | 18% | 18% | 18% | 18% | 18% |
| Anticipated Reduced % | 41% | 41% | 41% | 41% | 41% |
| Anticipated Free % | 41% | 41% | 41% | 41% | 41% |
| **Anticipated Paid Count** | **23** | **44** | **65** | **86** | **90** |
| **Anticipated Reduced Count** | **51** | **103** | **150** | **197** | **205** |
| **Anticipated Free Count** | **51** | **103** | **150** | **197** | **205** |
| **Total Free and Reduced Count** | **102** | **206** | **300** | **394** | **410** |
| | | | | | |
| School Days | 180 | 180 | 180 | 180 | 180 |
| Attendance Rate | 0% | 0% | 0% | 0% | 0% |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Pre-Opening Budget**

## Revenue Assumptions

| | | Year 0 2024-25 | |
|---|---|---|---|
| **Federal Revenues** | **Rate/Assumption** | **Amount** | **Assumption Notes** |
| CSP Startup Grant | $750,000 | $ 750,000 | Approved schools must apply for this grant; funding not guaranteed |
| **Fundraising & Philanthropy** | | | **Detail any private funding sources** |
| Bloomberg Philanthropy | | $ 2,722,098 | Anticipated $687,813 in year 2023-2024, and $2,167,133 in year 2024-2025. |
| Healthcare System Support | | $ - | |
| Other | | $ - | |
| Other | | $ - | |
| Other | | $ - | |
| **Total Revenues** | | **3,472,098** | |

### Additional Space to Provide Fundraising Details

## Compensation Assumptions

| | | Year 0 2024-25 | |
|---|---|---|---|
| **Administrative Staff** | **FTE Count** | | **Assumption Notes** |
| Principal/School Leader | 1.00 | $182,000 | Assumes 6/1 start in 2023-2024 and 1.0 FTE in 2024-2025 |
| Assistant Principal | 0.00 | $0 | |
| Special Education Coordinator | 0.00 | $0 | |
| Deans, Directors | 1.25 | $156,250 | .75 Director of Teaching and Learning (Q2 Hire), .5 FTE Director of Nursing (Q3 Hire) |
| Other (Specify in Assumptions) | 0.00 | $0 | |
| **Total Administrative Compensation** | **2.25** | **338,250** | |
| **Instructional Staff** | | | |
| Teachers | 0.00 | $0 | |
| Special Education Teachers | 0.00 | $0 | |
| Eduacational Assistants/Aides | 0.00 | $0 | |
| Elective Teachers | 0.00 | $0 | |
| Other (Specify in Assumptions) | 0.00 | $0 | |
| **Total Instructional Compensation** | **0.00** | **-** | |
| **Non-Instructional Staff** | | | |
| Clerical Staff | 0.50 | $27,500 | Bilingual Administrative Assistant (Q3 Hire) |
| Custodial Staff | 0.00 | $0 | |
| Operations | 1.00 | $78,880 | Business Operations Manager |
| Social Workers/Counseling | 0.00 | $0 | |
| Other (Specify in Assumptions) | 1.00 | $65,000 | Recruitment Specialist |
| **Total Non-Instructional Compensation** | **2.50** | **171,380** | |
| Bonus | | - | |
| Stipends | | - | |
| Other Non FTE Compensation | | - | |
| Other Non FTE Compensation | | - | |
| **Total FTE Count** | **4.75** | | |
| **Total Compensation** | | **509,630** | |

## Employer Benefits & Tax Assumptions

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Pre-Opening Budget**

| | Year 0 |
|---|---|
| | 2024-25 |

| | Base Assumption | | Assumption Notes |
|---|---|---|---|
| Social Security | 6.20% | $31,597 | |
| Medicare | 1.45% | $7,390 | |
| State Unemployment | 2.7% of first $7,000 | $1,134 | 6 FTEs |
| Disability/Life Insurance | 0.00% | $0 | |
| Workers Compensation Insurance | 0.00% | $0 | |
| Other Fringe Benefits | 0.00% | $0 | |
| Medical Insurance | $10,000 | $60,000 | $10,000 in employer premiums per employee |
| Dental Insurance | $1,000 | $6,000 | $1,000 in employer premiums per employee |
| Vision Insurance | $200 | $1,200 | $200 in employer premiums per employee |
| Other Retirement | 9.00% | $37,298 | TCRS 9% employer contribution, 403b 4% employer contribution (Non-TCRS eligible) |
| **Total Employer Benefits & Taxes** | | **144,618** | |

**Operating Expenses**

| | Year 0 |
|---|---|
| | 2024-25 |

| **Contracted Services** | | | **Assumption Notes** |
|---|---|---|---|
| Professional Development | $56,000 | $56,000 | $18,000 of PD for American Reading Company, $18,000 of PD for enVision Math, $20,000 in other professional development |
| Professional Memberships | $10,000 | $10,000 | Placeholder for professional memberships for staff and the organization |
| Audit Services | $0 | $0 | |
| Third party accounting and finance provider | $30,000 | $30,000 | Third party high level accounting and finance provider for back office operations |
| Legal Fees | $40,000 | $40,000 | $40,000 to cover years 2023-2024 and 2024-2025 |
| Copier Lease and Usage | $0 | $0 | |
| Internet and Phone Service | $0 | $0 | |
| Cell Phone Service | $0 | $0 | |
| Payroll Services | $10,855 | $10,855 | Initial set up and recurring payroll charges |
| HCA Adjunct Nursing Support and adjunct faculty | $0 | $0 | |
| Transportation | $0 | $0 | |
| IT Services | $113,000 | $113,000 | IT Support Consultants estimated $2,750 monthly fee, Data Manager consultant estimated $75/hr * 20hrs/wk * 50 wks/yr, Chromebook Support consultant estimated $50/hr * 5hrs/wk * 40wks/yr |
| Contracted SPED Services | $0 | $0 | |
| Insurance | $12,032 | $12,032 | Insurance estimates for Worker's Compensation and D&O/EPLI pre-opening |
| Postal Charges | $2,750 | $2,750 | $2,750 placeholder for postage charges |
| Curriculum Development | $100,000 | $100,000 | $100,000 to crosswalk and develop initial curriculum for the school |
| Charter Application Writer | $2,700 | $2,700 | $2,700 to pay a local Charter Application consultant to support Special Education sections |
| 403b Plan Fees, HR/EAP Service Fees | $9,800 | $9,800 | 403b annual plan fees $3,500 and setup $3,500, HR/EAP annual service fees $2,800 |
| **Supplies & Materials** | | | |
| Textbooks and Instructional Supplies | $50,000 | $50,000 | $50,000 in start up classroom supplies for Year 0 |
| Curriculum | $58,000 | $58,000 | $45,500 for American Reading Company, $12,500 for enVision Math year 1 curriculum |
| Education Software | $82,000 | $82,000 | Renaissance $3,500 est. Powerschool $34,500, SchoolPass $8,000 est, Frontline $8,000 est, MS Office $4,500, Docusign $2,000, GoGuardian $3,000, Business Office hosting $3,500, $15,000 miscellaneous soft |
| Student Supplies | $0 | $0 | |
| Special Education Supplies | $0 | $0 | |
| Clubs/Advisors Supplies | $0 | $0 | |
| Testing & Evaluation | $0 | $0 | |
| Student Laptops | $43,750 | $43,750 | 125 chromebooks * $350 per chromebook to include setup, warranty |
| Faculty Laptops | $15,000 | $15,000 | $2,500 per laptop for 6 FTEs |
| Office Supplies | $20,000 | $20,000 | $20,000 placeholder for office supplies |
| Business Office Supplies | $10,000 | $10,000 | $10,000 placeholder for business office supplies |
| WBL Student Payments | $0 | $0 | WBL Student Payments - Internships |
| Student Events | $0 | $0 | |
| Student Uniforms | $0 | $0 | |
| Field Trips | $0 | $0 | |
| Gifts & Awards - Teachers and Staff | $238 | $238 | Faculty appreciation $50 per FTE |
| Health Supplies | $0 | $0 | |
| **Facility Related Expenses** | | | |
| Rent | $122,500 | $122,500 | Estimated 5,000 sqft office space year 0 * $24.50/sqft |
| Utilities | $22,500 | $22,500 | Estimated $4.50/sqft utility expense |
| Custodial | $0 | $0 | Incl. |
| Waste | $0 | $0 | Incl. |
| Faculty Furniture | $56,000 | $56,000 | $5,025 estimate per office* 10 offices, $5,750 estimate for Nurses office |
| Student Furniture | $95,400 | $95,400 | $10,600 estimate per classroom * 9 classrooms in year 1 |
| Internet/Network Equipment | $107,500 | $107,500 | $100,000 for initial hardware and infrastructure set up (phones, wifi, cameras), $7,500 additional allowance annually |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Pre-Opening Budget**

| | | | |
|---|---|---|---|
| Other Equipment | $0 | $0 | |
| Building Decorum | $0 | $0 | |
| Tenant Improvements | $400,000 | $400,000 | $400,000 tenant improvement allowance to get year 1 classrooms ready |
| Facility Consultants | $195,000 | $195,000 | Consultants to identify, and support the facility lease and initial buildout process |
| Repairs and Maintenance | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |

**Other Charges**

| | | | |
|---|---|---|---|
| Staff Recruitment | $30,000 | $30,000 | Placeholder for staff recruitment for 2023-2024 and 2024-2025 |
| Student Recruitment & Community Engagement | $75,000 | $75,000 | Student recruitment cost assumptions pre-opening |
| CMO Fee | $825,000 | $825,000 | CMO Fee for initial preparation and launching of the school |
| Travel | $60,000 | $60,000 | $60,000 for pre-opening to meet with CMO throughout the process and site-visit the Flagship school in RI |
| District Reimbursement | $0 | $0 | |
| Lunch Fee | $25,000 | $25,000 | $25,000 fee for lunch program to be run through District |
| | | | |
| | | | |

**Debt Service**

| | | | |
|---|---|---|---|
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |

| | |
|---|---|
| **Total Operating Expenses** | **2,680,025** |
| **Total Expenses** | **3,334,273** |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Pre-Opening Cash Flow**

## Cash Flow Summary

| | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2024-25** | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 |
| | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP |
| **Beginning Cash** | - | - | **2,072,293** | **1,598,938** | **1,440,582** | **1,346,927** | **1,255,771** | **1,099,915** | **979,673** | **859,431** | **681,989** | **484,748** | **317,506** | | |
| **Revenues** | | | | | | | | | | | | | | | |
| Federal Revenues | 750,000 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 750,000 | - |
| Fundraising & Philanthropy | 2,722,098 | $2,722,099 | - | - | - | - | - | - | - | - | - | - | - | 2,722,099 | (1) |
| **Total Revenues** | 3,472,098 | 2,784,599 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 3,472,099 | (1) |
| **Expenses** | | | | | | | | | | | | | | | |
| Staffing | 509,630 | 33,604 | 33,604 | 33,604 | 33,604 | 33,604 | 33,604 | 51,334 | 51,334 | 51,334 | 51,334 | 51,334 | 51,334 | 509,630 | - |
| Employer Benefits & Taxes | 144,618 | 11,373 | 11,373 | 11,373 | 11,373 | 11,373 | 11,373 | 12,730 | 12,730 | 12,730 | 12,730 | 12,730 | 12,730 | 144,618 | - |
| Contracted Services | 387,137 | 122,086 | 19,386 | 35,836 | 19,386 | 16,886 | 33,336 | 16,886 | 16,886 | 33,336 | 18,886 | 18,886 | 35,336 | 387,137 | - |
| Supplies & Materials | 278,988 | 129,750 | 56,000 | 20,250 | 2,000 | 2,000 | 20,250 | 2,000 | 2,000 | 20,250 | 2,000 | 2,000 | 20,488 | 278,988 | - |
| Facility-Related Expenses | 998,900 | 346,742 | 346,742 | 21,042 | 21,042 | 21,042 | 21,042 | 21,042 | 21,042 | 21,042 | 71,042 | 66,042 | 21,042 | 998,900 | - |
| Other Charges | 1,015,000 | 68,750 | 68,750 | 98,750 | 68,750 | 68,750 | 98,750 | 78,750 | 78,750 | 101,250 | 103,750 | 78,750 | 101,250 | 1,015,000 | - |
| Debt Service | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | 3,334,273 | 712,306 | 535,856 | 220,856 | 156,156 | 153,656 | 218,356 | 182,742 | 182,742 | 239,942 | 259,742 | 229,742 | 242,180 | 3,334,273 | - |
| Operating Income (Loss) | 137,825 | 2,072,293 | (473,356) | (158,356) | (93,656) | (91,156) | (155,856) | (120,242) | (120,242) | (177,442) | (197,242) | (167,242) | (179,680) | 137,826 | (1) |
| Changes in Accounts Receivable | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Changes in Accounts Payable | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Line of Credit Proceeds | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Line of Credit Repayments | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Balance Sheet Activity | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| **Ending Cash** | | **2,072,293** | **1,598,938** | **1,440,582** | **1,346,927** | **1,255,771** | **1,099,915** | **979,673** | **859,431** | **681,989** | **484,748** | **317,506** | **137,826** | | |

## Details of Cash Flow

| | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | **2024-25** | |
| | **Total Budget** | **July** | **August** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** | **Total** | **AR/AP** | |
| **Revenues** | | | | | | | | | | | | | | | | **Assumption Notes** |
| **Federal Revenues** | | | | | | | | | | | | | | | | |
| CSP Startup Grant | 750,000 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 62,500 | 750,000 | - | CSP grant reimbursements |
| **Fundraising & Philanthropy** | | | | | | | | | | | | | | | | |
| Bloomberg Philanthropy | 2,722,098 | $2,722,099 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 2,722,099 | (1) | Bloomberg Philanthropy funding - up front |
| Healthcare System Support | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **Total Revenues** | **3,472,098** | **2,784,599** | **62,500** | **62,500** | **62,500** | **62,500** | **62,500** | **62,500** | **62,500** | **62,500** | **62,500** | **62,500** | **62,500** | **3,472,099** | **(1)** | |

