

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION



PUBLIC CHARTER SCHOOL CONTRACT

2026

CHARTER CONTRACT FOR CHARTER AUTHORIZERS

PURPOSE

Pursuant to the *Alabama School Choice and Opportunity Act* (Alabama Code §§ 16-6F-1 *et seq.*, as supplemented and amended from time to time, the “Act”), the Alabama Public Charter School Commission (the Commission) reviews applicable applications; approves or rejects applicable applications; enters into charter contracts with applicants; oversees public charter schools; and decides whether to renew, not renew, or revoke charter contracts. A charter contract is a fixed-term renewable contract between a public charter school and an authorizer (in this case, the Commission) that outlines the roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the contract.

ATTRIBUTION

Some professional entities allow noncommercial re-use of content when proper attribution is provided (e.g., see the COMMISSION’S ACKNOWLEDGEMENT AND ATTRIBUTION shown below). If the Commission elects to use other professional entities’ resources in developing a charter contract and/or any other public charter school document, the Commission must seek the entity’s permission for re-use; then meet its requirements for re-using, acknowledging, and attributing their work back to them.

COMMISSION’S ACKNOWLEDGMENT AND ATTRIBUTION

The Alabama Public Charter School Commission appreciates and acknowledges the Alabama State Department of Education, Public Charter Schools; the National Association of Charter School Authorizers (NACSA) at <http://www.qualitycharters.org/>; and the Washington State Charter School Commission at <http://charterschool.wa.gov/> for granting permission to review, modify, and use content from several of their documents to create this contract for start-up public charter schools in Alabama. By combining content from these entities, the Commission was able to tailor this contract to meet the needs of the Commission pursuant to Act 2015-3.

PUBLIC CHARTER CONTRACT

INSTRUCTIONS

NOTE

This contract is based on key charter contract components required by the Act. **At a minimum, the Charter Contract must rely on the following information:**

- [Alabama School Choice and Student Opportunity Act \(Act 2015-3\)](#)
- [Public Charter School Rules and Regulations](#)
- [*Principles & Standards for Quality Charter School Authorizing \(Most Recent Edition\)](#)
- *Taken from [National Association of Charter School Authorizers \(NACSA\)](#)
- Other Alabama State Department of Education [Office of Public Charter Schools Resources and Links](#)

2. Commission/Governing Board Acknowledgement and Attribution

- **The Charter Contract *must include a statement of acknowledgement and attribution***, as discussed in the introduction of this document, [if applicable](#).

3. The Charter Contract must fully address all components listed under each section listed below.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Terms and Conditions ● Parties ● Recitals ● Article I: Purpose, Term and Conditions Precedent ● Article II: Definitions ● Article III: School's Purpose ● Article IV: Governance ● Article V: General Operational Requirements ● Article VI: Enrollment ● Article VII: Tuition and Fees ● Article VIII: Educational Program/Academic | <ul style="list-style-type: none"> Accountability ● Article IX: Financial Accountability ● Article X: School Facilities ● Article XI: Employment ● Article XII: Insurance and Legal Liabilities ● Article XIII: Oversight and Accountability ● Article XIV: Commission's Rights and Responsibilities ● Article XV: Breach of Contract, Termination, and Dissolution ● Article XVI: Miscellaneous Provisions ● Article XVII: Notice |
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ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL CONTRACT

Issue Date: July 2, 2026

**CHARTER SCHOOL CONTRACT
FOR THE OPERATION OF
T.I.M.E. LEADERSHIP ACADEMY CHARTER SCHOOL**

PARTIES:

Authorizer Name: ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

T.I.M.E. Leadership Academy Charter School, Inc. Board of Directors

EIN: 39-2195647

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PARTIES

This agreement is executed on this 2nd day of July 2026 by and between the Alabama Public Charter School Commission (“Commission”) and T.I.M.E. Leadership Academy Board of Directors (“Governing Board”), for the operation of T.I.M.E. Leadership Academy Charter School (the “School”).

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT

Section 1.1 Purpose

This Charter Contract outlines the roles, powers, responsibilities, and performance expectations for the Governing Board's establishment and operation of T.I.M.E Leadership Academy Charter School, a public charter school. The Governing Board must comply with all of the terms and provisions of this Charter Contract and all applicable rules, regulations, and laws.

Section 1.2 Term of Contract

An initial charter shall be granted for a term of five (5) operating years ("Charter Term"). The Charter Term shall commence School's first day of operation. An approved public charter school may delay its opening for one school year in order to plan and prepare for the school's opening upon written notice to the authorizer of no less than one hundred eighty (180) days prior to the original date of opening. If the school requires an opening delay of more than one year, the school shall request an extension from its authorizer. The authorizer may grant or deny the extension depending on the particular school's circumstances. Ala. Code § 16-6F-7.

Section 1.3 Pre-Opening Conditions

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. Upon written request by the Governing Board, the Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown.

ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

ACT. The *Alabama School Choice and Student Opportunity Act* was enacted as Act Number 2015-3 to provide for public charter schools.

APPLICANT. A group with 501(c)(3) tax-exempt status or that has submitted an application for 501(c)(3) tax-exempt status that develops and submits an application for a public charter school to an authorizer. For purposes of this Charter Contract, the Applicant is T.I.M.E. Leadership Academy Board of Directors.

APPLICATION. A proposal from an applicant to an authorizer to enter into a Charter Contract whereby the proposed school obtains public charter school status.

AUTHORIZER. An entity authorized under the Act to review applications, approve or reject applications, enter into Charter Contracts with applicants, oversee public charter schools, and decide whether to renew, not renew, or revoke Charter Contracts.

CHARTER CONTRACT. A fixed-term renewable contract between a public charter school and an authorizer that outlines the roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the Charter Contract.

COMMISSION. The Alabama Public Charter School Commission serves the role as the Authorizer in this Charter Contract.

DEPARTMENT. The Alabama State Department of Education.

EDUCATION SERVICE PROVIDER. An entity with which a public charter school intends to contract with for educational design, implementation, or comprehensive management. This relationship shall be articulated in the public charter school application.

FISCAL YEAR. October 1 through September 30.

GOVERNING BOARD. The independent board of a public charter school that is party to the Charter Contract with the authorizer. A governing board shall have at least twenty percent (20%) of its membership be parents of students who attend or have attended the public charter school for at least one academic year. Before the first day of instruction, the twenty percent (20%) membership requirement may be satisfied by parents who intend to have their students attend the public charter school.

LOCAL SCHOOL BOARD. A city or county board of education exercising management and control of a city or county local school system pursuant to state law.

LOCAL SCHOOL SYSTEM. A public agency that establishes and supervises one or more public schools within its geographical limits pursuant to state law. A local school system includes a city or county school system.

NATIONALLY RECOGNIZED AUTHORIZING STANDARDS. Standards for high-quality public charter schools issued by the National Association of Charter School Authorizers.

NON-CHARTER PUBLIC SCHOOL. A public school other than a school formed pursuant to the Act. A public school that is under the direct management, governance, and control of a local school board or the state.

PARENT. A parent, guardian, or other person or entity having legal custody of a child.

PUBLIC CHARTER SCHOOL. A public school formed pursuant to the Act.

RESIDENCE. The domicile of the student's custodial parent.

SCHOOL YEAR. July 1 through June 30.

START-UP PUBLIC CHARTER SCHOOL. A public charter school that did not exist as a non-charter public school prior to becoming a public charter school.

STUDENT. Any child who is eligible for attendance in public schools in the state.

STATE. The State of Alabama.

STATE SUPERINTENDENT. The State Superintendent of Education.

ARTICLE III: SCHOOL'S PURPOSE

Section 3.1 Executive Summary

Mission Statement

TIME Leadership Academy's (TLA) mission is to prepare students in grades K-8 to become confident leaders and change makers through a rigorous, student-centered learning environment grounded in a strong school culture, career discovery, and whole-child/whole-leader development. TLA empowers all students, regardless of background or socioeconomic challenges, to discover their unique gifts, develop essential academic and life skills, and pursue purposeful pathways that positively impact their communities and beyond.

School Vision

TLA's vision is to partner with the Dothan community to ensure that all K-8 students and their families thrive academically, socially, and personally within a strong, inclusive school culture that values belonging, purpose, and high expectations. TLA envisions a student-centered, culturally connected learning environment grounded in career discovery and whole-child/whole-leader development, where students are known, supported, and challenged over time to grow as learners and leaders. In the short term, students will meet or exceed i-Ready growth targets in reading and mathematics, achieve defined milestone benchmarks, and report a strong sense of belonging, engagement, and support as measured by school climate surveys. Over the long term, students will demonstrate state-level academic proficiency that exceeds district averages, successfully complete milestone and capstone projects aligned to TLA's Portrait of a Graduate (POG), and transition to high school as confident, purpose-driven learners prepared for ongoing academic success. Student progress and school effectiveness will be monitored through multiple aligned measures, including i-Ready diagnostics, climate and engagement surveys, milestone and capstone performance, and state assessments. These outcomes and accountability measures align with the intent and requirements of the Alabama School Choice and Student Opportunity Act, which calls for high-quality public charter schools that expand educational opportunity, promote innovation, and improve academic outcomes for all students, particularly those who are historically underserved.

T.I.M.E. is an intentional acronym that captures the core of what TLA strives to achieve in its mission and practice in serving students and their families.

TIME Leadership Academy Model			
TLA will Teach	TLA will Inspire	TLA will Mentor	TLA will Engage
● Academics ● Foundational Wellness ● Behavioral Expectations ● Backwards Design process ● Character Education	Teach the “why” behind everything , also allow for continuous learning and reflection. Focus on Backwards Design by goal setting, monitoring, and achievement of goals	Develop mentoring relationships to promote and solidify teaching, assist students in identifying their gifts and talents, and monitoring goals	Provide exposure and opportunities for students to practice and engage in what is being taught, discover and engage in career pathways, engage with families and community to support student success

TLA’s Portrait of a Graduate (POG) presents a picture of the overall mission and vision of what a TLA student will achieve, develop, and experience over their tenure at the Academy and will be referenced throughout the application.

PORTRAIT OF A GRADUATE

TIME LEADERSHIP ACADEMY

Graduates of Time Leadership Academy embody a shared culture of purpose, belonging, and service. At our academy, students grow into inclusive individuals who are community minded, self-aware, and equipped to pursue meaningful careers that make a difference in the world.



COMMUNITY CENTERED AND CULTURALLY CONNECTED



Belonging Builders: Foster inclusive spaces where everyone feels loved, safe, and supported.
Like-Minded Collaborators: Share a common commitment to growth, service, and positive leadership.
Culturally Connected: Honor their own stories and traditions while learning from others to strengthen community bonds.

CAREER READY AND PURPOSE DRIVEN

Career Explorers: Explore interests, strengths, and opportunities across a variety of careers and pathways.
Future-Focused: Understand the skills and mindsets needed for high school, college, and professional success.
Skill Empowered: Demonstrate foundational competencies in communications, creativity, advocacy, and problem-solving.



WHOLE CHILD AND WHOLE LEADER



Emotionally Aware: Understand and manage emotions.
Mentally and Physically Balanced: Practice habits that support calmness, connection, and creativity.
Ethically Grounded: Build empathy and display ethical behavior.

Time Leadership Academy graduates are rooted in belonging, driven by purpose, and committed to community. They leave our school not only ready for what comes next—but ready to lead with vision, compassion, and courage.

Educational Plan/School Design

TLA believes that lack of knowledge limits vision and opportunity. When students grow up in poverty, “lack of knowledge” does not imply a lack of intelligence or ability, rather, it reflects fewer opportunities to access the kinds of background knowledge, vocabulary, and experiences that schools and curricula often assume students already possess, which can erode self-efficacy and engagement over time. TLA’s mission is to Teach, Inspire, Mentor, and Engage students and their families using a community schools model grounded in Backward Design, a research-based approach that begins with clearly defined learning outcomes and then plans instruction and assessments to ensure mastery. TLA’s POG reflects the school’s goal of preparing students to think with the end in mind, set goals, monitor progress, and achieve mastery within a culture of high expectations. The POG integrates three key design elements—Culture, Career Discovery, and Whole-Child/Whole-Leader Development—into all aspects of teaching and learning.

Design Elements

Culture: TLA defines culture as shared values, mindsets, and relationships that shape student engagement. Research shows that students thrive when schools communicate high expectations and provide a sense of belonging. TLA fosters belonging, self-efficacy, and agency through looping teachers, personalized learning plans, mentoring, mission-aligned uniforms, portfolios, and family engagement activities.

Career Discovery: Early and sustained exposure to career exploration improves motivation, goal setting, and academic outcomes. TLA provides workplace visits, career-focused projects, guest speakers, and family-community connections beginning in fourth grade, helping students make meaningful connections between learning and future opportunities earlier than traditional models.

Whole-Child/Whole-Leader Development: Academic success is interconnected with students’ physical, emotional, social, and cognitive development. TLA integrates trauma-informed practices, social-emotional learning, mental-health support, and community-based resources to reduce barriers to learning. Partnerships for family resources include but are not limited to the Alfred Saliba Family Services, Izell Reese Community Center, Child Advocacy Center, and Love in Action.

Instructional Framework

TLA’s instructional framework is rooted in Backward Design, which ensures all lessons, assessments, and instructional strategies align to clear learning goals and standards. Using Backward Design, TLA’s teachers will begin with the Alabama Course of Study for each set of content area standards, plan assessments, and create meaningful learning opportunities for students to master standards. This clarity is particularly beneficial for students from low socioeconomic backgrounds, reducing ambiguity and promoting mastery. Instruction at TLA blends Direct Instruction, Differentiated Instruction, Project-Based Learning (PBL), and Inquiry-Based Learning (IBL) to provide multiple pathways for learning while ensuring rigor and accessibility. These methods were selected as foundational strategies for teachers to begin building their toolkit, with flexibility to expand as expertise grows.

Direct Instruction supports explicit teaching and gradual release of responsibility (I do, We do, You do), especially effective for literacy and numeracy.

Differentiated Instruction ensures students progress toward common goals through personalized support, including scaffolding, flexible grouping, and tiered assignments.

Project-Based Learning (PBL) engages students in authentic, student-driven tasks with measurable outcomes, increasing motivation and achievement.

Inquiry-Based Learning (IBL) fosters deep questioning and critical thinking, particularly in science and social studies, supporting higher-order reasoning and problem-solving.

Supporting strategies, aligned to Hattie’s effect sizes and Marzano’s high-yield strategies, include:

- **The Fundamental Five.** The school’s instructional model is grounded in the Fundamental Five (Framing the Lesson, Recognize & Reinforce, Frequent Small Group Purposeful Talk, Critical Writing, and Power Zone). At TLA, Critical Writing is implemented through daily written responses across all subjects, including quickwrites, learning summaries, and evidence-based explanations, which serve as the primary method students use to process and demonstrate learning.
- **Graphic Organizers** for visual learning and comprehension support.
- **Scaffolding** to bridge gaps between prior knowledge and learning goals.
- **Socratic Seminar** to develop critical thinking and collaborative discussion skills.

Together, these evidence-based methods provide teachers with a practical, research-backed starting point, while maintaining flexibility to adjust for student needs and context.

Assessment Strategies

TLA uses a comprehensive assessment system including formative, summative, cumulative, and portfolio assessments, providing ongoing insight into student growth. Formative assessments check understanding in real time; portfolios showcase student work and progress; cumulative assessments measure retention over time; summative assessments evaluate mastery at the end of units or grading periods. Writing assessments and project rubrics are embedded to align with PBL and IBL activities. Data-driven instruction ensures every student receives personalized support, with frequent teacher feedback and goal monitoring. This system aligns with Hattie’s findings that feedback significantly improves achievement.

TLA Goals

TLA’s goals will focus on, but are not limited to, academic proficiency in literacy and math. In addition, goals are set to measure TLA’s implementation and effectiveness of their three core design elements: Culture, Career Discovery, and Whole-Child/Whole-Leader Development. TLA’s comprehensive assessment program will provide frequent feedback for students, benchmark progress monitoring throughout the year, and culminate in spring ACAP assessments.

Specific and Measurable Goals

1. Literacy & Math Proficiency

By the end of year 3, ACAP proficiency in both ELA and math will exceed the local district proficiency average by 10%.

2. Literacy & Math Growth

By the end of Year 1, 80% of students in grades K, one, and five will meet or exceed their i-Ready Reading growth targets in reading and math, as measured by i-Ready Diagnostic results.

3. Culture and Engagement

By the end of Year 1, 90% of students and families will report a sense of belonging and support as measured by school climate surveys, reflecting TLA's emphasis on building a culture of high expectations and inclusion.

4. Milestone Goals (Capstone will be added when students complete eighth grade)

By the end of year 1, 90% of TLA students will meet their end of year Milestone goals with a minimum average score of 3 on the scoring rubric. Milestone goals are stepping stones to completion of the eighth grade Capstone. Milestone and Capstone Goals are aligned to TLA's Portrait of a Graduate.

Non-Negotiables of our model include:

- Consistent Implementation of the Instructional Framework: The design of the instructional framework includes methods and strategies based in sound research for improving academic achievement for all students, especially underserved students.
- Consistent use of data from a comprehensive assessment system to improve instructional outcomes. Weekly review of data along with quarterly review of TLA's Instructional Framework will be conducted to ensure the framework is meeting the needs of all students.
- Daily integration of TLA Whole-Child/Whole-Leader components to support the culture of TLA. Continuous and embedded professional development for faculty and staff.
- Frequent and targeted feedback for teachers and students.
- Community outreach as a means to support student outcomes and opportunities for career discovery.
- Quarterly review of TLA policies, procedures, and processes with stakeholders, including board members, to determine transparency and effectiveness of the model/operations.

Summary of Instructional Framework

Instructional Framework Backward Design
Methods Direct Instruction Differentiated Instruction Project Based Learning Inquiry Based Learning
Strategies Fundamental Five Graphic Organizers Scaffolding Socratic Seminar

Educational Need and Anticipated Student Population.

TIME Leadership Academy is intentionally designed to serve a student population with significant and well-documented educational and non-academic needs within central Dothan. This section presents clear evidence of community need, describes the characteristics of the anticipated student population, and explains the rationale for the school's location, targeted recruitment, and enrollment priorities aligned with state charter requirements.

Background on Community Demographics Comparison to Dothan City Schools

Dothan City Schools demographics are nearly opposite of the City of Dothan. The City of Dothan is home to eleven private schools. Most private schools are religiously affiliated. Minority students comprise less than 15% of their student populations.

Demographics Comparison	Dothan City Schools	City of Dothan
% White	32.8	56.6
% Black	60.1	35.6
% Economically Disadvantaged	76	19.2

TIME Leadership Academy is designed to serve students residing primarily within ZIP Code 36301, located in central Dothan, Alabama. This ZIP code represents the city's poorest urban area, with a population of approximately 38,600 residents and a median household income of \$49,124. The poverty rate in ZIP 36301 is 21.8% and is significantly higher than both the Alabama state average (15.9%) and the national average (11.4%) (U.S. Census Bureau, 2023), highlighting the concentrated economic need in this area of our community. The area is racially diverse, comprising roughly 62% White, 32% Black/African American, and 5% Hispanic/Latino residents (U.S. Census Bureau, 2023). The anticipated student population of TIME Leadership Academy (TLA) will primarily consist of children and youth from families experiencing economic disadvantage, many of whom live in public or affordable housing. The 36301 ZIP code is home to two housing apartment complexes managed by the Dothan Housing Authority (DHA) (Dothan Housing Authority, 2023).

Income & Household Structure

A very high share (97%) of households served are very low income (below 50% of area median income), and a majority (about 81%) are extremely low income (<30% of area median income). Most households are female-headed (about 93%), a smaller share are senior-headed (17%), and some households include persons with disabilities (14%) (Dothan Housing Authority, 2023). DHA clients overall are predominantly Black or African American (1,376), with significantly fewer White (122) and Hispanic (15) households (Dothan Housing Authority, 2023). Locating TLA within ZIP Code 36301 removes transportation and access barriers for families most in need of high-quality, public-school options.

In addition, TLA will likely serve students from at least six Dothan City Schools within the 36301 ZIP code (Dothan City Schools, 2026). Based on local demographics and district data, TLA anticipates that its student body will include a higher percentage of non-white students, economically disadvantaged students, and students with disabilities than Dothan City Schools ensuring that the school population reflects the needs and diversity of the surrounding community.

Dothan City Schools in 36301 Zip Code Demographics						
	Beverlye	Dothan Prep	Dothan 6th Grade Center	Heard	Hidden Lake	Selma Street
Grade Levels	3-5	7-8	6	K-5	K-2	K-5
# of Students	382	989	423	391	463	426
American Indian/Alaska Native						3.99%
Asian		1.72%	2.81%	2.81%		
Black or African American	73.48%	63.09%	71.39%	55.50%	67.82%	69.48%
Native Hawaiian/Pacific Islander						
White	17.07%	31.24%	35.04%	35.04%	21.81%	19.48%
Two or more races	5.79%	2.63%		5.37%	8.21%	6.34%
Hispanic/Latino	8.84%	10.01%	10.87%	8.95%	7.99%	15.49%
Students with Limited English Proficiency	5.18%	6.98%	4.96%	3.07%	2.81%	9.86%
Students with Disabilities	23.17%	19.62%	22.22%	20.97%	18.36%	19.48%
Economically Disadvantaged	90.24%	73.91%	83.22%	71.61%	85.75%	88.50%

In addition to the six DCS schools in ZIP code 36301, TLA expects students from Jerry Lee Faine (JLF) Elementary, located in 36303, to enroll. JLF has consistently performed at a D or F level on the state report card and has been designated a Governor's Turn Around school. JLF is in close proximity to TLA at approximately 2.4 miles. TLA's projected demographics reflect higher numbers of students with socio-economic challenges than what is reflected for schools only in the 36301 ZIP code.