## Compensation

| | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | Year 0 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | |
| | Total Budget | July | August | September | October | November | December | January | February | March | April | May | June | Total | AR/AP | |
| **Compensation** | | | | | | | | | | | | | | | | **Assumption Notes** |
| Principal/School Leader | 182,000 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | $15,167 | 182,000 | - | 6/1 start in 2023-2024, 1.0FTE 2024-2025 |
| Assistant Principal | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Special Education Coordinator | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Deans, Directors | 156,250 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | $13,021 | 156,250 | - | .75 Director of Teaching and Learning (Q2 Hire), .5 FTE Director of |
| Other (Specify in Assumptions) | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **Total Administrative Compensation** | 338,250 | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **28,188** | **338,250** | **-** | |
| **Instructional Staff** | | | | | | | | | | | | | | | | |
| Teachers | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Special Education Teachers | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Educational Assistants/Aides | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Pre-Opening Cash Flow**

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elective Teachers | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other (Specify in Assumptions) | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Total Instructional Compensation | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| | | | | | | | | | | | | | | | | | |
| **Non-Instructional Staff** | | | | | | | | | | | | | | | | | |
| Clerical Staff | 27,500 | $0 | $0 | $0 | $0 | $0 | $0 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | 27,500 | - | Bilingual Administrative Assistant (Q3 Hire) | |
| Custodial Staff | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | | |
| Operations | 78,880 | $0 | $0 | $0 | $0 | $0 | $0 | $13,147 | $13,147 | $13,147 | $13,147 | $13,147 | $13,147 | 78,880 | - | Business Operations Manager | |
| Social Workers/Counseling | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | | |
| Other (Specify in Assumptions) | 65,000 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | $5,417 | 65,000 | - | Recruitment Specialist | |
| **Total Non-Instructional Compensation** | 171,380 | **5,417** | **5,417** | **5,417** | **5,417** | **5,417** | **5,417** | **23,147** | **23,147** | **23,147** | **23,147** | **23,147** | **23,147** | **171,380** | - | | |
| | | | | | | | | | | | | | | | | | |
| Bonus | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | | |
| Stipends | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | | |
| Other Non FTE Compensation | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | | |
| Other Non FTE Compensation | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | | |
| | | | | | | | | | | | | | | | | | |
| **Total Compensation** | **509,630** | **33,604** | **33,604** | **33,604** | **33,604** | **33,604** | **33,604** | **51,334** | **51,334** | **51,334** | **51,334** | **51,334** | **51,334** | **509,630** | - | | |

**Employer Benefits & Taxes**

| | Year 0 2024-25 Total Budget | Year 0 2024-25 July | Year 0 2024-25 August | Year 0 2024-25 September | Year 0 2024-25 October | Year 0 2024-25 November | Year 0 2024-25 December | Year 0 2024-25 January | Year 0 2024-25 February | Year 0 2024-25 March | Year 0 2024-25 April | Year 0 2024-25 May | Year 0 2024-25 June | Year 0 2024-25 Total | Year 0 2024-25 AR/AP | Assumption Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social Security | 31,597 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $3,183 | $3,183 | $3,183 | $3,183 | $3,183 | $3,183 | 31,597 | - | 6.20% |
| Medicare | 7,390 | $487 | $487 | $487 | $487 | $487 | $487 | $744 | $744 | $744 | $744 | $744 | $744 | 7,390 | - | 1.45% |
| State Unemployment | 1,134 | $95 | $95 | $95 | $95 | $95 | $95 | $95 | $95 | $95 | $95 | $95 | $95 | 1,134 | - | 2.7% on first $7,000 in earnings |
| Disability/Life Insurance | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Workers Compensation Insurance | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other Fringe Benefits | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Medical Insurance | 60,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 | 60,000 | - | $10,000 per FTE |
| Dental Insurance | 6,000 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | $500 | 6,000 | - | $1,000 per FTE |
| Vision Insurance | 1,200 | $100 | $100 | $100 | $100 | $100 | $100 | $100 | $100 | $100 | $100 | $100 | $100 | 1,200 | - | $200 per FTE |
| Other Retirement | 37,298 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | $3,108 | 37,298 | - | 9% for Certified TCRS Hybrid; 4% 403b Non-Cert |
| | | | | | | | | | | | | | | | | |
| **Total Employer Benefits & Taxes** | **144,618** | **11,373** | **11,373** | **11,373** | **11,373** | **11,373** | **11,373** | **12,730** | **12,730** | **12,730** | **12,730** | **12,730** | **12,730** | **144,618** | - | |

**Operating Expenses**

| | Year 0 2024-25 Total Budget | Year 0 2024-25 July | Year 0 2024-25 August | Year 0 2024-25 September | Year 0 2024-25 October | Year 0 2024-25 November | Year 0 2024-25 December | Year 0 2024-25 January | Year 0 2024-25 February | Year 0 2024-25 March | Year 0 2024-25 April | Year 0 2024-25 May | Year 0 2024-25 June | Year 0 2024-25 Total | Year 0 2024-25 AR/AP | Assumption Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Contracted Services** | | | | | | | | | | | | | | | | |
| Professional Development | 56,000 | $0 | $0 | $14,000 | $0 | $0 | $14,000 | $0 | $0 | $14,000 | $0 | $0 | $14,000 | 56,000 | - | Assumed quarterly invoicing |
| Professional Memberships | 10,000 | $2,500 | $2,500 | $2,500 | $2,500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 10,000 | - | Assumed to be paid at beginning of the year |
| Audit Services | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Audit Services |
| Third party finance and accounting services | 30,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $4,000 | $4,000 | $4,000 | 30,000 | - | Third party financial and accounting services |
| Legal Fees | 40,000 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | $3,333 | 40,000 | - | Legal Fees |
| Copier Lease and Usage | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Copier Lease and Usage |
| Internet and Phone Service | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Internet and Phone Service |
| Cell Phone Service | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Cell Phone Service |
| Payroll Services | 10,855 | $905 | $905 | $905 | $905 | $905 | $905 | $905 | $905 | $905 | $905 | $905 | $905 | 10,855 | - | Payroll Services |
| HCA Adjunct Nursing Support and adjunct faculty | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Health Services |
| Transportation | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Transportation |
| IT Services | 113,000 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | $9,417 | 113,000 | - | IT Services |
| Contracted SPED Services | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Contracted SPED Services |
| Insurance | 12,032 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | $1,003 | 12,032 | - | Insurance |
| Postal Charges | 2,750 | $229 | $229 | $229 | $229 | $229 | $229 | $229 | $229 | $229 | $229 | $229 | $229 | 2,750 | - | Postal Charges |
| Curriculum Development | 100,000 | $100,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 100,000 | - | $100,000 to crosswalk and develop initial curriculum for the schoo |
| Charter Application Writer | 2,700 | $2,700 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 2,700 | - | $56,500 to pay a local Charter Application consultant |
| 403b Plan Fees, HR/EAP Service Fees | 9,800 | $0 | $0 | $2,450 | $0 | $0 | $2,450 | $0 | $0 | $2,450 | $0 | $0 | $2,450 | 9,800 | - | Bank Charges |
| | | | | | | | | | | | | | | | | |
| **Supplies & Materials** | | | | | | | | | | | | | | | | |
| Textbooks and Instructional Supplies | 50,000 | $15,000 | $15,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | $2,000 | 50,000 | - | Textbooks and Instructional Supplies |
| Curriculum | 58,000 | $0 | $0 | $14,500 | $0 | $0 | $14,500 | $0 | $0 | $14,500 | $0 | $0 | $14,500 | 58,000 | - | $45,500 for American Reading Company, $12,500 for enVision Ma |
| Education Software | 82,000 | $41,000 | $41,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 82,000 | - | Education Software |
| Student Supplies | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Student Supplies |
| Special Education Supplies | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Faculty Supplies |
| Clubs/Advisors Supplies | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Library Books |
| Testing & Evaluation | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Testing & Evaluation |
| Student Laptops | 43,750 | $43,750 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 43,750 | - | Student Laptops |
| Faculty Laptops | 15,000 | $15,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 15,000 | - | Faculty Laptops |
| Office Supplies | 20,000 | $10,000 | $0 | $2,500 | $0 | $0 | $2,500 | $0 | $0 | $2,500 | $0 | $0 | $2,500 | 20,000 | - | Office Supplies |
| Business Office Supplies | 10,000 | $5,000 | $0 | $1,250 | $0 | $0 | $1,250 | $0 | $0 | $1,250 | $0 | $0 | $1,250 | 10,000 | - | Business Office Supplies |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Pre-Opening Cash Flow**

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| WBL Student Payments | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Printing Paper |
| Student Events | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Marketing Materials |
| Student Uniforms | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Student Uniforms |
| Field Trips | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Gifts & Awards - Students |
| Gifts & Awards - Teachers and Staff | 238 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $238 | 238 | - | Gifts & Awards - Teachers and Staff |
| Health Supplies | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Health Supplies |
| **Facility Related Expenses** | | | | | | | | | | | | | | | | | |
| Rent | 122,500 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | $10,208 | 122,500 | - | Rent |
| Utilities | 22,500 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | $1,875 | 22,500 | - | Utilities |
| Custodial | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Custodial |
| Waste | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Waste |
| Faculty Furniture | 56,000 | $28,000 | $28,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 56,000 | - | Faculty Furniture |
| Student Furniture | 95,400 | $47,700 | $47,700 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 95,400 | - | Student Furniture |
| Internet/Network Equipment | 107,500 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | $8,958 | 107,500 | - | Internet/Network Equipment |
| Other Equipment | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other Equipment |
| Building Decorum | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Building Decorum |
| Tenant Improvements | 400,000 | $200,000 | $200,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 400,000 | - | Tenant Improvements |
| Facility Consultants | 195,000 | $50,000 | $50,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $50,000 | $45,000 | $0 | $0 | 195,000 | - | Consulting support for year 0 and year 1 set up |
| Repairs and Maintenance | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| **Other Charges** | | | | | | | | | | | | | | | | | |
| Staff Recruitment | 30,000 | $0 | $0 | $7,500 | $0 | $0 | $7,500 | $0 | $0 | $7,500 | $0 | $0 | $7,500 | 30,000 | - | Staff Recruitment | |
| Student Recruitment & Community Engagement | 75,000 | $0 | $0 | $7,500 | $0 | $0 | $7,500 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 | 75,000 | - | Student Recruitment & Community Engagement | |
| CMO Fee | 825,000 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | $68,750 | 825,000 | - | Parent Meetings | |
| Travel | 60,000 | $0 | $0 | $15,000 | $0 | $0 | $15,000 | $0 | $0 | $15,000 | $0 | $0 | $15,000 | 60,000 | - | $60,000 for pre-opening to meet with CMO throughout the proces | |
| District Reimbursement | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Placeholder for professional memberships for staff and the organiz | |
| Lunch Fee | 25,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $25,000 | $0 | $0 | 25,000 | - | Fee for Lunch through District | |
| 0 | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other | |
| 0 | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other | |
| **Debt Service** | | | | | | | | | | | | | | | | | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| **Total Operating Expenses** | **2,680,025** | **667,328** | **490,878** | **175,878** | **111,178** | **108,678** | **173,378** | **118,678** | **118,678** | **175,878** | **195,678** | **165,678** | **178,116** | **2,680,025** | **-** | | |
| **Total Expenses** | **3,334,273** | **712,306** | **535,856** | **220,856** | **156,156** | **153,656** | **218,356** | **182,742** | **182,742** | **239,942** | **259,742** | **229,742** | **242,180** | **3,334,273** | **-** | | |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1-5 Staff Assumptions**

## FTE Assumptions

| | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 |
|---|---|---|---|---|---|
| Fiscal Year | | | | | |
| Enrollment | 125 | 250 | 365 | 480 | 500 |
| # of Classes | 12 | 24 | 30 | 36 | 36 |
| **Administrative Staff** | | | | | |
| Principal/School Leader | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| Assistant Principal | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| MLL Coordinator | 0.00 | 0.00 | 0.00 | 1.00 | 1.00 |
| Deans, Directors | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Other (Specify in Assumptions) | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 |
| **Total Administrative FTE** | **4.00** | **4.00** | **4.00** | **5.00** | **5.00** |
| **Instructional Staff** | | | | | |
| Teachers | 10.00 | 20.00 | 24.00 | 26.00 | 26.00 |
| Special Education Teachers | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Eduacational Assistants/Aides | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Elective Teachers | 1.00 | 1.00 | 7.00 | 7.00 | 8.00 |
| Other (Specify in Assumptions) | 0.00 | 2.00 | 3.00 | 3.00 | 3.00 |
| **Total Instructional FTE** | **12.00** | **25.00** | **36.00** | **38.00** | **39.00** |
| **Non-Instructional Staff** | | | | | |
| Clerical Staff | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Custodial Staff | 0.00 | 0.00 | 0.50 | 1.00 | 1.00 |
| Operations | 1.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Social Workers/Counseling | 1.00 | 2.00 | 3.50 | 4.00 | 4.00 |
| Other (Specify in Assumptions) | 2.00 | 3.00 | 4.00 | 4.00 | 4.00 |
| **Total Non-Instructional FTE** | **5.00** | **9.00** | **12.00** | **13.00** | **13.00** |
| **Total FTE** | **21.00** | **38.00** | **52.00** | **56.00** | **57.00** |