Jerry Lee Faine Elementary Lowest Performing DCS School	
	Faine
Grade Levels	PreK-5
# of Students	285
American Indian/Alaska Native	
Asian	
Black or African American	93.68%
Native Hawaiian/Pacific Islander	
White	3.86%
Two or more races	
Hispanic/Latino	3.86%
Students with Limited English Proficiency	
Students with Disabilities	21.75%
Economically Disadvantaged	97.54%

Accordingly, TLA anticipates serving a student population that is disproportionately economically disadvantaged, racially diverse, and more likely to require academic and social-emotional supports than the district average.

Student Demographics	TIME Leadership Academy	Dothan City Schools
% American Indian, Alaska Native	<1	1
% Asian	<1	2
% Black or African American	90	60
% Native Hawaiian/Pacific Islander	<1	<1
% White	3	33
% Two or More Races	2	3
% Hispanic/Latino	5	9
% Students with Limited English Proficiency	5	5
% Students with Disabilities	20	19
% Economically Disadvantaged	85	76

Educational Need and Anticipated Student Population

Based on district and state assessment data, Time Leadership Academy (TLA) anticipates serving students who enter school below grade level in reading, writing, and mathematics, with achievement gaps widening after third grade. Local Alabama Comprehensive Assessment Program (ACAP) data indicate persistent proficiency and growth gaps across elementary and middle grades, particularly among economically disadvantaged students, students of color, and students with disabilities within the proposed enrollment area. As a result, many students will require targeted literacy and writing instruction, consistent progress monitoring, and structured academic interventions to ensure readiness for high school coursework and long-term academic success. These educational needs underscore the importance of accelerated, standards-aligned instruction paired with intentional academic support.

In addition to academic challenges, TLA anticipates serving students who face non-academic barriers associated with economic instability. Families in the targeted community experience disproportionately high rates of poverty, housing insecurity, and limited access to enrichment opportunities—conditions that contribute to chronic stress, increased student mobility, and elevated risks of absenteeism. Many households in the community are led by single caregivers balancing work and family responsibilities, which can further affect consistent school engagement. Research consistently demonstrates that socioeconomic status is strongly linked to student achievement and well-being, influencing both academic outcomes and students' capacity to engage fully in learning. Students from economically disadvantaged backgrounds are also more likely to experience food insecurity, inconsistent healthcare access, and unstable housing, all of which negatively impact academic performance and social-emotional development.

Local context further reinforces these findings. In the city of Dothan, public schools serve a substantially higher proportion of students experiencing socioeconomic challenges compared to the broader city population, reflecting concentrated need within the communities TLA is designed to serve. Addressing academic gaps without attending to the underlying barriers that limit students' ability to engage in learning would be insufficient. Therefore, TLA's educational model intentionally integrates rigorous academics with whole-child/whole-leader support designed to mitigate the impact of non-academic challenges. This support includes trauma-informed practices, strong family partnerships, consistent routines, and easily accessible connections to community-based resources that promote student stability and engagement. By grounding its design in both local data and research-based understanding of how poverty and related stressors affect learning, TLA is prepared to serve a diverse student population with complex needs. Through its integrated approach to instruction, career discovery, and whole-child/whole-leader development, TLA aims to create equitable learning opportunities that empower all students, regardless of background or circumstance, to achieve academic success, develop leadership skills, and contribute positively to their community.

Enrollment Priorities

Enrollment priorities will adhere to Alabama's open enrollment and lottery-based charter regulations. We expect substantial interest in enrollment and will implement a lottery process in accordance with charter requirements.

Preferences are as follows-

1. Students residing within the Dothan City Schools district.
2. Siblings of currently enrolled students (after year one start up).
3. Children of school founders, board members, or full-time staff, not exceeding 10% of enrollment.

All enrollment practices will comply with applicable state and federal non-discrimination requirements.

Leadership Narrative

TIME Leadership Academy will be guided by a leadership team with deep educational, organizational, financial, and community expertise. Together, the leadership brings a shared vision for developing the whole child through academic excellence, character formation, and community engagement.

Nathan Patterson serves as the Executive Director and Founder of TIME Leadership Academy, bringing over a decade of experience in nonprofit management, organizational management, youth mentorship, and community engagement. As a visionary leader with a strong background in business administration and organizational development, Patterson has successfully founded and sustained TIME Youth, a thriving nonprofit organization that empowers underserved youth through leadership and service, for the past ten years. His leadership experience directly aligns with the school's mission to cultivate character, academic growth, and community connection in every student. Patterson's expertise in leadership, administration, and governance is evidenced by his management of all operational aspects of TIME Youth Dothan, including strategic planning, fundraising, budgeting, staffing, and program evaluation. He has demonstrated strong governance practices by developing partnerships with local schools, business and industry, churches, and civic organizations, ensuring transparency, accountability, and mission alignment in all initiatives.

In the areas of curriculum, instruction, and assessment, Patterson has designed and implemented leadership and mentorship curricula that integrate social-emotional learning and service-learning components. These programs emphasize holistic youth development and have proven effective in improving student confidence, leadership capacity, and academic engagement. His experience in program design and outcome tracking supports the school's commitment to data-informed instruction and continuous improvement. Patterson also brings proven capacity in performance management, having led multiple teams of staff and volunteers toward measurable organizational goals. His leadership philosophy emphasizes collaboration, professional growth, and accountability, mirroring the instructional leadership practices needed to sustain a high-performing school culture.

In the area of parent and community engagement, Patterson's record of success is extensive. Through his role at TIME Youth Dothan and his service as a Fellowship of Christian Athletes (FCA) leader and campus mentor within Dothan City Schools, he has built deep, trust-based relationships with families, educators,

and community stakeholders. His programs have engaged hundreds of students and parents in leadership, service, and mentoring activities, reinforcing his ability to mobilize community support around youth success. As a testament to his success, TIME Youth Dothan was selected as one of two finalists for Dothan City's Chamber of Commerce Non-Profit of the Year in 2025.

Collectively, Patterson's qualifications reflect a unique blend of strategic leadership, educational insight, and community commitment. Patterson grew up in Dothan and his background mirrors many of the students he serves. His long-standing ties to Dothan and the surrounding area ensure that the school's design and operations remain responsive to the needs, values, and aspirations of the community it serves. Through his student-centered approach, Nathan Patterson exemplifies the type of leadership capable of ensuring the school's educational excellence, cultural relevance, and sustainable growth.

Maria Johnson – Instructional Design Partner and Board Chairman

Maria Johnson brings over 30 years of distinguished educational leadership experience to TIME Leadership Academy. As a former Assistant Superintendent of Instructional Services for Dothan City Schools, Johnson directed district-wide curriculum, assessment, and instructional improvement initiatives. She previously served as principal of a National Blue Ribbon School, reflecting a sustained record of academic excellence and effective school leadership. Her background as a principal, curriculum director, reading specialist, and special education teacher provides a comprehensive understanding of instructional design, data-driven decision making, and teacher development. Johnson's expertise in curriculum, instruction, and assessment ensures the academy's educational model is rigorous, inclusive, and aligned to Alabama state standards. She has successfully led teams in curriculum selection and implemented evidence-based instructional practices. As the Board Chairman, Johnson provides governance oversight, instructional guidance, and strategic direction. Her leadership in both public education and nonprofit governance contributes essential experience in performance management, accountability systems, and continuous improvement processes. In addition, Johnson's deep roots in the Dothan community through her work with local schools, the Liberty Learning Foundation, and the Alabama Committee on Grade Level Reading provide strong local credibility and insight into the educational landscape. Her role as an instructional thought partner ensures that the school's academic design remains innovative, equitable, and responsive to community needs.

Section 3.2 Mission and Vision

Mission Statement

TIME Leadership Academy's (TLA's) mission is to prepare students in grades K-8 to become confident leaders and change makers through a rigorous, student-centered, learning environment grounded in a strong school culture, career discovery, and whole-child/whole-leader development. TLA empowers all students, regardless of background or socioeconomic challenges, to discover their unique gifts, develop essential

academic and life skills, and pursue purposeful pathways that positively impact their communities and beyond.

Vision Statement

TLA's vision is to partner with the Dothan community to ensure that all K-8 students and their families thrive academically, socially, and personally within a strong, inclusive school culture that values belonging, purpose, and high expectations. TLA envisions a student-centered, culturally connected learning environment grounded in career discovery and whole-child/whole-leader development, where students are known, supported, and challenged over time to grow as learners and leaders.

TIME Leadership Academy is designed to serve students residing primarily within ZIP Code 36301, located in central Dothan, Alabama. This ZIP code represents the city's poorest urban area, with a population of approximately 38,600 residents and a median household income of \$49,124. The poverty rate in ZIP 36301 is 21.8% and is significantly higher than both the Alabama state average (15.9%) and the national average (11.4%) (U.S. Census Bureau, 2023), highlighting the concentrated economic need in this area of our community. The anticipated student population of TLA will primarily consist of children and youth from families experiencing economic disadvantage.

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

The School shall be governed by its Governing Board in a manner that is consistent with the terms of this Charter Contract so long as such provisions are in accordance with state, federal, and local law. The Governing Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the Contract, and approval of the School's budgets.

The Governing Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Charter Contract, shall be the employer of school employees. Nothing herein shall prevent the Governing Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the School. However, such delegation will not relieve the Governing Board of its obligations under the law or this Charter Contract, should the School fail to satisfy those obligations.

The Governing Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all applicable Laws, this Charter Contract, and the performance framework, and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations. No member of a Governing Board shall have a financial relationship to an education service provider or the staff of the Commission.

Section 4.2 Governance Documents

The Governing Board and the School shall maintain legal status and operate in accordance with the terms of the attached Governance Documents, as amended from time to time with written notice to the Commission of any such amendments, Attachment 2: Governance Documents, and the Application.

Section 4.3 Non-Profit Status

A public charter school must be governed by an independent governing board that is, throughout the Term of Contract, exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Section 4.4 Organizational Structure and Plan

The School shall implement and follow the organizational plan described in the Application.

Section 4.5 Composition

The Governing Board at all times shall have at least twenty percent (20%) of its members be parents of students who attend or who have attended the School for at least one academic year.

Section 4.6 Change in Status or Governance Documents

The Governing Board shall not alter its legal status, restructure, or reorganize without first obtaining written approval from the Commission. The Governing Board shall immediately notify the Commission of any change of its status as a 501(c)(3) tax-exempt organization.

Section 4.7 Conflicts of Interest

All members of a governing board shall be subject to the State Ethics Law. Ala. Code § 16-6F-9.

An employee, agent, or representative of an authorizer may not simultaneously serve as an employee, agent, representative, vendor, or contractor of a public charter school of that authorizer. Ala. Code §16-6F-6.

In no event shall the Governing Board be composed of voting members a majority of which are directors, officers, employees, agents, or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school) regardless of whether the entity is affiliated or is otherwise partnered with the School. But, this prohibition does not apply to entities whose sole purpose is to provide support to the specific School in question or any of its programs (parent-teacher groups, booster clubs, etc.).

Conflicts of interest may arise at any point during decisions pertaining to business. Conflicts can happen throughout the time employees and officials carry out their roles and responsibilities. Therefore, it is important to the integrity of the Governing Board that staff are aware of the potential for conflicts. Employees and contractors must also be aware of their responsibilities if conflicts are detected, including obligations to report the conflict.

Section 4.8 Open Meetings

Starting from the date that this Charter Contract is fully executed, the Governing Board shall be subject to and comply with the Alabama Open Meetings Act and public records laws, including submitting an annual Governing Board meeting schedule with dates, times, and locations to the Commission, and assuring the Commission that the meetings are posted on the School website, if available.

ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS

Section 5.1 General Compliance

The School and the Governing Board shall operate at all times in accordance with all applicable laws, the Charter Contract, and the Commission policies, as may be amended from time to time.

Section 5.2 Public School Status

The School is a public school and is part of the public education system of the state. The School shall function as a local educational agency. The School shall be responsible for meeting the requirements of local educational agencies under applicable federal, state, and local laws, including those relating to special education. No private or nonpublic school may establish a public charter school.

Section 5.3 Nonsectarian Status

A public charter school shall not include any parochial or religious theme nor shall any public charter school engage in any sectarian practices in its educational program, admissions or employment policies, or operations.

Section 5.4 Access to Individuals and Documents

The School shall provide the Commission with access to any individual, documentation, evidence, or information requested in writing by the Commission. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities. Failure to provide this access by the deadlines reasonably imposed by the Commission will be a material and substantial breach of the Charter Contract, unless the School does not have access itself to such information or documents.

Section 5.5 Ethics

All members of the Governing Board and all employees, teachers, and other instructional staff of the School shall be subject to the Alabama Ethics Laws. Ala. Code § 16-6F-9. It shall be the duty and obligation of all such individuals to maintain and ensure compliance with the Alabama Ethics Laws. In the event that it is discovered or determined that any such individual is not in compliance with the Alabama Ethics Law in relation to their employment or activities related to the School, the governing board or School administration shall take immediate and appropriate action. Board members must also submit a statement of economic interest each year with the Ethics Commission.

Section 5.6 Record Keeping

The School shall report enrollment and attendance data to the local school systems of residence in a timely manner. The School shall report such enrollment, attendance, and other counts of students to the Department in the manner required by the Department.

Section 5.7 Non-Discrimination

The School shall not discriminate against any person on the basis of race, creed, color, sex, disability, or national origin or any other category that would be unlawful.

Section 5.8 Inventories

The School shall maintain a complete and current inventory of all capital assets that cost more than \$5,000 and maintain a supplemental inventory of equipment items not classified as capital assets. The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If this Charter Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, capital assets shall be deemed to be public assets if at least twenty-five percent (25%) of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School from any governmental entity, as well as any state or federal grant funds.

Section 5.9 School Closure/Assets

In the event of closure of the School for any reason, the Commission shall oversee and work with the Governing Board to ensure a smooth and orderly closure and transition for students and parents, as guided by the closure protocol. The assets of the School shall be distributed first to satisfy outstanding payroll obligations for employees of the School, then to creditors of the School, and then to the State Treasury to the credit of the Education Trust Fund. If the assets of the School are insufficient to pay all parties to whom the School owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

Section 5.10 Transportation

The School may enter into a contract with a school system or private provider to provide transportation to the School's students. The School shall be responsible for providing students transportation consistent with the plan proposed in the approved application on page 260.

Section 5.11 Staff Qualifications

The School shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff.

Section 5.12 Contracting for Services

Nothing in this Charter Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Charter Contract. However, all capital assets purchased from public funds of the School shall become property of the School unless the Commission specifically approves an agreement or contract not subject to this provision.

If the School chooses to purchase services from a local school system, such as transportation-related or lunchroom-related services, the school shall execute an annual service contract with the local school system, separate from the Charter Contract, stating the mutual agreement of the parties concerning any service fees to be charged to the School.

If the School intends to contract with an education service provider for substantial education services, management services, or both types of services, the School shall provide to the Commission all of the following at least ninety (90) days before the effective date of the proposed contract:

- a. Evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
- b. A draft agreement setting forth the proposed duration of the service contract; roles and responsibilities of the Governing Board, the School staff, and the education service provider; scope of services and resources to be provided by the education service provider; performance evaluation measures and timelines; compensation structure, including clear identification of all fees to be paid to the education service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
- c. Disclosure and explanation of any existing or potential conflicts of interest between the School or the Governing Board and the education service provider or any affiliated business entities.

Section 5.13 Transaction with Affiliates

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease, or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Governing Board, or any past or present employee of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the School's Code of Ethics and Conflict of Interest Policy or the terms of this Charter Contract.
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member, employee, or an individual related thereto.
- c. The involved individual recuses him or herself from all Governing Board discussions and does not vote on or decide any matters related to such transaction.
- d. The Governing Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

"Affiliate" as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned, and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent (10%) or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons.

ARTICLE VI: ENROLLMENT

Section 6.1 Enrollment Policy

The School shall comply with applicable law and the enrollment policy found in Section 16-6F-5(a) of the Alabama Code and incorporated into this Charter Contract as “Attachment 10: Enrollment Policy.”

Section 6.2 Maximum Enrollment

The capacity of the School shall be determined annually by the Governing Board in conjunction with the authorizer and in consideration of the School's ability to facilitate the academic success of its students, achieve the other objectives specified in this Charter Contract, and ensure that its student enrollment does not exceed the capacity of its facility or site. In no event, however, shall a school deviate from its Enrollment Plan as set forth in Section 6.4 (including, without limitation, by adding or removing grade levels), unless formally approved by the Commission.

Section 6.3 Annual Enrollment Review

As necessary, the maximum enrollment of the School will be adjusted annually by the Governing Board in conjunction with the authorizer and in consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in this Charter Contract, and assure that its student enrollment does not exceed the capacity of its facility.

Section 6.4 Enrollment Plan

The minimum, anticipated, and maximum enrollment by grade for each of the five years of this Charter Contract are provided in the following table

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Grade Level	Opening Year			2nd Year			3rd Year			4th Year			5th Year		
	Min	Target	Max	Min	Target	Max	Min	Target	Max	Min	Target	Max	Min	Target	Max
K	40	45	50	40	45	55	40	45	55	40	45	55	40	45	55
1	40	45	50	40	45	55	40	45	55	40	45	55	40	45	55
2	0	0	0	40	45	55	40	45	55	40	45	55	40	45	55
3	0	0	0	0	0	0	20	45	55	40	45	55	40	45	55
4	0	0	0	0	0	0	0	0	0	40	45	55	40	45	55
5	20	25	60	20	45	60	25	45	60	25	45	60	25	45	60
6	0	0	0	20	25	60	25	45	60	25	45	60	25	45	60
7	0	0	0	0	0	0	25	25	60	25	45	60	25	45	60
8	0	0	0	0	0	0	0	0	0	25	25	60	25	45	60
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	100	115	160	160	205	285	215	295	400	300	385	515	300	405	515

Any increase in the maximum enrollment program numbers set forth above, or decrease in the minimum enrollment program numbers given above, shall not be permitted unless the revised enrollment program numbers are first submitted to and approved by the Authorizer.

Section 6.5 Student Records

The School shall maintain student records in the same manner as non-charter public schools.

Section 6.6 Student Information System

The School will utilize the same student information system and procedures as non-charter public schools.

ARTICLE VII: TUITION OR FEES

Section 7.1 Tuition or School Fees

The School staff shall not charge tuition and may only charge such fees as may be imposed on other students attending charter public schools in the state. Each fee must be approved by the Governing Board.

Anticipated fees are detailed in the following list:

TIME Leadership Academy (TLA) Charter School will not charge tuition, and if any student fees are set, they will be in line with fees that may be imposed on other students attending non-charter public schools in the state of Alabama. Each fee must be approved by the Governing Board of TLA.

ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY

Section 8.1 Educational Program Terms and Design Elements

The School shall implement, deliver, support, and maintain the essential design elements of its educational program as described in its Application.

Section 8.2 Assessments

The School shall be subject to the statewide end-of-year annual standardized assessment tests, systems, and procedures as are required of non-charter public schools. The School will comply with all assessment protocols and requirements as established by the Department, maintain test security, and administer tests consistent with all Department requirements, provided that such protocols and requirements do not impose an undue burden on the School.

Section 8.3 English Learners

The School shall at all times comply with all applicable law governing the education of English learners including, but not limited to, the *Elementary and Secondary Education Act* (ESEA), Title VI of the *Civil Rights Act of 1964*, the *Equal Educational Opportunities Act of 1974* (EEOA), and subsequent federal laws. The School shall provide resources and support to English learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional programs. The School shall employ and train teachers to provide appropriate services to English learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English learners.

Section 8.4 Students with Disabilities

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the *Individuals with Disabilities Education Act* (20 U.S.C. § 1401 et seq.), the *Americans with Disabilities Act* (42 U.S.C. § 12101 et seq.), Section 504 of the *Rehabilitation Act of 1973* (29 U.S.C. § 794), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The School shall also comply with all applicable federal and state laws, rules, policies, procedures, and directives regarding the education of students with disabilities.

ARTICLE IX: FINANCIAL ACCOUNTABILITY

Section 9.1 Legal and Accounting Compliance

The School will report financial accounting information (including, but not limited to, payroll, budgeting, general fixed assets, etc.) to the State Department of Education in a format that meets the specifications of the Department.

The School shall adhere to generally accepted accounting principles, document and follow internal control procedures, and annually engage an independent certified public accountant to do an independent audit of the school's finances. The School shall file a copy of each audit report and accompanying management letter to the Commission and the Department by June 1 following the end of the fiscal year. The audits shall meet the same requirements as those required of local school systems.

The Department may withhold state or federal funds from the School if the School does not provide financial and budget reports, disclosures, certifications, and forms to the Department in a timely manner or in the format required by the Department or other state or federal agencies. The School will allow the Department and other government agencies to inspect records and monitor compliance with state, federal, and local laws and regulations applicable to the School. The School shall allow representatives of the Commission to inspect records at any time.

The School is subject to Alabama laws for public records including the Alabama Department of Archives and History record retention requirements for local school boards and the rights of citizens to view the public records that are not restricted from disclosure.

The School will utilize the same financial accounting system and procedures as non-charter public schools. The School shall utilize the financial accounting and payroll software programs used by non-charter Alabama public schools. The School will post monthly financial reports and check registers on the School's website within forty-five (45) days of the end of each month. Likewise the School will post an annual financial report on the School's website within forty-five (45) days of the end of the fiscal year.

Section 9.2 Budget

The Commission may require the School to revise start-up and five-year budgets included in the charter school application.

Section 9.3 Annual Budget Statement

The Governing Board of the School shall submit its annual budget to the Authorizer for review and shall adopt an annual budget each fiscal year. The Governing Board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

Section 9.4 School Funds

The funds of the School shall be maintained in a qualified public depository subject to the requirements of the *Security for Alabama Funds Enhancement Act* (SAFE).

ARTICLE X: SCHOOL FACILITIES

Section 10.1 Accessibility

The School's facilities shall conform to the *Americans with Disabilities Act* (42 U.S.C. § 12101 et seq.) and other applicable laws and requirements for public school facilities.