## Compensation Assumptions

| | | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | |
|---|---|---|---|---|---|---|---|
| | **Annual Increase** | 0.00% | 3.00% | 3.00% | 3.00% | 3.00% | |
| | Cumulative Increase | 100.00% | 103.00% | 106.09% | 109.27% | 112.55% | |
| **Administrative Staff** | **Base Assumption** | | | | | | **Assumption Notes** |
| Principal/School Leader | $168,000 | 168,000 | 173,040 | 178,231 | 183,578 | 189,085 | Executive Director $168,000 starting salary in year -1 |
| Assistant Principal | $0 | - | - | - | - | - | |
| MLL Coordinator | $89,864 | - | - | - | 98,197 | 101,143 | Yr 4: MLL Coordinator |
| Deans, Directors | $121,250 | 250,000 | 257,500 | 265,225 | 273,182 | 281,377 | Yr 1: Directors of Teaching and Learning and Nursing $125,000 starting salary |
| Other (Specify in Assumptions) | $66,950 | 66,950 | 68,959 | 71,027 | 73,158 | 75,353 | Yr 1: Recruitment Specialist |
| **Total Administrative Compensation** | | **484,950** | **499,499** | **514,483** | **628,115** | **646,958** | |
| **Instructional Staff** | | | | | | | |
| Teachers | $63,662 | 636,620 | 1,284,900 | 1,562,873 | 1,718,188 | 1,767,173 | All new hires start at Step 5 $63,662 |
| Special Education Teachers | $63,662 | 63,662 | 64,828 | 130,823 | 133,155 | 135,488 | Yr 1: Special Education teacher, Yr 3: Special Education Teacher |
| Eduacational Assistants/Aides | $9,000 | 9,375 | 18,750 | 27,375 | 36,000 | 37,500 | $75 per pupil avg |
| Elective Teachers | $63,662 | 63,662 | 129,656 | 384,304 | 391,301 | 475,957 | Yr 1: MLL, Yr. 2 MLL, Yr 3: Art, World Lang, MLL, C.N.A 2, Yr 4: MLL |
| Other (Specify in Assumptions) | $65,000 | - | 65,000 | 130,612 | 194,484 | 197,982 | Yr 2: Instructional Coach, Yr 3: Literacy Improvement Coord, Yr 4: Numeracy |
| **Total Instructional Compensation** | | **773,319** | **1,563,134** | **2,235,987** | **2,473,128** | **2,614,100** | |
| **Non-Instructional Staff** | | | | | | | |
| Clerical Staff | $55,000 | 55,000 | 111,650 | 115,000 | 118,449 | 122,003 | Yr 0: Administrative Assistants $55,000 starting salary, Yr 2: Administrative A |
| Custodial Staff | $90,000 | - | - | 45,000 | 90,000 | 92,700 | Yr 3: .5 FTE Facilities Manager Yr 4: 1 FTE Facilities Manager |
| Operations | $81,246 | 81,246 | 163,684 | 168,594 | 173,652 | 178,862 | Yr 1: Business Operations Manager, Yr 2: IT Systems and support |
| Social Workers/Counseling | $63,662 | 63,662 | 128,490 | 226,315 | 261,645 | 266,310 | Yr 1: Guidance Counselor, Yr 2: Social Worker, Yr 3: Guidance Counselor, Col |
| Other (Specify in Assumptions) | $65,000 | 128,662 | 196,778 | 266,903 | 274,097 | 281,471 | Yr 1: Dean of Student support, School Nurse, Yr 2: Community Health Manag |
| **Total Non-Instructional Compensation** | | **328,570** | **600,602** | **821,812** | **917,844** | **941,346** | |
| Stipends | | 15,554 | 44,620 | 55,385 | 39,831 | 39,831 | Sped and MLL Coordinator stipend, Department heads, grade level leads |
| Sign on bonus | | 18,000 | 18,000 | 13,500 | 4,500 | - | Sign on bonus $1,500 per new teacher |
| Other Compensation | | - | - | - | - | - | |
| Other Compensation | | - | - | - | - | - | |
| **Total Compensation** | | **1,620,393** | **2,725,854** | **3,641,167** | **4,063,417** | **4,242,235** | |

## Employer Benefits & Tax Assumptions

| | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | |
|---|---|---|---|---|---|---|
| **Base Assumption** | | | | | | **Assumption Notes** |
| Social Security 6.20% | $100,464 | $169,003 | $225,752 | $251,932 | $263,019 | 6.2% of earnings for each FTE |
| Medicare 1.45% | $23,496 | $39,525 | $52,797 | $58,920 | $61,512 | 1.45% of earnings for each FTE |
| State Unemployment 2.70% | $3,969 | $7,182 | $9,828 | $10,584 | $10,773 | 2.7% of first $7,000 in earnings for each FTE |
| Disability/Life Insurance 0.00% | $0 | $0 | $0 | $0 | $0 | |
| Workers Compensation Insurance 0.00% | $0 | $0 | $0 | $0 | $0 | |
| Other Fringe Benefits 0.00% | $0 | $0 | $0 | $0 | $0 | |
| **Health Insurance Annual Increase** | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | |
| Cumultative Increase | 102.00% | 104.04% | 106.12% | 108.24% | 110.41% | |
| Medical Insurance $10,000 | $214,200 | $395,352 | $551,828 | $606,162 | $629,326 | $10,000 in health premiums for each FTE |
| Dental Insurance $1,000 | $21,420 | $39,535 | $55,183 | $60,616 | $62,933 | $1,000 in dental premiums for each FTE |
| Vision Insurance $200 | $4,284 | $7,907 | $11,037 | $237 | $12,587 | $200 in vision premiums for each FTE |
| TCRS Certified Legacy 0.00% | $0 | $0 | $0 | $0 | $0 | |
| TCRS Certified Hybrid 9.00% | $112,948 | $190,995 | $261,518 | $287,238 | $301,579 | 9% towards Hybrid TCRS for Certified FTEs |
| TCRS Classified Legacy 0.00% | $0 | $0 | $0 | $0 | $0 | |
| TCRS Classified Hybrid 0.00% | $0 | $0 | $0 | $0 | $0 | |
| Other Classified Retirement 0.00% | $0 | $0 | $0 | $0 | $0 | |
| Other Retirement 4.00% | $13,274 | $21,643 | $24,861 | $25,574 | $26,308 | 4% of Non-Certified FTEs |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1 Budget**

## Revenue Assumptions

| | | Year 1 |
|---|---|---|
| | | 2025-26 |
| **Annual Revenue Increase** | | 2.00% |
| Cumultative Increase | | 102.00% |

| **State Revenues** | **Rate/Assumption** | | **Assumption Notes** |
|---|---|---|---|
| TISA Base Rate | $15,811 | $2,015,903 | TISA Base Rate for Metro Nashville Public Schools |
| TISA Weights | See Tracker | $0 | |
| TISA Direct | See Tracker | $16,127 | |
| | | $0 | |
| Other | | | |
| **Federal Revenues** | | $0 | |
| Title I | $375 | $46,875 | $375 per FTE average |
| Title II | $30 | $3,750 | $30 per FTE average |
| Title III | $0 | $0 | |
| NSLP | $0 | $0 | |
| E-Rate | $5,000 | $5,000 | 50% of Category I WiFi connection |
| CSP Startup Grant | $0 | $0 | |
| IDEA Part B | $275 | $34,375 | $275 per FTE average |
| Other | $0 | $0 | |
| **School Activity Revenues** | | | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| **Fundraising & Philanthropy** | | | |
| Bloomberg Philanthropy | $3,277,415 | $3,277,415 | Bloomberg philanthropy for year 1 |
| Healthcare System Support | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| **Total Revenues** | | **5,399,445** | |

## Compensation

| | | Year 1 |
|---|---|---|
| | | 2025-26 |
| **Administrative Staff** | **FTE Count** | **Assumption Notes** |
| Principal/School Leader | 1.00 | 168,000 Executive Director |
| Assistant Principal | 0.00 | - |

## Nurses Middle College Charter High School - Nashville
## New Charter School Application Budget Template
### Year 1 Budget

| | | | |
|---|---|---|---|
| Special Education Coordinator | 0.00 | - | |
| Deans, Directors | 2.00 | 250,000 | Director of Teaching and Learning, Director of Nursing |
| Other (Specify in Assumptions) | 1.00 | 66,950 | Recruitment Specialist |
| **Total Administrative Compensation** | **4.00** | 484,950 | |
| | | | |
| **Instructional Staff** | | | |
| Teachers | 10.00 | 636,620 | (10) Core content teachers |
| Special Education Teachers | 1.00 | 63,662 | Special Education Teacher |
| Eduacational Assistants/Aides | 0.00 | 9,375 | Substitutes |
| Elective Teachers | 1.00 | 63,662 | MLL Teacher |
| Other (Specify in Assumptions) | 0.00 | - | |
| **Total Instructional Compensation** | **12.00** | 773,319 | |
| | | | |
| **Non-Instructional Staff** | | | |
| Clerical Staff | 1.00 | 55,000 | Administrative Assistant |
| Custodial Staff | 0.00 | - | |
| Operations | 1.00 | 81,246 | Business Operations Manager |
| Social Workers/Counseling | 1.00 | 63,662 | Guidance Counselor |
| Other (Specify in Assumptions) | 2.00 | 128,662 | Dean of Student Support, School Nurse |
| **Total Non-Instructional Compensation** | **5.00** | 328,570 | |
| | | | |
| Other Compensation | | 15,554 | MLL Coordinator Stipend |
| Other Compensation | | 18,000 | Sign on Bonuses |
| Other Compensation | | - | |
| Other Compensation | | - | |
| | | | |
| **Total Compensation** | | **1,620,393** | |

**Employer Benefits & Taxes**

| | Year 1 | |
|---|---|---|
| | 2025-26 | |
| | | **Assumption Notes** |
| Social Security | 100,464 | 6.20% |
| Medicare | 23,496 | 1.45% |
| State Unemployment | 3,969 | 2.7% of first $7,000 |
| Disability/Life Insurance | - | |
| Workers Compensation Insurance | - | |
| Other Fringe Benefits | - | |
| Medical Insurance | 214,200 | $10,000 in health premiums for each FTE |
| Dental Insurance | 21,420 | $1,000 in dental premiums for each FTE |
| Vision Insurance | 4,284 | $200 in vision premiums for each FTE |
| TCRS Certified Legacy | - | |
| TCRS Certified Hybrid | 112,948 | 9% towards Hybrid TCRS for Certified FTEs |
| TCRS Classified Legacy | - | |
| TCRS Classified Hybrid | - | |
| Other Classified Retirement | - | |
| Other Retirement | 13,274 | 4% of Non-Certified FTEs |
| | | |
| **Total Employer Benefits & Taxes** | **494,056** | |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1 Budget**

| | Operating Expenses | | |
|---|---|---|---|
| | | **Year 1** | |
| | | 2025-26 | |
| **Contracted Services** | | | **Assumption Notes** |
| Professional Development | $54,750 | $54,750 | 12 days of PD * $3,000 / day, plus $18,750 in other PD |
| Professional Memberships | $15,000 | $15,000 | Professional Memberships |
| Audit Services | $17,500 | $17,500 | $17,500 annual placeholder for audit and Form 990 fees |
| Third party accounting and finance provider | $78,000 | $78,000 | $6,500 per month for 12 months |
| Legal Fees | $25,000 | $25,000 | Placeholder for legal fees |
| Copier Lease and Usage | $0 | $0 | |
| Internet and Phone Service | $16,000 | $16,000 | 1G WiFi connection @ $10,000, $500 / month for phone VOIP estimate |
| Cell Phone Service | $0 | $0 | |
| Payroll Services | $3,780 | $3,780 | Assumes $7.50 per FTE per payroll |
| HCA Adjunct Nursing Support and adjunct faculty | $0 | $0 | |
| Transportation | $164,000 | $164,000 | $82,000 per bus * 2 buses for student transportation in year 1 |
| IT Services | $118,000 | $118,000 | IT Support Consultants estimated $2,750 monthly fee, Data Manager consultant estimated $75/hr * 20hrs/wk * 50 wks/yr, Chromeboo |
| Contracted SPED Services | $25,000 | $25,000 | Transportation for Students with disabilities |
| Insurance | $22,938 | $22,938 | Worker's compensation, D&O, EPLI, GL/Commercial package/Umbrella, Workplace Violence, Cyber Insurance, Student Accident Insurar |
| Postal Charges | $1,250 | $1,250 | $10 per pupil for postage estimate |
| 403b Plan Fees, HR/EAP Service Fees | $6,300 | $6,300 | Annual 403b plan administration and HR/EAP service fees |
| | | | |
| **Supplies & Materials** | | | |
| Textbooks and Instructional Supplies | $25,500 | $25,500 | $204 per student * 125 students |
| Curriculum | $59,500 | $59,500 | ELA: $20,000 per class set * 2 sets, $14,000 for Math curriculum, $5,500 for curriculum fee |
| Education Software | $74,500 | $74,500 | Renaissance $3,500 est. Powerschool $34,500, SchoolPass $8,000 est, Frontline $8,000 est, MS Office $4,500, Docusign $2,000, GoGuar |
| Student Supplies | $2,730 | $2,730 | C.N.A supplies - Stethoscope, BP Cuff, analog watch |
| Special Education Supplies | $1,250 | $1,250 | $100 per pupil * 10% of enrollment |
| Clubs/Advisors Supplies | $1,875 | $1,875 | $15 per pupil * 125 students |
| Testing & Evaluation | $6,250 | $6,250 | $50 per student for testing fees |
| Student Laptops | $47,250 | $47,250 | 135 chromebooks * $350 per chromebook to include warranty and setup |
| Faculty Laptops | $40,625 | $40,625 | $2,500 per laptop * 16.25 FTEs to include setup and warranty |
| Office Supplies | $10,000 | $10,000 | $10,000 placeholder for office supplies |
| Business Office Supplies | $5,000 | $5,000 | $5,000 placeholder for Business Office supplies |
| WBL Student Payments | $0 | $0 | |
| Student Events | $0 | $0 | |
| Student Uniforms | $6,000 | $6,000 | $40 per scrub uniform * 150 uniforms |
| Field Trips | $3,125 | $3,125 | $25 per pupil * 125 students |
| Gifts & Awards - Teachers and Staff | $1,050 | $1,050 | $50 per FTE appreciation |
| Health Supplies | $3,125 | $3,125 | $25 per student for health, guidance supplies |
| | | | |
| **Facility Related Expenses** | | | |
| Rent | $845,250 | $845,250 | 34,500 sqft leased, occupying roughly 15,000sqft in year 1 |
| Utilities | $79,178 | $79,178 | $4.59/sqft in utilities on estimated 34,500sqft * 50% usage |
| Custodial | $0 | $0 | Incl. |
| Waste | $0 | $0 | Incl. |
| Faculty Furniture | $10,050 | $10,050 | Furniture for 2 new offices @ $5,025 per office |
| Student Furniture | $142,600 | $142,600 | 9 new classrooms *$10,600 per classroom plus $47,200 for C.N.A lab set up |
| Internet/Network Equipment | $7,500 | $7,500 | $7,500 allowance for technology hardware updates |
| Other Equipment | $0 | $0 | |
| Building Decorum | $0 | $0 | |
| Tenant Improvements | $400,000 | $400,000 | $40/sqft buildout estimate * 10,000 sqft |
| Facility Consultants | $0 | $0 | |
| Repairs and Maintenance | $20,000 | $20,000 | Annual allowance for repairs and maintenance |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1 Budget**