Section 10.2 Health and Safety

The School facilities shall meet all laws governing health, safety, and occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment.

Section 10.3 School Location

The School shall provide evidence that it has secured a location that is acceptable to the Commission by October 1, 2026. The School may move its location(s) only after obtaining written approval from the Commission, which approval shall not be unreasonably withheld or delayed, subject to such terms and conditions as may be specified. Any expansions, additions, or changes in the location of the School, including the use of modulars or other temporary space, must be approved by the Commission in accordance with the Commission's Facility Approval Policy. Any change in the location of the School shall be consistent with the Application and reasonably acceptable to the Commission. Attachment 7: Physical Plant contains the address and description of the approved facility.

Section 10.4 Inspections

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Charter Contract and all applicable laws. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

ARTICLE XI: EMPLOYMENT

Section 11.1 No Employee or Agency Relationship

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Charter Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

Section 11.2 Retirement Plan/Insurance

The Governing Board of the School has voted not to participate in the Teachers' Retirement System and Public Education Employees' Health Insurance Plan. Such election must take place prior to the execution of the charter contract and once made is irrevocable.

Section 11.3 Background Checks

Public charter school employees are subject to the same fingerprint-based criminal history background checks that traditional public school employees are under the *Alabama Child Protection Act of 1999* (Ala. Code §§ 16-22A-1 *et seq.*), as amended. Generally speaking, a criminal history background information check shall be conducted on all applicants and contractors seeking positions with, and on all current employees of, the School, who have unsupervised access to children.

Section 11.4 Immigration

The Governing Board and the School shall meet the requirements of the *Beason-Hammon Taxpayer and Citizen Protection Act* (Ala. §§ 31-13-1 *et seq.*, as amended from time to time). The School may not receive state funds before filing the School's E-Verify Memorandum of Understanding with the Department.

ARTICLE XII: INSURANCE AND LEGAL LIABILITIES

Section 12.1 Insurance

The School will maintain adequate insurance necessary for the operation of the School, including, but not limited to, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, errors and omissions insurance, and all other insurance intended to cover the Governing Board, School, and its employees. The School will maintain fidelity bonds on all School administrators.

Section 12.2 Limitation of Liabilities

In no event will the State of Alabama, or its agencies, officers, employees, or agents, including, but not limited to, the Commission, be responsible or liable for the debts, acts, or omissions of the School, its officers, employees, or agents.

Section 12.3 Faith and/or Credit Contracts with Third Parties

The School shall not have authority to extend the faith and credit of the Commission or the State of Alabama to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission or the State of Alabama and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

ARTICLE XIII: OVERSIGHT AND ACCOUNTABILITY

Section 13.1 School Performance Framework

The performance provisions of this Charter Contract are based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the Commission's evaluations of each public charter school. In addition to state and federal accountability standards, the performance framework should include specific provisions, indicators, measures, and metrics for:

- Student academic proficiency, which includes, but is not limited to, performance on state standardized assessments.
- Student academic growth, which includes, but is not limited to, performance on state standardized assessments.
- Achievement gaps in both proficiency and growth between major student subgroups.
- Attendance.
- Recurrent enrollment from year to year.
- Postsecondary readiness for high school.
- Financial performance and sustainability.
- Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the Charter Contract.

The performance framework requires the disaggregation of all student performance data by major student subgroups (including gender, race, poverty status, special education status, English learner status, and gifted status).

Where the framework has not yet been developed, another approach is to include language along the lines of the following:

A set of performance frameworks (singularly, "Performance Framework," and collectively, the "Performance Frameworks"), shall be incorporated into this Charter Contract as Attachment 9. The Performance Frameworks shall supersede and replace any and all assessment measures, education goals and objectives, financial operations metrics, and organization performance metrics set forth in the Application and not explicitly incorporated into the Performance Frameworks. The specific terms, form and requirements of the Performance Frameworks, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Authorizer and will be binding on the School. Material amendments to the Performance Frameworks shall require approval by the Authorizer.

The Commission shall have the authority to collect, analyze, and report all data from state assessments for the School's students in accordance with the performance framework. The parties acknowledge and agree that the education records of students enrolled in the School are governed by the requirements of the *Family Educational Rights and Privacy Act* ("FERPA"), 20 U.S.C. §1232g, and its corresponding regulations. The parties will safeguard personally identifiable information from education records in their possession by developing and adhering to data governance procedures that safeguard against unauthorized access or disclosure of such records in accordance with said law.

ARTICLE XIV: COMMISSION'S RIGHTS AND RESPONSIBILITIES

Section 14.1 Oversight and Enforcement

The Commission shall have the authority to manage, supervise, and enforce this Charter Contract. It will oversee the School's performance under this Charter Contract and hold the School accountable to performance of its legal and contractual obligations, including fulfillment of its Performance Framework. The Commission may take any action necessary to enforce its authority including, but not limited to, requiring the development and implementation of a corrective action plan, sanctions, non-renewal, revocation, or termination of this Charter Contract.

Section 14.2 Right to Review

The Commission is an independent state entity with oversight and regulatory authority over the School that it authorizes. Upon request, the Commission, or its designee, shall have the right to review all records created, established, or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state laws and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a reasonable timeframe in which the records must be provided and the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School. The parties agree to cooperate with each other to ensure that any disclosure of personally identifiable information from education records to the Commission or its authorized representatives for such purposes complies with FERPA.

Section 14.3 Notification of Perceived Problems

Any notification of perceived problems by the Commission about unsatisfactory performance or legal compliance will be provided within reasonable timeframes considering the scope and severity of concern. Every effort will be made to allow the School a reasonable opportunity to respond and remedy the problem unless immediate revocation is warranted.

Section 14.4 Reports by the Commission

The Commission shall submit to the State Board of Education a publicly accessible annual report within sixty (60) days after the end of each fiscal year summarizing all of the items required in the Act. The School must provide any information requested by the Commission to complete required reports.

ARTICLE XV: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

Section 15.1 Breach by the School

Violation of any material provision of this Charter Contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Charter Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all applicable laws related to the health, safety, and welfare of students.

Section 15.2 Termination by the Commission

This Charter Contract may be terminated after written notice to the School, and the charter may be revoked by the Commission for any of the following reasons:

- a. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in this Charter Contract.
- b. Failure to meet generally accepted standards of fiscal management.
- c. Failure to provide the Commission with access to information and records.
- d. Substantial violation of any provision of applicable law.
- e. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements, or other terms identified in this Charter Contract.
- f. Failure to attain the minimum state proficiency standard for public charter schools in each year of their operation and over the Charter Term.
- g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School.
- h. Discovery that the Applicant submitted inaccurate, incomplete, or misleading information in its Application or in response to the Commission's request for information or documentation.
- i. The School's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

Section 15.3 Non-Renewal by the Commission

The Commission may non-renew a public charter school if the Commission determines that the public charter school did any of the following or otherwise failed to comply with the Act:

- a. Commits a material and substantial violation of any of the terms, conditions, standards, or procedures required under the Act or this Charter Contract.
- b. Fails to meet the performance expectations set forth in this Charter Contract.
- c. Fails to meet generally accepted standards of fiscal management.
- d. Substantially violates any material provision of law from which the School was not exempted.
- e. Fails to meet the performance expectations set forth in this Charter Contract, or fails to attain the minimum state proficiency standard for public charter schools (minimum state standard) in each year of its operation and over the Charter Term, unless the School demonstrates and the Commission affirms,

through formal action of its Governing Board, that other indicators of strength and exceptional circumstances justify the continued operation of the School.

Section 15.4 Termination by the School

Should the School choose to terminate this Charter Contract before the end of the Charter Term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety (90) days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

Section 15.5 Dissolution

Upon termination of this Charter Contract for any reason by the School, upon expiration of this Charter Contract, or if the School should cease operations or otherwise dissolve, the Commission shall oversee and work with the School to ensure a smooth and orderly closure and transition for students and parents, as guided by the Commission's closure protocol; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Charter Contract. The Governing Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the School shall survive the Charter Term.

Section 15.6 Disposition of Assets upon Termination or Dissolution

Upon termination or expiration of this Charter Contract or the dissolution of the School, the assets of the School shall be distributed first to satisfy outstanding payroll obligations for employees of the School, then to creditors of the School, and then to the State Treasury to the credit of the Education Trust Fund. If the assets of the School are insufficient to pay all parties to whom the School owes compensation, the prioritization of the distribution of the assets may be determined by decree of a court of law.

ARTICLE XVI: MISCELLANEOUS PROVISIONS

Section 16.1 Records Retention

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim, or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

Section 16.2 Confidential Information

The parties acknowledge and agree that the education records of students enrolled in a School are governed by the requirements of the *Family Educational Rights and Privacy Act* ("FERPA"), 20 U.S.C. §1232g, and its corresponding regulations. The parties will safeguard personally identifiable information from education records in their possession by developing and adhering to a Data Governance Policy that safeguards against unauthorized access or disclosure of such records in accordance with said law and applicable Department policies.

ARTICLE XVII: NOTICE

Section 17.1 Notice

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

If a notice is received on a weekend or on a national or Alabama state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective as of August 3, 2027.

APPROVED BY A QUORUM OF THE COMMISSION ON May 4, 2026.



Dr. Sheila Austin, Chair
Alabama Public Charter School Commission

July 1, 2026

THE CHARTER SCHOOL GOVERNING BOARD:

Signed by:



Board Chair

6/24/2026

1B0B11745A324AF...