| | | | |
|---|---|---|---|
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| **Other Charges** | | | |
| Staff Recruitment | $15,000 | $15,000 | $15,000 annual placeholder for staff recruitment |
| Student Recruitment & Community Engagement | $50,000 | $50,000 | $50,000 annual placeholder for student recruitment / advertising |
| CMO Fee | $550,000 | $550,000 | Final year of launch support CMO Fees |
| Travel | $10,000 | $10,000 | Annual placeholder for travel to visit CMO and flagship school |
| District Reimbursement | $35,000 | $35,000 | Required District Reimbursement Annually |
| Lunch Fee | | | |
| 0 | | | |
| 0 | | | |
| **Debt Service** | | | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| Other | $0 | $0 | |
| **Total Operating Expenses** | | **$2,999,876** | |
| **Total Expenses** | | **5,114,325** | |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1 Cash Flow**

## Cash Flow Summary

| | Year 1 2025-26 Total Budget | Year 1 2025-26 July | Year 1 2025-26 August | Year 1 2025-26 September | Year 1 2025-26 October | Year 1 2025-26 November | Year 1 2025-26 December | Year 1 2025-26 January | Year 1 2025-26 February | Year 1 2025-26 March | Year 1 2025-26 April | Year 1 2025-26 May | Year 1 2025-26 June | Year 1 2025-26 Total | Year 1 2025-26 AR/AP |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Beginning Cash** | **137,826** | **137,826** | **2,687,953** | **2,267,076** | **2,062,343** | **1,889,972** | **1,717,602** | **1,535,344** | **1,356,473** | **1,184,103** | **1,002,370** | **824,166** | **645,962** | | |
| **Revenues** | | | | | | | | | | | | | | | |
| State Revenues | 2,032,030 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 169,336 | 2,032,030 | - |
| Federal Revenues | 90,000 | - | - | 22,500 | - | - | 22,500 | - | - | 22,500 | - | - | 22,500 | 90,000 | - |
| School Activity Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising & Philanthropy | 3,277,415 | $3,277,415 | - | - | - | - | - | - | - | - | - | - | - | 3,277,415 | - |
| **Total Revenues** | 5,399,445 | 3,446,751 | 169,336 | 191,836 | 169,336 | 169,336 | 191,836 | 169,336 | 169,336 | 191,836 | 169,336 | 169,336 | 191,836 | 5,399,445 | - |
| **Expenses** | | | | | | | | | | | | | | | |
| Staffing | 1,620,393 | 132,237 | 133,651 | 151,651 | 133,651 | 133,651 | 133,651 | 133,651 | 133,651 | 133,651 | 133,651 | 133,651 | 133,651 | 1,620,393 | - |
| Employer Benefits & Taxes | 494,056 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 41,171 | 494,056 | - |
| Contracted Services | 547,518 | 52,330 | 52,330 | 55,248 | 36,561 | 36,561 | 50,248 | 36,561 | 36,561 | 50,248 | 42,394 | 42,394 | 56,082 | 547,518 | 0 |
| Supplies & Materials | 287,780 | 150,884 | 50,509 | 17,296 | 1,621 | 1,621 | 17,821 | 8,121 | 1,621 | 17,296 | 1,621 | 1,621 | 17,746 | 287,780 | - |
| Facility-Related Expenses | 1,504,578 | 462,502 | 255,052 | 78,702 | 78,702 | 78,702 | 78,702 | 78,702 | 78,702 | 78,702 | 78,702 | 78,702 | 78,702 | 1,504,578 | - |
| Other Charges | 660,000 | 57,500 | 57,500 | 52,500 | 50,000 | 50,000 | 52,500 | 50,000 | 50,000 | 52,500 | 50,000 | 50,000 | 87,500 | 660,000 | - |
| Debt Service | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | 5,114,325 | 896,624 | 590,213 | 396,569 | 341,706 | 341,706 | 374,094 | 348,206 | 341,706 | 373,569 | 347,540 | 347,540 | 414,852 | 5,114,325 | 0 |
| Operating Income (Loss) | 285,120 | 2,550,127 | (420,877) | (204,733) | (172,370) | (172,370) | (182,258) | (178,870) | (172,370) | (181,733) | (178,204) | (178,204) | (223,016) | 285,120 | (0) |
| Changes in Accounts Receivable | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Changes in Accounts Payable | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Line of Credit Proceeds | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Line of Credit Repayments | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Other Balance Sheet Activity | | - | - | - | - | - | - | - | - | - | - | - | - | | |
| **Ending Cash** | | **2,687,953** | **2,267,076** | **2,062,343** | **1,889,972** | **1,717,602** | **1,535,344** | **1,356,473** | **1,184,103** | **1,002,370** | **824,166** | **645,962** | **422,946** | | |

## Details of Cash Flow

| | Year 1 2025-26 Total Budget | Year 1 2025-26 July | Year 1 2025-26 August | Year 1 2025-26 September | Year 1 2025-26 October | Year 1 2025-26 November | Year 1 2025-26 December | Year 1 2025-26 January | Year 1 2025-26 February | Year 1 2025-26 March | Year 1 2025-26 April | Year 1 2025-26 May | Year 1 2025-26 June | Year 1 2025-26 Total | Year 1 2025-26 AR/AP | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Revenues** | | | | | | | | | | | | | | | | **Assumption Notes** |
| **State Revenues** | | | | | | | | | | | | | | | | **Assumption Notes** |
| TISA Base Rate | 2,015,903 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | $167,992 | 2,015,903 | - | TISA base rate for SY2023-24 is $6860. |
| TISA Weights | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| TISA Direct | 16,127 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | $1,344 | 16,127 | - | |
| 0 | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | TISA Weights based on TISA Calculator. |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | TISA Weights based on TISA Calculator. |
| **Federal Revenues** | | | | | | | | | | | | | | | | |
| Title I | 46,875 | $0 | $0 | $11,719 | $0 | $0 | $11,719 | $0 | $0 | $11,719 | $0 | $0 | $11,719 | 46,875 | - | Assumed to request reimbursement quarterly |
| Title II | 3,750 | $0 | $0 | $938 | $0 | $0 | $938 | $0 | $0 | $938 | $0 | $0 | $938 | 3,750 | - | Assumed to request reimbursement quarterly |
| Title III | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| NSLP | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| E-Rate | 5,000 | $0 | $0 | $1,250 | $0 | $0 | $1,250 | $0 | $0 | $1,250 | $0 | $0 | $1,250 | 5,000 | - | Quarterly reimbursement |
| CSP Startup Grant | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| IDEA Part B | 34,375 | $0 | $0 | $8,594 | $0 | $0 | $8,594 | $0 | $0 | $8,594 | $0 | $0 | $8,594 | 34,375 | - | Assumed to request reimbursement quarterly |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **School Activity Revenues** | | | | | | | | | | | | | | | | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **Fundraising & Philanthropy** | | | | | | | | | | | | | | | | |
| Bloomberg Philanthropy | 3,277,415 | $3,277,415 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 3,277,415 | - | Paid up front at the beginning of the year |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1 Cash Flow**

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Healthcare System Support | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **Total Revenues** | **5,399,445** | **3,446,751** | **169,336** | **191,836** | **169,336** | **169,336** | **191,836** | **169,336** | **169,336** | **191,836** | **169,336** | **169,336** | **191,836** | **5,399,445** | **-** | |

**Compensation**

| | Year 1 2025-26 Total Budget | Year 1 2025-26 July | Year 1 2025-26 August | Year 1 2025-26 September | Year 1 2025-26 October | Year 1 2025-26 November | Year 1 2025-26 December | Year 1 2025-26 January | Year 1 2025-26 February | Year 1 2025-26 March | Year 1 2025-26 April | Year 1 2025-26 May | Year 1 2025-26 June | Year 1 2025-26 Total | Year 1 2025-26 AR/AP | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Compensation** | | | | | | | | | | | | | | | | **Assumption Notes** |
| Principal/School Leader | 168,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | $14,000 | 168,000 | - | |
| Assistant Principal | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Special Education Coordinator | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Deans, Directors | 250,000 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | $20,833 | 250,000 | - | |
| Other (Specify in Assumptions) | 66,950 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | $5,579 | 66,950 | - | |
| **Total Administrative Compensation** | **484,950** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **40,413** | **484,950** | **-** | |
| Instructional Staff | | | | | | | | | | | | | | | | |
| Teachers | 636,620 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | $53,052 | 636,620 | - | |
| Special Education Teachers | 63,662 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | 63,662 | - | |
| Educational Assistants/Aides | 9,375 | $781 | $781 | $781 | $781 | $781 | $781 | $781 | $781 | $781 | $781 | $781 | $781 | 9,375 | - | |
| Elective Teachers | 63,662 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | 63,662 | - | |
| Other (Specify in Assumptions) | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **Total Instructional Compensation** | **773,319** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **64,443** | **773,319** | **-** | |
| Non-Instructional Staff | | | | | | | | | | | | | | | | |
| Clerical Staff | 55,000 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | $4,583 | 55,000 | - | |
| Custodial Staff | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Operations | 81,246 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | $6,771 | 81,246 | - | |
| Social Workers/Counseling | 63,662 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | $5,305 | 63,662 | - | |
| Other (Specify in Assumptions) | 128,662 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | $10,722 | 128,662 | - | |
| **Total Non-Instructional Compensation** | **328,570** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **27,381** | **328,570** | **-** | |
| Other Compensation | 15,554 | $0 | $1,414 | $1,414 | $1,414 | $1,414 | $1,414 | $1,414 | $1,414 | $1,414 | $1,414 | $1,414 | $1,414 | 15,554 | - | MLL Coordinator stipend |
| Other Compensation | 18,000 | $0 | $0 | $18,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 18,000 | - | Paid after summer as sign on bonuses |
| Other Compensation | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other Compensation | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **Total Compensation** | **1,620,393** | **132,237** | **133,651** | **151,651** | **133,651** | **133,651** | **133,651** | **133,651** | **133,651** | **133,651** | **133,651** | **133,651** | **133,651** | **1,620,393** | **-** | |

**Employer Benefits & Taxes**

| | Year 1 2025-26 Total Budget | Year 1 2025-26 July | Year 1 2025-26 August | Year 1 2025-26 September | Year 1 2025-26 October | Year 1 2025-26 November | Year 1 2025-26 December | Year 1 2025-26 January | Year 1 2025-26 February | Year 1 2025-26 March | Year 1 2025-26 April | Year 1 2025-26 May | Year 1 2025-26 June | Year 1 2025-26 Total | Year 1 2025-26 AR/AP | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | **Assumption Notes** |
| Social Security | 100,464 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | $8,372 | 100,464 | - | |
| Medicare | 23,496 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | $1,958 | 23,496 | - | |
| State Unemployment | 3,969 | $331 | $331 | $331 | $331 | $331 | $331 | $331 | $331 | $331 | $331 | $331 | $331 | 3,969 | - | |
| Disability/Life Insurance | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Workers Compensation Insurance | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other Fringe Benefits | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Medical Insurance | 214,200 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | $17,850 | 214,200 | - | $10,000 in health premiums for each FTE |
| Dental Insurance | 21,420 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | $1,785 | 21,420 | - | $1,000 in dental premiums for each FTE |
| Vision Insurance | 4,284 | $357 | $357 | $357 | $357 | $357 | $357 | $357 | $357 | $357 | $357 | $357 | $357 | 4,284 | - | $200 in vision premiums for each FTE |
| TCRS Certified Legacy | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| TCRS Certified Hybrid | 112,948 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | $9,412 | 112,948 | - | 9% towards Hybrid TCRS for Certified FTEs |
| TCRS Classified Legacy | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| TCRS Classified Hybrid | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other Classified Retirement | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| Other Retirement | 13,274 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | $1,106 | 13,274 | - | 4% of Non-Certified FTEs |
| **Total Employer Benefits & Taxes** | **494,056** | **$41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **41,171** | **494,056** | **-** | |

**Operating Expenses**

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1 Cash Flow**

| | Year 1 2025-26 Total Budget | Year 1 2025-26 July | Year 1 2025-26 August | Year 1 2025-26 September | Year 1 2025-26 October | Year 1 2025-26 November | Year 1 2025-26 December | Year 1 2025-26 January | Year 1 2025-26 February | Year 1 2025-26 March | Year 1 2025-26 April | Year 1 2025-26 May | Year 1 2025-26 June | Year 1 2025-26 Total | Year 1 2025-26 AR/AP | Assumption Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Contracted Services** | | | | | | | | | | | | | | | | |
| Professional Development | 54,750 | $0 | $0 | $13,688 | $0 | $0 | $13,688 | $0 | $0 | $13,688 | $0 | $0 | $13,688 | 54,750 | - | Assumed quarterly invoicing |
| Professional Memberships | 15,000 | $5,000 | $5,000 | $5,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 15,000 | - | Assumed to be paid at beginning of the year |
| Audit Services | 17,500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $5,833 | $5,833 | $5,833 | 17,500 | 0 | Assumed 3 equal installments |
| Third party accounting and finance pr | 78,000 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | $6,500 | 78,000 | - | $6,500 per month for all finance and accounting back office services |
| Legal Fees | 25,000 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | $2,083 | 25,000 | - | Legal Fees - monthly |
| Copier Lease and Usage | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Copier Lease and Usage |
| Internet and Phone Service | 16,000 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | $1,333 | 16,000 | - | Internet and Phone Service |
| Cell Phone Service | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Cell Phone Service |
| Payroll Services | 3,780 | $315 | $315 | $315 | $315 | $315 | $315 | $315 | $315 | $315 | $315 | $315 | $315 | 3,780 | - | Payroll Services |
| HCA Adjunct Nursing Support and adj | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Health Services |
| Transportation | 164,000 | $0 | $0 | $16,400 | $16,400 | $16,400 | $16,400 | $16,400 | $16,400 | $16,400 | $16,400 | $16,400 | $16,400 | 164,000 | - | Transportation - Monthly |
| IT Services | 118,000 | $25,000 | $25,000 | $6,800 | $6,800 | $6,800 | $6,800 | $6,800 | $6,800 | $6,800 | $6,800 | $6,800 | $6,800 | 118,000 | - | IT Services - Up front set up then monthly |
| Contracted SPED Services | 25,000 | $0 | $0 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 | $2,500 | 25,000 | - | Contracted SPED Services - Transportation monthly |
| Insurance | 22,938 | $11,469 | $11,469 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 22,938 | - | Insurance |
| Postal Charges | 1,250 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | 1,250 | - | Postal Charges |
| 403b Plan Fees, HR/EAP Service Fees | 6,300 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | $525 | 6,300 | - | 403b plan admin fees, HR/EAP Fees |
| **Supplies & Materials** | | | | | | | | | | | | | | | | |
| Textbooks and Instructional Supplies | 25,500 | $15,000 | $5,000 | $0 | $0 | $0 | $0 | $5,500 | $0 | $0 | $0 | $0 | $0 | 25,500 | - | Textbooks and Instructional Supplies |
| Curriculum | 59,500 | $0 | $0 | $14,875 | $0 | $0 | $14,875 | $0 | $0 | $14,875 | $0 | $0 | $14,875 | 59,500 | - | Curriculum Fees |
| Education Software | 74,500 | $37,250 | $37,250 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 74,500 | - | Education Software - up front fees |
| Student Supplies | 2,730 | $228 | $228 | $228 | $228 | $228 | $228 | $228 | $228 | $228 | $228 | $228 | $228 | 2,730 | - | Student Supplies |
| Special Education Supplies | 1,250 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | $104 | 1,250 | - | Faculty Supplies |
| Clubs/Advisors Supplies | 1,875 | $156 | $156 | $156 | $156 | $156 | $156 | $156 | $156 | $156 | $156 | $156 | $156 | 1,875 | - | Clubs/Advisor supplies |
| Testing & Evaluation | 6,250 | $521 | $521 | $521 | $521 | $521 | $521 | $521 | $521 | $521 | $521 | $521 | $521 | 6,250 | - | Testing & Evaluation |
| Student Laptops | 47,250 | $47,250 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 47,250 | - | Student Laptops |
| Faculty Laptops | 40,625 | $40,625 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 40,625 | - | Faculty Laptops |
| Office Supplies | 10,000 | $5,000 | $2,500 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | 10,000 | - | Office Supplies |
| Business Office Supplies | 5,000 | $1,250 | $1,250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | $250 | 5,000 | - | Business Office Supplies |
| WBL Student Payments | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Printing Paper |
| Student Events | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Marketing Materials |
| Student Uniforms | 6,000 | $2,500 | $2,500 | $0 | $0 | $0 | $0 | $1,000 | $0 | $0 | $0 | $0 | $0 | 6,000 | - | Student Uniforms |
| Field Trips | 3,125 | $0 | $0 | $800 | $0 | $0 | $800 | $0 | $0 | $800 | $0 | $0 | $725 | 3,125 | - | Field Trips |
| Gifts & Awards - Teachers and Staff | 1,050 | $0 | $0 | $0 | $0 | $0 | $525 | $0 | $0 | $0 | $0 | $0 | $525 | 1,050 | - | Gifts & Awards - Teachers and Staff |
| Health Supplies | 3,125 | $1,000 | $1,000 | $113 | $113 | $113 | $113 | $113 | $113 | $113 | $113 | $113 | $113 | 3,125 | - | Health Supplies |
| **Facility Related Expenses** | | | | | | | | | | | | | | | | |
| Rent | 845,250 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | $70,438 | 845,250 | - | Rent |
| Utilities | 79,178 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | $6,598 | 79,178 | - | Utilities |
| Custodial | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Custodial |
| Waste | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Waste |
| Faculty Furniture | 10,050 | $7,500 | $2,550 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 10,050 | - | Faculty Furniture |
| Student Furniture | 142,600 | $71,300 | $71,300 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 142,600 | - | Student Furniture |
| Internet/Network Equipment | 7,500 | $5,000 | $2,500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 7,500 | - | Internet/Network Equipment |
| Other Equipment | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other Equipment |
| Building Decorum | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Building Decorum |
| Tenant Improvements | 400,000 | $300,000 | $100,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 400,000 | - | Tenant Improvements |
| Facility Consultants | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| Repairs and Maintenance | 20,000 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | $1,667 | 20,000 | - | Repairs and Maintenance |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| Other | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | Other |
| **Other Charges** | | | | | | | | | | | | | | | | |
| Staff Recruitment | 15,000 | $7,500 | $7,500 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 15,000 | - | Staff Recruitment |
| Student Recruitment & Community E | 50,000 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | $4,167 | 50,000 | - | Student Recruitment & Community Engagement |
| CMO Fee | 550,000 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | $45,833 | 550,000 | - | CMO Fee |
| Travel | 10,000 | $0 | $0 | $2,500 | $0 | $0 | $2,500 | $0 | $0 | $2,500 | $0 | $0 | $2,500 | 10,000 | - | Travel |
| District Reimbursement | 35,000 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $35,000 | 35,000 | - | Other |
| Lunch Fee | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | | |
| 0 | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| 0 | - | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | - | - | |
| **Debt Service** | | | | | | | | | | | | | | | | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 1 Cash Flow**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Operating Expenses** | 2,999,876 | 723,216 | 415,391 | 203,747 | 166,884 | 166,884 | 199,272 | 173,384 | 166,884 | 198,747 | 172,718 | 172,718 | 240,030 | 2,999,875 | 0 |
| **Total Expenses** | 5,114,325 | 896,624 | 590,213 | 396,569 | 341,706 | 341,706 | 374,094 | 348,206 | 341,706 | 373,569 | 347,540 | 347,540 | 414,852 | 5,114,325 | 0 |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 2 Through 5 Budget**

## Revenue Assumptions

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
|---|---|---|---|---|---|---|---|
| | | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | |
| **Annual Revenue Increase** | | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | |
| Cumultative Increase | | 102.00% | 104.04% | 106.12% | 108.24% | 110.41% | |
| **State Revenues** | **Assumption** | | | | | | **Assumption Notes** |
| TISA Base Rate | $15,811 | 2,015,903 | $4,112,441 | $6,124,247 | $8,214,881 | $8,728,311 | TISA Base Rate for Metro Nashville Public Schools |
| TISA Weights | See Tracker | - | $0 | $0 | $0 | $0 | |
| TISA Direct | See Tracker | 16,127 | $0 | $0 | $0 | $0 | |
| 0 | $15,811 | - | $0 | $0 | $0 | $0 | |
| Other | | - | $0 | $0 | $0 | $0 | |
| **Federal Revenues** | | | | | | | |
| Title I | $375 | 46,875 | $93,750 | $136,875 | $180,000 | $187,500 | Assumes $375 per pupil average with no annual increase |
| Title II | $30 | 3,750 | $7,500 | $10,950 | $14,400 | $15,000 | Assumes $30 per pupil average with no annual increase |
| Title III | $0 | - | $0 | $0 | $0 | $0 | |
| NSLP | $0 | - | $0 | $0 | $0 | $0 | |
| E-Rate | $0 | 5,000 | $5,100 | $5,202 | $5,306 | $5,412 | Cat I reimbursement on 1GB estimated WiFi |
| CSP Startup Grant | $0 | - | $0 | $0 | $0 | $0 | |
| IDEA Part B | $275 | 34,375 | $68,750 | $100,375 | $132,000 | $137,500 | Assumes $275 per pupil average with no annual increase |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| **School Activity Revenues** | | | | | | | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| | | - | | | | | |
| **Fundraising & Philanthropy** | | - | | | | | |
| Bloomberg Philanthropy | $0 | 3,277,415 | $2,326,696 | $1,547,294 | $0 | $0 | |
| Healthcare System Support | $145,900 | - | $0 | $0 | $145,900 | $145,900 | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| Other | $0 | - | $0 | $0 | $0 | $0 | |
| **Total Revenues** | | **5,399,445** | **6,614,237** | **7,924,943** | **8,692,487** | **9,219,623** | |

## Compensation

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
|---|---|---|---|---|---|---|
| | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | |
| **Administrative Staff** | | | | | | **Assumption Notes** |
| Principal/School Leader | 168,000 | 173,040 | 178,231 | 183,578 | 189,085 | |
| Assistant Principal | - | - | - | - | - | |
| Special Education Coordinator | - | - | - | 98,197 | 101,143 | MLL Coordinator |
| Deans, Directors | 250,000 | 257,500 | 265,225 | 273,182 | 281,377 | |
| Other (Specify in Assumptions) | 66,950 | 68,959 | 71,027 | 73,158 | 75,353 | |
| **Total Administrative Compensation** | **484,950** | **499,499** | **514,483** | **628,115** | **646,958** | |
| | - | | | | | |
| **Instructional Staff** | | | | | | |
| Teachers | 636,620 | 1,284,900 | 1,562,873 | 1,718,188 | 1,767,173 | |
| Special Education Teachers | 63,662 | 64,828 | 130,823 | 133,155 | 135,488 | |
| Eduacational Assistants/Aides | 9,375 | 18,750 | 27,375 | 36,000 | 37,500 | |
| Elective Teachers | 63,662 | 129,656 | 384,304 | 391,301 | 475,957 | |
| Other (Specify in Assumptions) | - | 65,000 | 130,612 | 194,484 | 197,982 | |
| **Total Instructional Compensation** | **773,319** | **1,563,134** | **2,235,987** | **2,473,128** | **2,614,100** | |
| **Non-Instructional Staff** | | | | | | |
| Clerical Staff | 55,000 | 111,650 | 115,000 | 118,449 | 122,003 | |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 2 Through 5 Budget**

| | | | | | | |
|---|---|---|---|---|---|---|
| Custodial Staff | - | - | 45,000 | 90,000 | 92,700 | |
| Operations | 81,246 | 163,684 | 168,594 | 173,652 | 178,862 | |
| Social Workers/Counseling | 63,662 | 128,490 | 226,315 | 261,645 | 266,310 | |
| Other (Specify in Assumptions) | 128,662 | 196,778 | 266,903 | 274,097 | 281,471 | |
| **Total Non-Instructional Compensation** | **328,570** | **600,602** | **821,812** | **917,844** | **941,346** | |
| | | | | | | |
| Stipends | 15,554 | 44,620 | 55,385 | 39,831 | 39,831 | Sped and MLL Coordinator stipend, 6 Department heads, 4 grade level leads |
| Sign on bonus | 18,000 | 18,000 | 13,500 | 4,500 | - | $1,500 sign on bonus per new FTE teacher |
| Other Compensation | - | - | - | - | - | |
| Other Compensation | - | - | - | - | - | |
| | | | | | | |
| **Total Compensation** | **1,620,393** | **2,725,854** | **3,641,167** | **4,063,417** | **4,242,235** | |

## Employer Benefits & Taxes

| | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | Assumption Notes |
|---|---|---|---|---|---|---|
| Social Security | 100,464 | 169,003 | 225,752 | 251,932 | 263,019 | 6.2% of earnings for each FTE |
| Medicare | 23,496 | 39,525 | 52,797 | 58,920 | 61,512 | 1.45% of earnings for each FTE |
| State Unemployment | 3,969 | 7,182 | 9,828 | 10,584 | 10,773 | 2.7% of first $7,000 in earnings for each FTE |
| Disability/Life Insurance | - | - | - | - | - | |
| Workers Compensation Insurance | - | - | - | - | - | |
| Other Fringe Benefits | - | - | - | - | - | |
| Medical Insurance | 214,200 | 395,352 | 551,828 | 606,162 | 629,326 | $10,000 in health premiums for each FTE |
| Dental Insurance | 21,420 | 39,535 | 55,183 | 60,616 | 62,933 | $1,000 in dental premiums for each FTE |
| Vision Insurance | 4,284 | 7,907 | 11,037 | 237 | 12,587 | $200 in vision premiums for each FTE |
| TCRS Certified Legacy | - | - | - | - | - | |
| TCRS Certified Hybrid | 112,948 | 190,995 | 261,518 | 287,238 | 301,579 | 9% towards Hybrid TCRS for Certified FTEs |
| TCRS Classified Legacy | - | - | - | - | - | |
| TCRS Classified Hybrid | - | - | - | - | - | |
| Other Classified Retirement | - | - | - | - | - | |
| Other Retirement | 13,274 | 21,643 | 24,861 | 25,574 | 26,308 | 4% of Non-Certified FTEs |
| | | | | | | |
| **Total Employer Benefits & Taxes** | **494,056** | **871,142** | **1,192,804** | **1,301,262** | **1,368,035** | |