Maria Johnson, Chair
T.I.M.E. Leadership Academy Board of Directors

APPENDICES

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Governing Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 5: Conflict of Interest Policy

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Public Charter School Application

Attachment 1: Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
School Facility/Physical Plant/Finances:			
Provide the proposed location of the School; identify any repairs/renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	10/01/2026		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	12/01/2026		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	7/15/2026		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	07/15/2027		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy and Division of Construction Management approval is on file with the Commission.	05/01/2027		
The School has evidence of at least \$250,000 in confirmed or verifiably committed funding.	12/01/2026		
School Operations:			
Governing Board approved (with signature page and date) special education policies and procedures. In addition, evidence of submission of policies and procedures to the Department and approval from the Department are on file with the Commission.	03/15/2027		
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to, short-term suspensions, students with disabilities, and a re-engagement plan.	03/15/2027		

The School has provided evidence of a uniform system of double-entry bookkeeping that is consistent with Generally Accepted Accounting Principles (GAAP).	01/15/2027		
Copy of Employee Handbook and related employee communication which include, at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.	01/15/2027		
The School has provided evidence of a student handbook. Student Handbook must contain, at a minimum, the following: School's mission statement, School's Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy, and Student Rights and Responsibilities.	03/15/2027		
An annual school calendar approved by the Governing Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	01/15/2027		
Evidence that students representing 80% of the projected fall membership have enrolled is provided, including name, address, grade, and prior school attended.	2/15/2027		
The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School's process is on file with the Commission.	03/15/2027		
The required Safe School Plan consistent with the School mapping information system is on file with the Commission. For more information on a Safe School Plan, please visit:	07/15/2027		

PRE-OPENING SITE VISIT: Prior to a School opening, Commission staff will conduct a site visit to verify that that School has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.	07/15/2027		
State assessment schedule is on file with the Commission.	08/01/2027		
An employee roster and proof of background check clearance for members of the School's Governing Board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.	08/01/2027		
The School has policy and procedures for requesting, maintaining, securing and forwarding student records.	01/15/2027		
The School has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e., attendance logs).	01/15/2027		
The School has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	06/01/2027		
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law is provided.	08/01/2027		
The School has provided evidence that the Civil Rights Compliance Coordinator; the Section 504 Coordinator; the Title IX Officer; the Harassment, Intimidation, Bullying (HIB) Compliance Officer; and State Assessment Coordinator have been named and submitted to the Department and the Commission.	07/15/2027		
Provide evidence that all employees have completed training on child abuse and neglect reporting or have comparable experience.	08/01/2027		

School Governance:			
Charter School must submit annual Governing Board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on School website.	10/01/2027		
Evidence is provided that membership on the Governing Board of Directors is complete and complies with the School's governing board bylaws (i.e., governing board roster with contact information for all board members, identification of officers, and term of service).	01/15/2027		
Resume of each Governing Board member is on file with the Commission.	01/15/2027		
Governing Board disclosure forms are complete and on file with the Commission.	01/15/2027		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	01/15/2027		
Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation.	08/01/2027		
The school has employed a school leader who has educational expertise and the appropriate credentials.	07/01/2027		
Budget:			
Submit an unaudited Quarterly statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	02/15/2027		
	05/15/2027		
	08/15/2027		
	11/15/2027		

The School has provided evidence of an authorization process that identifies (1) individual(s) authorized to expend School funds and issue checks; (2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and (3) individual(s) responsible for review and monitoring of monthly budget reports.	02/15/2027		
A copy of the annual budget adopted by the School Governing Board is on file with the Commission.	09/15/2027		
Evidence is provided that the School has obtained and maintains insurance in the coverage areas and minimum amounts set forth in the charter contract.	01/15/2027		

Note:

1. If a due date falls on a Saturday or a Sunday, the document/report will be due on the next Monday.
2. If a due date falls on a holiday, the document/report will be due the next business day.

Attachment 2: Governance Documents

BYLAWS OF TIME LEADERSHIP ACADEMY

ARTICLE 1 Offices and Mission Statement

The initial principal office of TIME Leadership Academy (the "Corporation") shall be located at 2502 Flynn Road, Dothan, AL 36303. The Corporation may have such other offices, within the State of Alabama, as the board of directors may determine or as the business of the Corporation may require, upon approval by the charter school authorizer of the Corporation.

The registered office of the Corporation required by the Alabama Business and Nonprofit Entities Code (the "Code") to be maintained in the State of Alabama shall be 2502 Flynn Road, Dothan, AL 36303. The address of the registered office and the registered agent for service of process may be changed from time to time by the board of directors in the manner provided in the Act.

The Corporation is organized as an Alabama nonprofit Corporation exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), as amended, or the corresponding section of any future federal tax code, and shall not inure to or otherwise provide private gain of any person. The mission and primary purpose of the Corporation shall be to provide an excellent public education to all students who enroll with the Corporation.

ARTICLE 2 Board of Directors

Section 2.1 Management of Corporation. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the board of directors, except as otherwise provided by law or the Articles of Incorporation of the Corporation.

Section 2.2 Number, Tenure, and Qualifications. The number of directors constituting the initial board of directors is set forth in the Articles of Incorporation of the Corporation. Thereafter the number of directors may be increased or decreased from time to time by resolution of the board of directors, provided that no decrease in the number of directors shall have the effect of shortening the term of any incumbent director and provided further that the number of directors with voting rights shall never be less than three (3). Directors shall hold office for a term of three (3) years, and until their successors shall have been duly elected and qualified, or until their deaths, or until they shall resign or shall have been removed from office in the manner provided in the Articles of Incorporation of the Corporation. No director shall serve for more than six consecutive years without a one-year absence from the board. Terms shall be staggered with initial board members serving for either two- or three-year terms to produce approximately half the directors with terms ending in odd years and another half in even years. Directors

need not all be residents of the State of Alabama, but at least twenty percent (20%) of the total number of directors serving on the board must be parents of students currently enrolled at the Corporation.

Section 2.3 Election. The initial directors shall serve until the first annual meeting of the board of directors. Thereafter, directors shall be elected by a majority vote of the directors then in office. A director elected to fill a vacancy shall be elected to serve for the unexpired term of his or her predecessor in office, and a director elected to fill a vacancy to be filled by reason of an increase in the number of directors shall be elected to serve a full term of three (3) years.

Section 2.4 Open Meeting Laws. The board of directors and the Corporation are subject to Alabama's open-meeting laws, and all meetings of the board of directors shall be held at the time and place provided in the notice prepared in compliance with the open-meeting laws.

Section 2.5 Annual Meetings. The annual meeting of the board of directors, commencing with the year 2025, shall be held in the month of September on such date, and at such time and place, within the school district where the Corporation is located, as shall be determined by resolution of the board of directors or by the Chair of the Corporation for the purpose of electing directors and for the transaction of such other business as may come before the meeting. The annual meeting shall be held at a time convenient for parents of enrolled students to attend the meeting. At least ten (10) days before the date of the annual meeting, the Chair of the Corporation shall give notice to each member of the board of directors of such meeting in the manner hereinafter provided, setting forth the date, time, and place of the meeting. If the election of directors shall not be held on the day designated for the annual meeting of the board of directors, or at any adjournment thereof, the board of directors shall cause the election to be held at a special meeting of the board of directors as soon thereafter as may be conveniently held.

Section 2.6 Regular and Special Meetings. Meetings of the board of directors, regular or special, must be held within the school district where the Corporation is located and shall be open to the public. Regular meetings may be held upon such notice, if any, and at such time and place as shall be determined by resolution of the board of directors, but all such meetings shall be held at times convenient for parents of enrolled students to attend. Special meetings of the board of directors may be called by the Chair of the Corporation or any director on five (5) days' notice to each director, which notice shall be in writing (a) delivered personally, (b) delivered by mailing to a director at his or her address as it appears in the records of the Corporation, or (c) delivered by electronic mail or facsimile transmission. All special meetings shall be held at times convenient for parents of enrolled students to attend. The Secretary of the Corporation, at the request in writing of the Chair or of any director, shall send such written notice on behalf of the Chair or such director. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. If by electronic mail or facsimile, such notice shall be deemed to be delivered when the sender receives confirmation that such electronic mail or facsimile transmission has been received by the recipient thereof. The business to be transacted and the purpose of any special meeting of the board of directors shall be specified in the notice for a special meeting of the board of directors.

Section 2.7 Meeting by Telephone. Members of the board of directors or any committee designated thereby may participate in a meeting of the board or such committee by means of a conference telephone, video conference, or similar communications equipment by means of which all persons participating in the meeting, and all those present at the meeting, can hear each other at the same time, and participation by such means shall constitute presence in person at a meeting.

Section 2.8 Quorum. A majority of the whole number of directors then serving on the board shall constitute a quorum for the transaction of business at any meeting of the board of directors. If less than a majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 2.9 Voting. Except as otherwise provided in these Bylaws or the Articles of Incorporation of the Corporation, the act of a majority of the directors present at a meeting at which there is a quorum shall be the act of the board of directors.

Section 2.10 Action Without a Meeting. Any action required or permitted to be taken by the board of directors or a committee thereof at a meeting may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors or all of the members of the committee, as the case may be. Such consent shall have the same effect as a unanimous vote of the directors or the members of such committee.

Section 2.11 Committees of Directors. The board of directors, by resolution adopted by a majority of the directors present at a meeting at which a quorum is present, may designate one or more committees, each of which shall consist of two (2) or more directors. Committees, to the extent provided by resolution, shall have all powers delegated by the board in the committee charter, except that no such committee shall have the authority to (a) amend, alter, or repeal these bylaws; (b) elect, appoint, or remove any member of any such committee or any director or officer of the Corporation; (c) amend or restate the Articles of Incorporation of the Corporation or its charter contract with its charter school authorizer; (d) adopt a plan of merger or adopt a plan of consolidation with another nonprofit corporation; (e) authorize the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; (f) authorize the voluntary dissolution of the Corporation or revoking proceedings therefor; (g) adopt a plan for the distribution of the assets of the Corporation; or (h) amend, alter, or repeal any action or resolution of the board of directors which by its terms provides that it shall not be amended, altered, or repealed by such committee. Notwithstanding any of the foregoing, if at any meeting of any committee a sufficient number of directors is present to constitute a quorum of the board of directors, that committee meeting shall be conducted in public in the same manner as a regular meeting of the board of directors. Notwithstanding any other provision of this Section, any committee of directors shall comply with Alabama's open-meetings law.

Section 2.12 Compensation and Financial Relationships. The directors of the Corporation shall serve without compensation, but may receive a reasonable amount as reimbursement of expenses incurred in attending to their authorized duties. No director may have a financial relationship with any

education-service provider retained by the Corporation, and no director may have a financial relationship with the staff of any entity registered as a charter school authorizer under Alabama law.

Section 2.13 Loans to Employees and Directors. The Corporation shall not lend money to its directors or officers or any family member thereof.

Section 2.14 Removal. Any or all of the directors may be removed with or without cause by a majority vote of the entire Board at any special meeting of the Board called for that purpose.

ARTICLE 3 **Officers**

Section 4.1 Positions. The officers of the Corporation shall be elected by the board of directors and shall consist of a Chair, a Vice-Chair, a Secretary, a Treasurer, and such other officers and assistant officers as may be deemed necessary by the board of directors. Any two or more offices may be held by the same person, except the offices of Chair and Secretary.

Section 4.2 Election and Term of Office. The initial officers of the Corporation shall be elected by the board of directors at the first meeting of the board of directors. Thereafter, the officers of the Corporation shall be elected by the board of directors at its annual meeting. Each officer shall hold office at the pleasure of the board of directors from the date of his or her election until the next annual meeting of the board of directors and until his or her successor is duly elected and qualified, or until his or her death or resignation or removal from office in the manner hereinafter provided. In no event shall any one term of an officer be in excess of three years from election.

Section 4.3 Vacancies. A vacancy in any office may be filled only by the board of directors and shall be filled by a majority vote.

Section 4.4 Removal. Any officer may be removed, with or without cause, by majority vote of the board of directors. Election or appointment of an officer shall not of itself create contract rights.

Section 4.5 Duties of Officers. The officers of the Corporation, if and when elected by the board of directors of the Corporation, shall have the following duties:

- a) Chair. The Chair shall, when present, preside at all meetings of the board of directors. Upon approval of the board at a duly called meeting where a quorum is present, the Chair may sign deeds, mortgages, bonds, contracts or other instruments for or on behalf of the Corporation except where required by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the board of directors to some other officer or agent of the Corporation. In general, the Chair shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the board of directors.
- b) Vice-Chair. In the absence of the Chair or in the event of the Chair's death or inability to act, the Vice-Chair (if there be more than one Vice-Chair, the Vice-Chair in the order determined by the board of directors) shall perform the duties of the Chair, and when so

acting, shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice-Chair shall perform such duties as from time to time may be assigned to such Vice-Chair by the Chair or the board of directors.

- c) Secretary. The Secretary shall keep the minutes of the proceedings of the board of directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation; see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Chair or the board of directors. If there is no Treasurer of the Corporation, the Secretary shall assume the authority and duties of Treasurer. The Secretary shall also be responsible for ensuring that the books and records of the Corporation are maintained and made available for inspection in compliance with Alabama law.
- d) Treasurer. The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation. The Treasurer shall present or cause to be presented books of accounts and other books showing the funds and other property of the Corporation, all of which shall be open at all times to the inspection of the Board of Directors. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall ensure that the policies outlined in the adopted financial policies of the Corporation, including those regarding cash and check disbursements and changes to the approved annual budget, are followed. The Treasurer shall recommend for Board approval an auditor to conduct an annual audit of the corporation.

ARTICLE 4

Waiver of Notice

Whenever any notice is required to be given to any director of the Corporation under the provisions of the Code, the Articles of Incorporation, or these Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors or any committee designated thereby need be specified in the waiver of notice. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE 5

General

Section 5.1 Fiscal Year. The fiscal year of the Corporation for income tax and financial accounting purposes shall begin on October 1 and end on September 30.

Section 5.2 Checks and Notes. All checks, drafts or demands for the payment of moneys, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by an officer or agent of the Corporation and in such manner as shall from time to time be determined by resolution of the board of directors. In the absence of such determination by the board of directors, such instruments shall be signed by the Treasurer or the Secretary and countersigned by the Chair or a Vice-Chair of the Corporation.

Section 5.3 Deposits. All funds of the Corporation shall be deposited to the credit of the Corporation in one or more banks, trust companies or other depositories as the board of directors or the Chair may from time to time designate, upon such terms and conditions as shall be fixed by the board of directors or the Chair. The board of directors or the Chair may from time to time authorize the opening and keeping, with any such depository as may be designated by the board of directors or the Chair, of general and special bank accounts and may make such special rules and regulations with respect thereto, not inconsistent with the provisions of these bylaws, as the board of directors or the Chair may deem necessary.

Section 5.4 Corporate Seal. The board of directors may select a corporate seal and have inscribed thereon the name of the Corporation, the words "Alabama" and "Corporate Seal," and such seal may include the date of incorporation of the Corporation. The seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced.

Section 5.5 Reserved.

Section 5.6 Gifts and Grants. The board of directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for and consistent with the general purposes, or for and consistent with any specific purpose, of the Corporation.

ARTICLE 6

Exculpation of Directors

Section 6.1 Acts of Director. No director shall be liable to anyone for any acts on behalf of the Corporation or any omissions with respect to the Corporation committed by such director.

Section 6.2 Acts of Other Directors. No director shall be liable to anyone for any act of neglect or default on the part of any one or more of the other directors.

Section 6.3 Indemnification of Directors. A director shall be indemnified against any judgments, expenses, losses, costs, attorney's fees, settlements and other amounts incurred or suffered on account of the director's service as such in accordance with, and subject to meeting the requirements of, the Articles of Incorporation of the Corporation and these Bylaws.

ARTICLE 7

Source and Investment of Funds

Funds for the operation of the Corporation and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, and such other sources as may be approved by the board of directors. Except as otherwise provided by law or lawfully directed by any grantor or donor, and except as otherwise required by any written charter contract entered into by the Corporation, the Corporation may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the board of directors, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

ARTICLE 8

Prohibition Regarding the Use of Funds and Distribution of Assets on Dissolution

No part of the net receipts of the Corporation shall inure to the benefit of any director or officer of the Corporation or any private individual, provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the Corporation in conformity with these Bylaws. Upon the dissolution of the Corporation, the board of directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute its assets to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax exempt status under the Code.

ARTICLE 9

Amendment of Bylaws

These bylaws may be altered, amended, or repealed, and new bylaws may be adopted, only by vote of a majority of all of the directors.

CERTIFICATION

I, Anthony J. Oliver, as Secretary of TIME Leadership Academy, hereby certify that the above and foregoing constitutes a true and correct copy of the original Bylaws of the said corporation adopted by unanimous written consent of the board of directors dated April 16th, 2025, and that all provisions are in full force and effect and have not been revoked or rescinded.

Dated the day of April 16th, 2025.

Anthony Oliver, Secretary

Nathan Patterson, President

Jackie Bretl, Board Member



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

TIME LEADERSHIP ACADEMY
2502 FLYNN ROAD
DOTHAN, AL 36303

Date:
11/14/2025
Employer ID number:
39-2195647
Person to contact:
Name: S. Hollingsworth
ID number: 5258478
Telephone: (877) 829-5500
Accounting period ending:
December 31
Public charity status:
170(b)(1)(A)(vi)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
April 13, 2025
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053659002825

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

STATE OF ALABAMA

DOMESTIC NONPROFIT CORPORATION
CERTIFICATE OF INCORPORATION

PURPOSE: In order to form a Nonprofit Corporation under Article 3 of Chapter 1 and Section 10A-3A-2.02 of the Code of Alabama 1975, this Certificate of Incorporation and the appropriate filing fees must be filed with the Office of the Secretary of State. **The information required in this form is required by Title 10A.**

1. The name of the corporation: TIME Leadership Academy
2. **A copy of the Name Reservation certificate from the Office of the Secretary of State must be attached.**
3. This nonprofit corporation (MUST check one):
☐ has Members **or** ☒ has no Members
4. The name of the registered agent (only one agent): Nathan Patterson
 Street (No P.O. Boxes) address of registered office (must be located in Alabama): _____
2502 Flynn Road dothan, AL 36303
 *COUNTY of above address: HOUSTON
 Mailing address **in Alabama** of registered office (if different from street address): _____

5. Purpose for which corporation is formed includes the transaction of any lawful business for which nonprofit corporations may be incorporated in Alabama under Title 10A, Chapter 3A of the Code of Alabama.
6. Period of duration shall be perpetual unless stated otherwise by an attached exhibit.

***County of Registered Agent is required in order to determine distribution of County filing fees.**

(For SOS Office Use Only)

Alabama	
Sec. Of State	
001-186-096	DNP
Date	04/16/2025
Time	13:30:00
File	\$100.00
County	\$100.00

Total	\$200.00

DOMESTIC NONPROFIT CORPORATION CERTIFICATE OF INCORPORATION

7. A list of initial Directors names and addresses may be attached to this Certificate of Incorporation.
8. Unless an attachment to this Certificate of Incorporation provides that a change in the number of directors shall be made only by amendment to the Certificate of Incorporation, a change in the number of directors made by amendment to the bylaws shall be controlling. In all other cases, whenever a provision of the Certificate of Incorporation is inconsistent with a bylaw, the provision of the Certificate of Incorporation shall be controlling.
9. Pursuant to Section 10A-3A-2.02(b)(4), a director shall not be liable to the nonprofit corporation or its members for money damages for any action taken, or any failure to take any action, as a director, except liability for (i) the amount of a financial benefit received by a director to which the director is not entitled, (ii) an intentional infliction of harm on the nonprofit corporation or its members, (iii) a violation of Section 10A-3A-8.32, or (iv) an intentional violation of criminal law.
- ☒ Attached are any other provisions that are not inconsistent with law relating to organization, ownership, governance, business, or regulation of the internal affairs of the nonprofit corporation, including any provisions for distribution of assets on dissolution or final liquidation. Failure to include certain provisions could mean that the entity will not qualify for tax exemption under Section 501(c)(3) of the Internal Revenue Code.

Name, address and signature of all Incorporators. (The entity cannot be listed as an Incorporator):
MUST PROVIDE AT LEAST ONE INCORPORATOR

The name of the Incorporator: See attached list of incorporators

Street (No P.O. Boxes) address of Incorporator: _____

Mailing address (if different): _____

/ /
 Date (MM/DD/YYYY)

Signature of Incorporator

The name of the Incorporator: _____

Street (No P.O. Boxes) address of Incorporator: _____

Mailing address (if different): _____

/ /
 Date (MM/DD/YYYY)

Signature of Incorporator

DOMESTIC NONPROFIT CORPORATION CERTIFICATE OF INCORPORATIONAny additional Incorporators:

The name of the Incorporator: _____

Street (No P.O. Boxes) address of Incorporator: _____

Mailing address (if different): _____

_____/_____/_____
 Date (MM/DD/YYYY)

Signature of Incorporator

The name of the Incorporator: _____

Street (No P.O. Boxes) address of Incorporator: _____

Mailing address (if different): _____

_____/_____/_____
 Date (MM/DD/YYYY)

Signature of Incorporator

The name of the Incorporator: _____

Street (No P.O. Boxes) address of Incorporator: _____

Mailing address (if different): _____

_____/_____/_____
 Date (MM/DD/YYYY)

Signature of Incorporator

Name, address and signature of all Incorporators.
(The entity cannot be listed as an Incorporator)

Additional Details

Directors		
Director	Street Address	Mailing Address
Nathan Patterson	2502 Flynn Road dothan, AL 36303	2502 Flynn Road dothan, AL 36303
Anthony Oliver	2017 Morris Ave, Suite 300 Birmingham, AL 35203	2017 Morris Ave, Suite 300 Birmingham, AL 35203
jackie bretl	2017 Morris Ave, Suite 300 Birmingham, AL 35203	2017 Morris Ave, Suite 300 Birmingham, AL 35203

Incorporators		
Incorporator	Street Address	Mailing Address
Anthony Oliver	2017 Morris Ave, Suite 300 Birmingham, AL 35203	2017 Morris Ave, Suite 300 Birmingham, AL 35203

Attachment 3: Governing Board Roster and Disclosures

[illegible]

Docusign Envelope ID: 9282F5CF-D557-834B-83D8-1DB03D3EE5B7

**T.I.M.E. Leadership Academy
Public Charter School
Governing Board Member Disclosure Form**

Note: This a public document. It will be available at the School for inspection by other Governing Board members, the staff, or the community. Your duty to report and update this information is continuous throughout the Term of Contract.

Background

1. Provide your full legal name: Maria Lee Garcia Johnson
2. Provide the following assurances:
 - a. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Governing Board.
 - b. I affirm that I am a person of good moral character.
 - c. I affirm that I have obtained a high school diploma or its equivalent.
 - d. I affirm that I am not on the National Sex Offender Registry or the state sex offender registry.
 - e. I affirm that I have not been convicted of a felony.

☒ **X Yes, I affirm that all of the above assurances are true.**

3. Disclose whether you have ever been investigated by the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney, the Attorney General of Alabama or of any state, a District Attorney, the Ethics Commission, or any other law enforcement or regulatory body concerning the discharge of your duties as a governing board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please explain.

☒ **X-Does not apply to me.**

☐ Yes (Explain)

4. Disclose whether you have entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance, or other, similar agreement with the above prosecutorial or regulatory entities.