## Operating Expenses

| | | Year 1 2025-26 | Year 2 2026-27 | Year 3 2027-28 | Year 4 2028-29 | Year 5 2029-30 | Assumption Notes |
|---|---|---|---|---|---|---|---|
| | **Annual Expense Increase** | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | |
| | Cumulative Increase | 102.00% | 104.04% | 106.12% | 108.24% | 110.41% | |
| | | **50** | **39** | **101** | **97** | | |
| **Contracted Services** | | | | | | | |
| Professional Development | $0 | 54,750 | $58,500 | $61,950 | $65,400 | $66,000 | 12 days of PD * $3,000 / day, plus $15,000 in other PD plus additional PD placeholder |
| Professional Memberships | $0 | 15,000 | $17,500 | $20,000 | $20,000 | $20,000 | Professional Memberships |
| Audit Services | $0 | 17,500 | $20,000 | $22,500 | $22,500 | $22,500 | Annual audit and Form 990 preparation fees |
| Third party accounting and finance provider | $0 | 78,000 | $81,151 | $82,774 | $84,430 | $86,118 | Annual third party accounting and finance provider services |
| Legal Fees | $0 | 25,000 | $30,000 | $35,000 | $40,000 | $45,000 | Annual legal fee placeholder |
| Copier Lease and Usage | $0 | - | | | | | |
| Internet and Phone Service | $0 | 16,000 | $16,200 | $16,404 | $16,612 | $16,824 | $10,000 cost for 1G fiber pre E-Rate discount, $500/month for phoen/VOIP fees |
| Cell Phone Service | $0 | - | | | | | |
| Payroll Services | $0 | 3,780 | $6,840 | $9,180 | $9,900 | $10,080 | Assumes $7.50/FTE per payroll |
| HCA Adjunct Nursing Support and adjunct faculty | $0 | - | $80,000 | $131,900 | $131,900 | $131,900 | 1 FTE consultant for adjunct Nursing support. 40 hours clinical instruction, 10 hours prep * $53/hr * 6 instructors. Adjunct |
| Transportation | $0 | 164,000 | $246,000 | $356,000 | $527,200 | $528,800 | $82,000 per bus for student transportation. $16,000/year for transportation to clinical sites. Transportation to post-second |
| IT Services | $0 | 118,000 | $101,500 | $101,500 | $101,500 | $101,500 | IT Support consultants ($2,750/mo*12mo*50%), Data Manager ($75,000 per year), Chromebook support ($10,000 per year |
| Contracted SPED Services | $0 | 25,000 | $50,000 | $50,000 | $50,000 | $50,000 | $25,000 for Transportation for Students with Disabilities and $25,000 for contracted Special Education Services |
| Insurance | $0 | 22,938 | $39,125 | $54,369 | $67,676 | $70,421 | Worker's Comp, D&O, EPLI, GL/Commercial package/umbrella, Workplace violence, cyber insurance, student accident insu |
| Postal Charges | $0 | 1,250 | $2,500 | $3,650 | $4,800 | $5,000 | $10 per pupil average |
| 403b Plan Fees, HR/EAP Service Fees | $0 | 6,300 | $6,300 | $6,300 | $6,300 | $6,300 | Annual 403b plan administration fees, and HR/EAP fees |
| | | | | | | | |
| **Supplies & Materials** | | | | | | | |
| Textbooks and Instructional Supplies | $0 | 25,500 | $52,000 | $86,380 | $158,680 | $165,500 | $200 per student. College textbooks: 110 * $100/textbook * 5 courses |
| Curriculum | $0 | 59,500 | $39,900 | $41,250 | $57,900 | $61,500 | $20,000 per classroom set & 2 classroom per year grades 9,10,11; ePace annual $5,500; enVision Math $100/intensive alg, $ |
| Education Software | $0 | 74,500 | $75,990 | $77,510 | $79,060 | $80,641 | Renaissance $3,500 est. Powerschool $34,500, SchoolPass $8,000 est, Frontline $8,000 est, MS Office $4,500, Docusign $2,0 |
| Student Supplies | $0 | 2,730 | $2,730 | $15,120 | $18,480 | $18,480 | C.N.A supplies - Stethoscope, BP Cuff, analog watch |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 2 Through 5 Budget**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Special Education Supplies | $0 | 1,250 | $2,550 | $3,723 | $4,896 | $5,100 | $100 per pupil * 10% of enrollment |
| Clubs/Advisors Supplies | $0 | 1,875 | $3,750 | $5,475 | $7,200 | $7,500 | $15 per pupil for clubs/advisors supplies |
| Testing & Evaluation | $0 | 6,250 | $9,700 | $36,850 | $46,740 | $48,532 | SAT - $52/pupil, $30 per pupil for other testing, $20 per pupil for 10th grade testing. C.N.A and CPR testing for 11th graders |
| Student Laptops | $0 | 47,250 | $40,250 | $40,250 | $43,750 | $43,750 | $350 per chromebook for new students, refreshed after year 4 |
| Faculty Laptops | $0 | 40,625 | $42,500 | $32,500 | $10,000 | $11,250 | $2,500 per new FTE - refreshed after 5 years |
| Office Supplies | $0 | 10,000 | $10,000 | $10,000 | $10,000 | $10,000 | $10,000 annual placeholder for office supplies |
| Business Office Supplies | $0 | 5,000 | $5,000 | $5,000 | $5,000 | $5,000 | $5,000 annual placeholder for business office supplies |
| WBL Student Payments | $0 | - | $0 | $58,131 | $71,049 | $71,049 | WBL Student Payments: $15/hr * 40 hrs * 110 students |
| Student Events | $0 | - | $0 | $2,000 | $12,000 | $12,000 | $500 per night for food/supplies *2, $1,000 student events, $10,000 for graduation |
| Student Uniforms | $0 | 6,000 | $11,424 | $16,230 | $21,224 | $21,649 | $40 per pupil estimate for scrubs |
| Field Trips | $0 | 3,125 | $6,250 | $9,125 | $12,000 | $12,500 | $25 per pupil estimate for field trips |
| Gifts & Awards - Teachers and Staff | $0 | 1,050 | $1,900 | $2,550 | $2,750 | $2,800 | Assumes $50 per FTE |
| Health Supplies | $0 | 3,125 | $6,250 | $9,125 | $12,000 | $12,500 | $25 per pupil for nurse, guidance supplies |
| **Facility Related Expenses** | | | | | | | |
| Rent | $0 | 845,250 | $845,250 | $845,250 | | | $24.50/sqft lease assumption before utilities |
| Utilities | $0 | 79,178 | $121,142 | $164,753 | $243,547 | $248,418 | $4.50/sqft assumption |
| Custodial | $0 | - | | | | | Incl. in utilities assumption |
| Waste | $0 | - | | | | | Incl. in utilities assumption |
| Faculty Furniture | $0 | 10,050 | $25,125 | $25,125 | | | Furniture for 10 new offices @ $5,025 per office |
| Student Furniture | $0 | 142,600 | $63,600 | $53,000 | $63,600 | | Furniture for 17 additional classrooms @ $10,600 estimated per classroom |
| Internet/Network Equipment | $0 | 7,500 | $7,500 | $7,500 | $7,500 | $7,500 | $7,500 allowance for infrastructure equipment |
| Other Equipment | $0 | - | | $85,000 | | | Syndaver cadaver for science labs not needed until year 3 because CNA and Anatomy starts in year 3 |
| Building Decorum | $0 | - | | | | | |
| Tenant Improvements | $0 | 400,000 | $400,000 | | | | $40/sqft * 10,000 sqft in estimated improvements |
| Facility Consultants | $0 | - | | | | | |
| Repairs and Maintenance | $0 | 20,000 | $25,000 | $30,000 | $35,000 | $40,000 | Annual placeholder for annual repairs and maintenance |
| Other | $0 | - | | | | | |
| Other | $0 | - | | | | | |
| Other | $0 | - | | | | | |
| **Other Charges** | | | | | | | |
| Staff Recruitment | $0 | 15,000 | 15,000 | 10,000 | 5,000 | 5,000 | Annual placeholder for staff recruitment costs |
| Student Recruitment & Community Engagement | $0 | 50,000 | 50,000 | 25,000 | 20,000 | 20,000 | Annual placeholder for student recruitment costs |
| CMO Fee | $0 | 550,000 | 204,829 | 305,031 | 409,159 | 434,732 | CMO fee - 5% placeholder on per pupil allocation |
| Travel | $0 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | Annual placeholder for travel for Executive Director to CMO and flagship school in RI |
| District Reimbursement | $0 | 35,000 | 35,000 | 35,000 | 35,000 | 35,000 | Required District Reimbursement Annually |
| Lunch Fee | $0 | - | - | - | - | - | |
| 0 | $0 | - | - | - | - | - | |
| 0 | $0 | - | | | | | |
| **Debt Service** | | | | | | | |
| Other | $0 | - | - | - | 642,600 | 642,600 | Estimated debt service on building |
| Other | $0 | - | - | - | - | - | |
| Other | $0 | - | - | - | - | - | |
| Other | $0 | - | - | - | - | - | |
| Other | $0 | - | - | - | - | - | |
| **Total Operating Expenses** | | **2,999,876** | **$2,868,256** | **$2,998,405** | **$3,192,353** | **$3,193,445** | |
| **Total Expenses** | | **5,114,325** | **6,465,252** | **7,832,376** | **8,557,033** | **8,803,715** | |

**Nurses Middle College Charter High School - Nashville**
**New Charter School Application Budget Template**
**Year 0 & Years 1 through 5 Summary**

**Revenue Assumptions**

| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 |
| **Starting Fund Balance** | - | 137,825 | 422,945 | 571,930 | 664,498 | 799,952 |
| State Revenues | - | 2,032,030 | 4,112,441 | 6,124,247 | 8,214,881 | 8,728,311 |
| Federal Revenues | 750,000 | 90,000 | 175,100 | 253,402 | 331,706 | 345,412 |
| School Activity Revenues | - | - | - | - | - | - |
| Fundraising & Philanthropy | 2,722,098 | 3,277,415 | 2,326,696 | 1,547,294 | 145,900 | 145,900 |
| **Total Revenues** | 3,472,098 | 5,399,445 | 6,614,237 | 7,924,943 | 8,692,487 | 9,219,623 |
| Staffing | 509,630 | 1,620,393 | 2,725,854 | 3,641,167 | 4,063,417 | 4,242,235 |
| Employer Benefits & Taxes | 144,618 | 494,056 | 871,142 | 1,192,804 | 1,301,262 | 1,368,035 |
| Contracted Services | 387,137 | 547,518 | 755,616 | 951,527 | 1,148,218 | 1,160,443 |
| Supplies & Materials | 278,988 | 287,780 | 310,194 | 451,219 | 572,729 | 589,751 |
| Facility-Related Expenses | 998,900 | 1,504,578 | 1,487,617 | 1,210,628 | 349,647 | 295,918 |
| Other Charges | 1,015,000 | 660,000 | 314,829 | 385,031 | 479,159 | 504,732 |
| Debt Service | - | - | - | - | 642,600 | 642,600 |
| **Total Expenses** | 3,334,273 | 5,114,325 | 6,465,252 | 7,832,376 | 8,557,033 | 8,803,715 |
| **Net Income** | 137,825 | 285,120 | 148,985 | 92,567 | 135,454 | 415,908 |
| **Ending Fund Balance** | 137,825 | 422,945 | 571,930 | 664,498 | 799,952 | 1,215,860 |

**Attachment BB: Budget Narrative**

**a. How the proposed budget is adequate to ensure the proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.**

Nurses Middle College Nashville has created a six-year financial plan (inclusive of the pre-opening year) that fully funds the NursesMC model by braiding committed start-up philanthropy with state and local funding. This plan will allow the NursesMC model to operate with fidelity and support the school's mission of preparing the diverse nursing workforce of the future.

**b. An explanation of student enrollment and TISA projections.**

Nurses Middle College Nashville will implement the following enrollment plan:

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| **9th** | 125 | 140 | 150 | 150 | 150 |
| **10th** | - | 110 | 125 | 130 | 130 |
| **11th** | - | - | 90 | 110 | 110 |
| **12th** | - | - | | 90 | 110 |
| **Total** | **125** | **250** | **365** | **480** | **500** |

Our model anticipates attrition in the 9th and 10th grades, as students will have the opportunity to engage in nursing exploration curricula that will inform both their interest in and commitment to pursuit of a career in nursing or allied health field. By the third year of the program, students will be fully committed to the continuation of our program through graduation, and there will be little to no attrition. These assumptions are based on historical attrition patterns of students who attended the flagship school that opened in 2011.

The following student demographics are assumed for the student population to be served:

- 82% of the students will qualify for free or reduced priced lunch.
- 10% of the student population will have an active IEP.
- 33% of the student population will be English Language Learners.

**c. An explanation of all anticipated funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.**

NursesMC, the Charter Management Organization (CMO), of Nurses Middle College Nashville, received a grant from the Bloomberg Philanthropies in the Winter of 2023 to support the launching and opening of the school. The total award to the school is $19,693,911, with specific funds allocated to start-up and through year 3 of operation for both capital and operational support. This committed philanthropy will support the successful opening of the school as it builds a solid fiscal foundation. This grant was approved on the following timeline to be paid in advance each year:

| | Start-Up | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|
| Bloomberg Operating Funding | $2,722,098 | $3,277,415 | $2,326,696 | $1,547,294 |
| Bloomberg Capital Funding | - | - | - | $9,820,408 |
| **Total Committed Funding** | | | **$19,693,911** | |

Once the first 9th grade cohort begins, the primary funding source will be from the Basic Education Program. The school has budgeted to receive $16,127 per student (starting with the $15,811 TISA Base Rate allocation for Metro Nashville Public Schools currently), with a 2% increase year over year. The school will qualify for the additional CTE aid within TISA; however, this revenue source has not been included in the projections as the exact amount offered by the state is still not clear.

In addition to the TISA funding, our revenue projections include $680 per pupil for Title and IDEA funding that does not increase on a per pupil basis throughout the projection. The other source of revenue included in the latter years is the Healthcare System support funding to cover workforce-specific expenditures, including a Registered Nurse Adjunct consultant to work full time with the school's nursing program. Our budget projections also include the committed funds of a Charter School Planning (CSP) grant award of $750,000 in year 0 to support start-up costs. We anticipate total revenues in year 1 to be $5.399 million, inclusive of the $3,277,415 Bloomberg funding and per pupil TISA allocation. This total revenue will increase with the expansion, as we will add one grade level per year until we reach capacity in year 5.

**d. If the budget includes fundraising or philanthropic revenue, provide detailed assumptions for how the revenue amounts were determined, and whether the funds have been awarded or are estimates.**

**a. If the proposed school is still in the application process, the narrative should disclose where they are at in the process, the timing of when these funds will be awarded, and a contingency plan should the funds not be realized. Include evidence of awards or firm commitments. Evidence includes a letter, etc.**

As noted above, we have been awarded $19,693,911 by Bloomberg Philanthropies. We also successfully applied for Charter School Program (CSP) funds to further support our start-up costs. We submitted our application in February 2024; and received our award notification in March 2024. Per the CSP grant guideline, we are eligible to hold awarded funds until the charter is approved.

**e. Specify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Please note which are secured and which are anticipated and include evidence of firm commitments where applicable.**

Not applicable.

**f. Provide an explanation of all anticipated expenditures including those identified in Subpart III.I.d.**

The anticipated expenditures will be broken up into the following categories: staffing, contracted services, supplies and materials, facility-related expenses, and others.

**Staffing**

The staffing plan for the school includes the following positions in year 1:

- Executive Director (1 FTE)
- Director of Teaching and Learning (1 FTE)
- Director of Nursing (1 FTE)
- Recruitment Specialist (1 FTE)
- Core teachers (10 FTEs)
- Special Education Teacher (1 FTE)

- English Language Learner Teacher (1 FTE)
- Administrative Assistant (1 FTE)
- Business Operations Manager (1 FTE)
- Guidance Counselor (1 FTE)
- Dean of Student Supports (1 FTE)
- School Nurse (1 FTE)

In addition, the table below breaks out the staffing plan for the school for the first five years:

| | | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|---|
| **Position** | **Salary** | | | | | | |
| Executive Director | $168,000 | 1 | 1 | 1 | 1 | 1 | 1 |
| Director of Teaching and Learning | $125,000 | .75 | 1 | 1 | 1 | 1 | 1 |
| Director of Nursing | $125,000 | .50 | 1 | 1 | 1 | 1 | 1 |
| Recruitment Specialist | $65,000 | 1 | 1 | 1 | 1 | 1 | 1 |
| Core Content Teachers | $63,662 | - | 10 | 20 | 24 | 26 | 26 |
| Special Education Teachers | $63,662 | - | 1 | 1 | 2 | 2 | 2 |
| MLL Teachers[1] | $63,662 | - | 1 | 2 | 3 | 4 | 4 |
| Art Teacher | $63,662 | - | - | - | 1 | 1 | 1 |
| World Language Teacher | $63,662 | - | - | - | 1 | 1 | 1 |
| Certified Nursing Assistant Teacher | $63,662 | - | - | - | 2 | 2 | 2 |
| Instructional Coach | $65,000 | - | - | 1 | 1 | 1 | 1 |
| Literacy Improvement Coordinator | $63,662 | - | - | - | 1 | 1 | 1 |
| Numeracy Improvement Coordinator | $63,662 | - | - | - | - | 1 | 1 |
| MLL Coordinator | $98,197 | - | - | - | - | 1 | 1 |
| Administrative Assistant | $55,000 | .5 | 1 | 2 | 2 | 2 | 2 |
| Facilities Manager | $90,000 | - | - | - | .5 | 1 | 1 |
| Business Operations Manager | $81,246 | 1 | 1 | 1 | 1 | 1 | 1 |
| IT Systems and Support | $80,000 | - | - | 1 | 1 | 1 | 1 |
| Guidance Counselor | $63,662 | - | 1 | 1 | 2 | 2 | 2 |
| Social Worker | $63,662 | - | - | 1 | 1 | 1 | 1 |
| College Transition Coordinator | $63,662 | - | - | - | .5 | 1 | 1 |
| School Nurse | $63,662 | - | 1 | 1 | 1 | 1 | 1 |
| Dean of Student Supports | $65,000 | - | 1 | 1 | 2 | 2 | 2 |
| Community Health Manager | $63,662 | - | - | 1 | 1 | 1 | 1 |
| | **Total FTEs** | **4.75** | **21** | **37** | **51** | **57** | **57** |

[1] In Year 4, the stipend MLL coordinator position becomes an FTE.

Compensation

The compensation for these positions has been developed by benchmarking with local experts for all non-teaching and teacher support positions. These positions include the Executive Director, Directors, Recruitment Specialist, Instructional Coach, Administrative Assistants, Facilities and Business Operations Managers, IT Systems and support, and Deans. These salaries are all budgeted to increase 3% per year, but this can be reduced should the school need to. The teaching and support positions will be placed on a salary scale ranging from Step 1 to 12. All new hires will be placed on Step 5 with a master's degree, which is an estimated starting salary of $63,662. Each year it is assumed all positions move up a step, and any new hires start on Step 5.

Benefits

Nurses Middle College Nashville has budgeted the following for employee payroll taxes and benefits:

- 6.2% and 1.45% on all wages for Social Security and Medicare employer contributions.
- 2.7% on the first $7,000 earned for State Unemployment Insurance.
- 4% employer 403b match for non-certified FTEs.
- 9% employer contribution for TCRS for certified teachers.
- $10,000 in premiums for Health insurance per FTE, $1,000 in premiums for dental insurance per FTE and $200 in premiums for vision insurance per FTE.

**Contracted Services**

| Service | Budgeted Allocation |
|---|---|
| Professional Development | 12 days of PD annually @ $3,000 per day plus $15,000 in other PD in year 1 increasing to $30,000 per year by year 4. |
| Professional Memberships | $15,000 flat in year 1 increasing as the Organization grows to cover Charter association fees, and professional fees for staff members. |
| Third Party Accounting and Finance Services | Annual third-party accounting and finance services starting at $2,000 / month in the planning year for months 1-9, then increasing to $4,000 for months 10-12. Year 1 starting $6,500 per month annually. |
| Audit Services | Annual audit and Form 990 preparation. Year 1 estimate of $17,500 and increasing in years 2-5 as the Organization grows. |
| Legal Services | Flat annual rate starting at $25,000 and increasing as the Organization grows. |
| Internet and Phone Service | Flat rate of $10,000 per year for internet and $500 per month for phone. |
| Payroll Services | $7.50 per FTE per payroll escalating as the FTEs increase. |
| Adjunct Faculty Support (HCA and College) | $80,000 annually for an adjunct RN from HCA to support the nursing program. $36,000 annually |

| Service | Budgeted Allocation |
|---|---|
| | starting year 3 for Adjunct college faculty to teach 5 courses per semester. |
| Transportation | 2 buses year 1, 3 buses year 2, 4 buses year 3, 6 buses year 4 @ $82,000 per bus. Additionally, $16,000 per year flat for clinical transportation starting in year 3 and $12,000 per year flat for transportation to post-secondary and internship site. |
| IT Services | IT Support Consultants estimated $2,750 per month. Data Manager consultant estimated at $75/hour * 20 hours/week * 50 weeks/year. Chromebook support consultant estimated at $50/hour * 5hrs/week * 40weeks/year. |
| Contracted SPED services | $25,000 flat year 1 increasing to $50,000 in years 2+ to account for SPED services including transportation and consultants. |
| Insurance | Estimate for insurance policies to increase annually as the Organization expands (GL, Property, Umbrella, WPV, Cyber, D&O, EPLI), |
| Postal Charges | Annual postage cost of $10 per pupil increasing as the Organization expands. |
| 403b Plan Fees, HR/EAP Service Fees | Annual 403b and HR/EAP Services fees of $4,500 and $2,800 flat. |
| Contracted Medical Director | Contracted Medical Director to oversee school health policies provided by School Nurse. |
| | |

**Supplies and Materials**

| Description | Budgeted Allocation |
|---|---|
| Textbooks and Instructional Supplies | $200 per student and in year 3 $100/textbook * 1 course * 90 students annually, increasing to $100/textbook * 5 courses * 110 students in year 4 onward. |
| Curriculum | English: $20,000 per classroom set & 2 classrooms per year grades 9,10,11; ePace $5,500 annually; Math: $370 per student in grades 9-11. |
| Education Software | Includes on-time implementation fees in year 1 plus annual fees for (Renaissance, PowerSchool, SchoolPass, Frontline, MS Office, DocuSign, GoGuardian, and $18,500 in annual miscellaneous software. |
| Student Supplies | C.N.A Supplies – stethoscope, BP Cuffs, Analog watch. |

| Description | Budgeted Allocation |
|---|---|
| Special Education Supplies | Estimated at $100 per pupil for 10% of enrollment. |
| Clubs/Advisor Supplies | $15 per pupil estimate. |
| Testing & Evaluation | Testing fees of $102 per pupil for 10th 11th grade testing (SATs, PSATs) $208 per 11th grader for C.N.A and CPR. |
| Student Laptops | The school is a one-to-one program and assumes $350 per Chromebook for new students each year on a 4-year cycle to be replaced. |
| Faculty Laptops | Assumes laptops for all new FTEs each year at $2,500 per replaced every 5 years. |
| Office Supplies | Estimated at $10,000 per year. |
| Business Office Supplies | Estimated at $5,000 per year. |
| Work Based Learning Student Payments | Internship participation of $600 per student * 110 students annually in year 3+. |
| Student Events | Flat fee for Graduation, 2 awards nights and prom. |
| Student Uniforms | $40 per pupil estimate for scrubs. |
| Field Trips | $25 per pupil estimate for field trips. |
| Teacher Appreciation | $50 per FTE for appreciation. |
| Health/Guidance Supplies | $25 per pupil for nurse, guidance supplies. |
| | |

**Facility Related Expenses**

| Expense | Budgeted Allocation |
|---|---|
| Rent | In year 0 assumes 5,000sqft leased @ $24.50 per sq ft. In years 1-3, lease increases to 34,500 sq ft leased at $24.50 per sqft. In years 4+ assumes debt service costs ($9,890,000 @ 5.5% for 35 years). |
| Utilities | Assumes utility costs of $4.50 per occupied sqft. |
| Custodial | Assumed to be included in utilities cost. |
| Waste | Assumed to be included in utilities cost. |
| Faculty Furniture | Assumes $5,025 per office, $5,750 for the nurse's office and $47,200 for the C.N.A Lab. |
| Student Furniture | Assumes $10,600 per classroom. |
| Internet/Network Equipment | $100,000 in initial technology infrastructure in year 0, then $7,500 annual allowance in years 1+ |
| Tenant Improvements | $400,000 in years 0, 1 and 2 for tenant improvements on the leased space. (estimated at $40/sqft for 10,000sqft per year) |

| Expense | Budgeted Allocation |
|---|---|
| Facility Consultants | $195,000 flat fee for consultants in years 0-1 to identify and support the facility lease and initial buildout process. |
| Repairs and Maintenance | $20,000 flat fee for repairs and maintenance annually. |

**Other Charges**

| Description | Budgeted Allocation |
|---|---|
| Staff Recruitment | $30,000 flat fee in year 0, reducing to $5,000 by year 4 when the school is established. |
| Student Recruitment | $75,000 in year 0, reducing to $20,000 annually by year 4 when the school is established. |
| CMO Fee | $1,375,000 in CMO fees for years -1 through 2 for preparation and launching support of the school, then 5% of State per pupil annually thereafter. |
| Travel | $60,000 in year 0 for Executive Director to travel to the CMO and flagship school in RI for PD, and $10,000 annually in years 1+. |
| District Reimbursement | Starting in year 1, $35,000 annually. |
| Lunch Fee | $25,000 fee for lunch program to be ran through the district. |
| | |

We plan to lease space in years 0-3 as we expand and scaffold enrollment. This will allow the school to build a foundation prior to purchasing a long-term facility. We have partnered with InSite EFS, a real estate brokerage and advisory firm for educational facilities, to identify a long-term facility and begin the planning process of purchasing and renovating it for year 4. In our anticipated facility plan, we will borrow approximately $9,890,000, to use in addition to the ~$9,800,000 from Bloomberg Philanthropies. We further plan to secure an estimated $3,500,000 from local philanthropy in order to purchase our facility. Our projections are based on a 50,000 square foot facility at full capacity.

| Facility Plan | |
|---|---|
| Acquisition | $1,500,000 |
| Cost per SqFt – Hard Costs | $300 |
| Hard Costs | $15,000,000 |
| Contingency | $2,271,700 |
| Soft Costs w/ Contingency @ 12% | $2,107,000 |
| **Total Hard and Soft Costs with Contingency** | **$19,378,700** |
| FF&E | $1,000,000 |
| **Total Development Costs** | **$21,878,700** |
| Transaction Costs | $838,000 |
| Capitalized Interest @ 12 months | $544,000 |

| Facility Plan | |
|---|---|
| **Total Projected Costs** | **$23,260,700** |

| Financing Plan | |
|---|---|
| Rate (Annual) | 5.5% |
| Term (Years) | 5 |
| Amortization (Years) | 35 |
| Planned Local Philanthropy | $3,550,292 |
| Bloomberg Philanthropy | $9,820,408 |
| **Loan Amount** | **$9,890,000** |
| Loan to Value | 45% |
| **Annual Payment** | **$642,600** |

**g. Describe the systems, processes, and policies by which the proposed school will manage accounting, purchasing, payroll, and audits. Include any draft policies on financial controls.**

We will hire a Business Operations Manager and will contract with back-office service provider in year 0 to immediately begin collaboration with the Finance Committee of the Board of Directors, as well as the CMO, to develop and adopt financial policies for the school. These policies and procedures include but are not limited to:

- Annual budget development, including any potential mid-year amendments.
- Purchasing procedures (including thresholds, approvals, and procedures).
- Payroll procedures and controls
- Accounts payable and receivable procedures and controls
- Internal Controls
- Bank reconciliations
- Annual Audit

With the combined expertise of the Business Operations Manager, back-office service provider, and the Executive Director, support from the CMO, and oversight from the Finance Committee of the Board of Directors, we will have a solid infrastructure in place to ensure excellent internal controls and sound financial stewardship at the school.

We will conduct a Request for Proposal (RFP) for the annual audit and meet with local certified public accounting (CPA) firms that specialize in auditing Charter schools in Tennessee. The RFP will highlight prior experience with Charter schools, cost, and references among other factors to be evaluated and considered.

**h. Describe how the proposed school will provide an independent annual audit of school-level operations and comply with other federal or state accounting and/or reporting requirements.**

The school will hire an independent CPA firm to audit the school annually. An RFP process will be conducted to make the selection, utilizing various factors to be evaluated including but not limited to prior experience with Charter schools, cost of services, and past references. The Business Operations Manager, with support from the back-office service provider, will be responsible for supporting the audit and making

sure all requests are completed accurately and on time. The Finance Committee of the Board of Directors will review the audit annually as presented by the auditing firm and present it to the larger Board of Directors for review and approval.

The Business Operations Manager position will be filled by an individual who has worked in Charter schools in the State and is very familiar with the associated Federal and State accounting and reporting requirements. While not required, a CPA will be preferred for this position. The back-office service provider will hold deep experience and expertise in executing functions related to accounting and bookkeeping; financial management, reporting, and compliance; payroll and retirement; and business advisory for charter schools operating in Tennessee. The back-office service provider will work closely with the Business Operations Manager and the Finance Committee and Board of Directors.

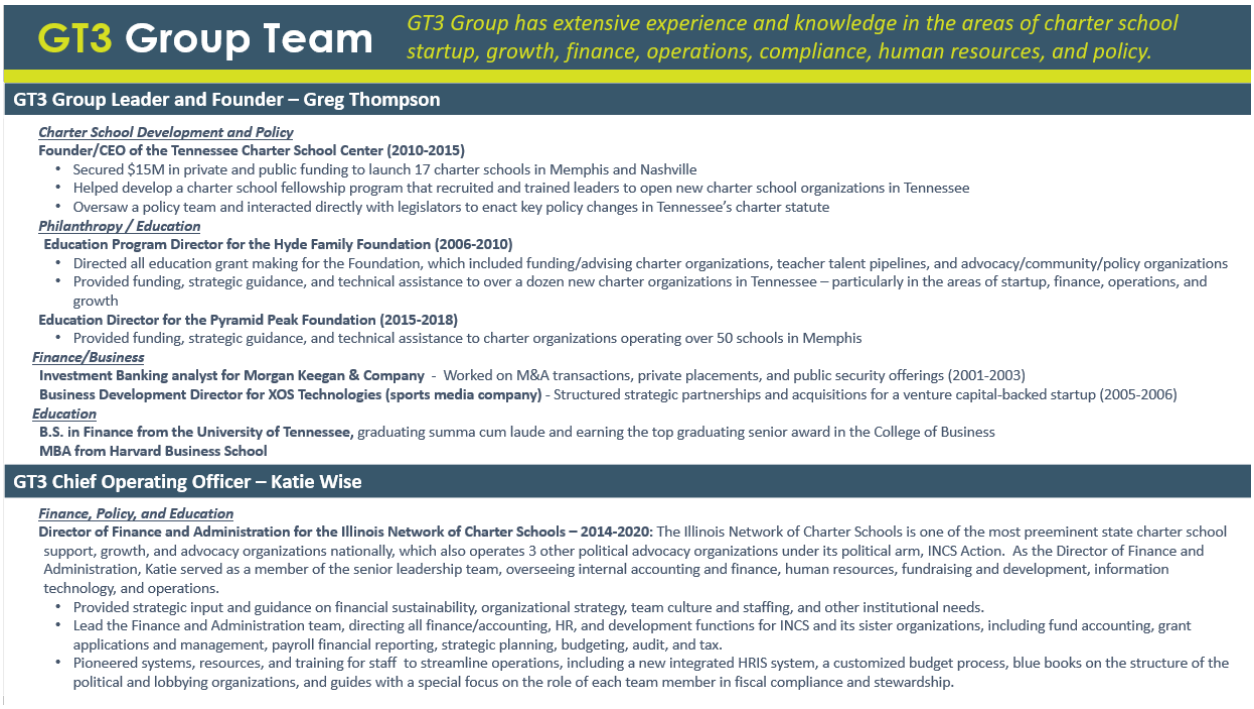
**i. Provide the different roles and responsibilities of the proposed school's administration and governing board for school finances.**

**Executive Director** – The Business Operation Manager will report directly to the Executive Director. The Executive Director will work closely with the Business Operations Manager in all aspects and be a key individual in the oversight and internal controls over the school's finances. The Executive Director will work with the Business Operations Manager to complete the annual budget for the school to present to the Board of Directors.

**Business Operations Manager** – This role will be filled by a local experienced Business Manager who has worked in Charter schools. With support from the back-office service provider, this role will be responsible for oversight of all aspects of the school's finances including but not limited to: Accounts payable, accounts receivable, payroll, bank reconciliations, purchasing, annual audit support, cash management, and other duties as needed.

**Back-Office Service Provider:** We are currently in the process of contracting a back-office service provider – specifically, GT3 Group – that will execute the following functions with input and oversight from the Business Operations Manager: accounts payable, accounts receivable, payroll, bank reconciliations, purchasing, annual audit support, among other key financial functions. This back-service provider will function as an outsourced Chief Financial Officer and accounting department. GT3 Group has extensive experience executing financial functions for charter schools across Tennessee, including in Nashville. Below outlines the background of the organization's Leader and Founder and Chief Operating Officer:[2]

[2] Although we are in the process of finalizing our contract with GT3, should it not come to fruition, we will contract with another back-office service provider that executes the same functions and holds commensurate experience and expertise.



## GT3 Group Team

*GT3 Group has extensive experience and knowledge in the areas of charter school startup, growth, finance, operations, compliance, human resources, and policy.*

### GT3 Group Leader and Founder – Greg Thompson

***Charter School Development and Policy***

**Founder/CEO of the Tennessee Charter School Center (2010-2015)**

- Secured $15M in private and public funding to launch 17 charter schools in Memphis and Nashville
- Helped develop a charter school fellowship program that recruited and trained leaders to open new charter school organizations in Tennessee
- Oversaw a policy team and interacted directly with legislators to enact key policy changes in Tennessee's charter statute

***Philanthropy / Education***

**Education Program Director for the Hyde Family Foundation (2006-2010)**

- Directed all education grant making for the Foundation, which included funding/advising charter organizations, teacher talent pipelines, and advocacy/community/policy organizations
- Provided funding, strategic guidance, and technical assistance to over a dozen new charter organizations in Tennessee – particularly in the areas of startup, finance, operations, and growth

**Education Director for the Pyramid Peak Foundation (2015-2018)**

- Provided funding, strategic guidance, and technical assistance to charter organizations operating over 50 schools in Memphis

***Finance/Business***

**Investment Banking analyst for Morgan Keegan & Company** - Worked on M&A transactions, private placements, and public security offerings (2001-2003)

**Business Development Director for XOS Technologies (sports media company)** - Structured strategic partnerships and acquisitions for a venture capital-backed startup (2005-2006)

***Education***

**B.S. in Finance from the University of Tennessee,** graduating summa cum laude and earning the top graduating senior award in the College of Business

**MBA from Harvard Business School**

### GT3 Chief Operating Officer – Katie Wise

***Finance, Policy, and Education***

**Director of Finance and Administration for the Illinois Network of Charter Schools – 2014-2020:** The Illinois Network of Charter Schools is one of the most preeminent state charter school support, growth, and advocacy organizations nationally, which also operates 3 other political advocacy organizations under its political arm, INCS Action. As the Director of Finance and Administration, Katie served as a member of the senior leadership team, overseeing internal accounting and finance, human resources, fundraising and development, information technology, and operations.

- Provided strategic input and guidance on financial sustainability, organizational strategy, team culture and staffing, and other institutional needs.
- Lead the Finance and Administration team, directing all finance/accounting, HR, and development functions for INCS and its sister organizations, including fund accounting, grant applications and management, payroll financial reporting, strategic planning, budgeting, audit, and tax.
- Pioneered systems, resources, and training for staff to streamline operations, including a new integrated HRIS system, a customized budget process, blue books on the structure of the political and lobbying organizations, and guides with a special focus on the role of each team member in fiscal compliance and stewardship.

**Finance Committee** – The Finance Committee of the Board of Directors will have governance oversight over the school's finances. They will be meeting regularly to review interim financial reports including but not limited to budget to actuals, cash flow projections, balance sheets and will keep a close eye on the financial condition of the school.

**j. If there is a plan to outsource any financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., include a statement on how you will choose and oversee the contractors.**

Not applicable.

**k. The level of financial expertise of the proposed school's internal and external team members.**

The financial expertise of the key leaders of the organization is detailed above. Additionally, as noted above, we are in the process of contracting with GT3 as our back-office service provider. In the event that this partnership does not materialize despite being in the final stages of contracting, we will seek a partnership with a provider with commensurate expertise.

The Business Operations Manager candidate will be one with a strong background in accounting and finance as well as experience in operations. The ideal candidate will have worked extensively in Charter schools in the State as a Business Manager/Director of Finance and, preferably, will be a CPA.

The Executive Director will be a nursing leader with a background in organizational leadership. While this person will not be expected to have a background in accounting or finance, experience in reviewing financial statements and budgets will be expected as they will have ultimate oversight of the day-to-day operations.

The Finance Committee of the Board of Directors will include Board members with experience in organizational oversight and specifically financial oversight.

The CMO will be providing oversight and strategic support from their Chief Financial Officer, Michael Abney, who is a Certified Public Accountant in the State of Rhode Island and has worked extensively with Charter schools for well over a decade.

**l. The proposed school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.**

Nurses Middle College Nashville, through the CMO, was awarded a substantial operating grant from the Bloomberg Foundation to fund start-up and support the school through year 3. This enables us to hire substantial FTE support earlier than would be possible otherwise. We also successfully applied for Charter School Program (CSP) funds to further support our start-up costs. We submitted our application in February 2024; and received our award notification in March 2024. Per CSP grant guideline, we are eligible to hold awarded funds until the charter is approved.

In the event that revenues are lower than expected once the school is operational, staffing would be one of the first places that would be looked at to be reduced as it makes up over 60% of the annual budget. In addition to or in lieu of staffing reductions, the school has also budgeted for consultants in the areas of IT support, Chromebook support, and Data Management that once the IT Systems and Supports FTE is hired in year 2 could be reduced if needed.

The current budget does not include any fundraising for operations even though the school plans on fundraising. This puts the school in a position to have more conservative revenue projections and not rely on uncommitted philanthropy for normal operations.

**m. The cash flow contingency, in the event that revenue projections are not met in advance of opening:**

The school, through the CMO, was awarded $2,722,098 for start-up to be paid up front. The school was also awarded an additional $7,000,000 in operating philanthropy over years 1-3 to support launching and start-up costs from the same grant.

**n. Plan explanation and evidence of sources and financing terms if the contingency plan includes loans, commitments from outside donor, or alternative funding sources.**

We have included a letter from Bloomberg philanthropies to evidence the organization's financial commitment as part of **Attachment G**. As noted above, we also applied for and were awarded Charter School Program (CSP) funds to further support our start-up costs. We submitted our application in February 2024; and received our award notification in March 2024. Per CSP grant guideline, we are eligible to hold awarded funds until the charter is approved.

**o. How one or more high-needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**

As noted in the above staffing plan, we will hire multiple specialists and interventionists, and those positions can give the school flexibility depending on the needs of the population. We will also hire two special education teachers and three MLL teachers in addition to other specialists as it expands. We have also budgeted $50,000 annually for contracted services to support the needs of our special populations of students. However, should more students with special needs enroll than expected, we will adjust our staffing plan and budget immediately to ensure that we have the staff needed to effectively serve our students. Additionally, we recognize that an individual student or group of students may require more intensive support to enact their IEP. This may require us to revisit our staffing model to add an additional staff member (full time, part time, or support staff as paraprofessional) to support that learner. Our team will be responsive to individual student needs when examining our staffing structure.