☒ **X Does not apply to me.**

☐ Yes

5. Disclose any other background information for the Commission's consideration that you deem relevant.

NA

Docusign Envelope ID: 9282F5CF-D557-834B-83D8-1DB03D3EE5B7

Governing Board Member Disclosure Form (continued)**Conflicts for Schools Contracting with an Educational Service Provider**

1. Indicate whether you, your spouse, or other immediate family* members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

- **I/we have no such interest.**

- Yes

2. Indicate if you, your spouse, or other immediate family* member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- **I/we do not anticipate conducting any such business.**

- Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Maria Johnson, certify to the best of my knowledge and ability that the information I am providing to the Alabama Public Charter School Commission in regard to my application to serve as a member of the Governing Board of Directors of the T.I.M.E. Leadership Academy Charter School is true and correct in every respect.

Signed by:
Maria Johnson
1B0B11745A324AF...

6/16/2026

Signature

Date

*FAMILY MEMBER OF THE PUBLIC OFFICIAL. The spouse, a dependent, an adult child and his or her spouse, a parent, a spouse's parents, a sibling and his or her spouse, of the public official.

Docusign Envelope ID: 9282F5CF-D557-834B-83D8-1DB03D3EE5B7

Governing Board Member Disclosure Form (continued)**Conflicts for Schools Contracting with an Educational Service Provider**

1. Indicate whether you, your spouse, or other immediate family* members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

- **I/we have no such interest.**

- Yes

2. Indicate if you, your spouse, or other immediate family* member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- **I/we do not anticipate conducting any such business.**

- Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Maria Johnson, certify to the best of my knowledge and ability that the information I am providing to the Alabama Public Charter School Commission in regard to my application to serve as a member of the Governing Board of Directors of the T.I.M.E. Leadership Academy Charter School is true and correct in every respect.

Signed by:
Maria Johnson
1B0B11745A324AF...

6/16/2026

Signature

Date

*FAMILY MEMBER OF THE PUBLIC OFFICIAL. The spouse, a dependent, an adult child and his or her spouse, a parent, a spouse's parents, a sibling and his or her spouse, of the public official.

**T.I.M.E. Leadership Academy
Public Charter School
Governing Board Member Disclosure Form**

Note: This is a public document. It will be available at the School for inspection by other Governing Board members, the staff, or the community. Your duty to report and update this information is continuous throughout the Term of Contract.

Background

1. Provide your full legal name: Bernita Catherine Clark Dale.
2. Provide the following assurances:

- a. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Governing Board.
- b. I affirm that I am a person of good moral character.
- c. I affirm that I have obtained a high school diploma or its equivalent.
- d. I affirm that I am not on the National Sex Offender Registry or the state sex offender registry.
- e. I affirm that I have not been convicted of a felony.

☒ Yes, I affirm that all of the above assurances are true.

3. Disclose whether you have ever been investigated by the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney, the Attorney General of Alabama or of any state, a District Attorney, the Ethics Commission, or any other law enforcement or regulatory body concerning the discharge of your duties as a governing board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please explain.

☒ Does not apply to me.

☐ Yes (Explain)

4. Disclose whether you have entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance, or other, similar agreement with the above prosecutorial or regulatory entities.

☒ Does not apply to me.

☐ Yes

5. Disclose any other background information for the Commission's consideration that you deem relevant.

Governing Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family* meets either of the following conditions:

- Is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- Any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School ☒ I/we do not know of any such persons.

- Yes
-
-

2. Indicate if you, your spouse, or other immediate family* members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business.

- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Governing Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's Governing Board, or being employed by the School are conflicts for certain issues that should be disclosed.

☒ None

- Yes. If Yes, please provide additional information.
-
-

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family* member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

☒ I/we do not know of any such persons.

- Yes
-
-

Governing Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or other immediate family* members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

☒ I/we have no such interest.

- Yes
-
-

2. Indicate if you, your spouse, or other immediate family* member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business.

- Yes
-
-

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Bernita Dale, certify to the best of my knowledge and ability that the information I am providing to the Alabama Public Charter School Commission in regard to my application to serve as a member of the Governing Board of Directors of the T.I.M.E. Leadership Academy Charter School is true and correct in every respect.

Bernita Dale

Signature

Date

*FAMILY MEMBER OF THE PUBLIC OFFICIAL. The spouse, a dependent, an adult child and his or her spouse, a parent, a spouse's parents, a sibling and his or her spouse, of the public official.

**Public Charter School
Governing Board Member Disclosure Form**

Note: This a public document. It will be available at the School for inspection by other Governing Board members, the staff, or the community. Your duty to report and update this information is continuous throughout the Term of Contract.

Background

1. Provide your full legal name: Alicia Sheffield Hales
2. Provide the following assurances:
 - a. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Governing Board.
 - b. I affirm that I am a person of good moral character.
 - c. I affirm that I have obtained a high school diploma or its equivalent.
 - d. I affirm that I am not on the National Sex Offender Registry or the state sex offender registry.
 - e. I affirm that I have not been convicted of a felony.

☒ Yes, I affirm that all of the above assurances are true.

3. Disclose whether you have ever been investigated by the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney, the Attorney General of Alabama or of any state, a District Attorney, the Ethics Commission, or any other law enforcement or regulatory body concerning the discharge of your duties as a governing board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please explain.

☒ Does not apply to me.

☐ Yes (Explain) _____

4. Disclose whether you have entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance, or other, similar agreement with the above prosecutorial or regulatory entities.

☒ Does not apply to me.

☐ Yes

5. Disclose any other background information for the Commission's consideration that you deem relevant.

NA

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family* meets either of the following conditions:

- Is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- Any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- X • I/we do not know of any such persons.
- Yes

I currently work as an independent educational contractor and do not know whether or not the school will pursue business with any entity in which I currently contract.

2. Indicate if you, your spouse, or other immediate family* members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- X • I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Governing Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's Governing Board, or being employed by the School are conflicts for certain issues that should be disclosed.]

- X • None
- Yes. If Yes, please provide additional information.

I currently work as an independent educational contractor and do not know whether or not the school will pursue business with any entity in which I currently contract.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family* member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- X • I/we do not know of any such persons.
- Yes

I currently work as an independent educational contractor and do not know whether or not the school will pursue business with any entity in which I currently contract. One such entity is Kids First.

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or other immediate family* members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- X • I/we have no such interest.
- Yes

I currently work as an independent educational contractor and do not know whether or not the school will pursue business with any entity in which I currently contract. One such entity is Kids First.

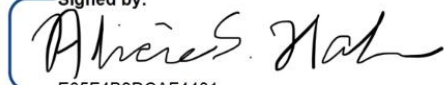
2. Indicate if you, your spouse, or other immediate family* member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- X • I/we do not anticipate conducting any such business.
- Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Alicia S. Hales, certify to the best of my knowledge and ability that the information I am providing to the Alabama Public Charter School Commission in regard to my application to serve as a member of the Governing Board of Directors of the [T.I.M.E. Leadership Academy Charter School](#) is true and correct in every respect.

Signed by:

 E05F4B9DCAF4401...

6/17/2026

Signature

Date

*FAMILY MEMBER OF THE PUBLIC OFFICIAL. The spouse, a dependent, an adult child and his or her spouse, a parent, a spouse's parents, a sibling and his or her spouse, of the public official.

**T.I.M.E. Leadership Academy
Public Charter School
Governing Board Member Disclosure Form**

Note: This is a public document. It will be available at the School for inspection by other Governing Board members, the staff, or the community. Your duty to report and update this information is continuous throughout the Term of Contract.

Background

1. Provide your full legal name:

ERIC PARKER

2. Provide the following assurances:

- a. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Governing Board.
- b. I affirm that I am a person of good moral character.
- c. I affirm that I have obtained a high school diploma or its equivalent.
- d. I affirm that I am not on the National Sex Offender Registry or the state sex offender registry.
- e. I affirm that I have not been convicted of a felony.

☒ Yes, I affirm that all of the above assurances are true.

3. Disclose whether you have ever been investigated by the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney, the Attorney General of Alabama or of any state, a District Attorney, the Ethics Commission, or any other law enforcement or regulatory body concerning the discharge of your duties as a governing board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please explain.

☒ Does not apply to me.

☐ Yes (Explain)

4. Disclose whether you have entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance, or other, similar agreement with the above prosecutorial or regulatory entities.

☒ Does not apply to me.

☐ Yes

5. Disclose any other background information for the Commission's consideration that you deem relevant.

I currently serve as a member of the Governing Board of T.I.M.E. LEADERSHIP ACADEMY AND OWN AND OPERATE MULTIPLE RESTAURANT BUSINESSES IN DOTHAN, ALABAMA. MY EXPERIENCE INCLUDES EXECUTIVE LEADERSHIP, OPERATIONS MANAGEMENT, FINANCIAL OVERSIGHT, STRATEGIC PLANNING, COMMUNITY ENGAGEMENT, AND WORKFORCE DEVELOPMENT.

Governing Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family* meets either of the following conditions:

- Is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- Any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

2. Indicate if you, your spouse, or other immediate family* members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Governing Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's Governing Board, or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If Yes, please provide additional information.

I currently serve as a Governing Board Member of TIME Leadership Academy. I understand my obligation to disclose any further conflicts of interest and to recuse myself from deliberations or votes where an actual conflict may arise.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family* member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

Governing Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or other immediate family* members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- I/we have no such interest.
- Yes

2. Indicate if you, your spouse, or other immediate family* member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Erica Parker, certify to the best of my knowledge and ability that the information I am providing to the Alabama Public Charter School Commission in regard to my application to serve as a member of the Governing Board of Directors of the T.I.M.E. Leadership Academy Charter School is true and correct in every respect.

Signature

Date

*FAMILY MEMBER OF THE PUBLIC OFFICIAL. The spouse, a dependent, an adult child and his or her spouse, a parent, a spouse's parents, a sibling and his or her spouse, of the public official.

**T.I.M.E. Leadership Academy
Public Charter School
Governing Board Member Disclosure Form**

Note: This is a public document. It will be available at the School for inspection by other Governing Board members, the staff, or the community. Your duty to report and update this information is continuous throughout the Term of Contract.

Background

1. Provide Matthew Brock St. Amant your full legal name:

2. Provide the following assurances:

- a. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Governing Board.
- b. I affirm that I am a person of good moral character.
- c. I affirm that I have obtained a high school diploma or its equivalent.
- d. I affirm that I am not on the National Sex Offender Registry or the state sex offender registry.
- e. I affirm that I have not been convicted of a felony.

☒ Yes, I affirm that all of the above assurances are true.

3. Disclose whether you have ever been investigated by the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney, the Attorney General of Alabama or of any state, a District Attorney, the Ethics Commission, or any other law enforcement or regulatory body concerning the discharge of your duties as a governing board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please explain.

☒ Does not apply to me.

☐ Yes (Explain)

4. Disclose whether you have entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance, or other, similar agreement with the above prosecutorial or regulatory entities.

☒ Does not apply to me.

☐ Yes

5. Disclose any other background information for the Commission's consideration that you deem relevant.

N/A

Governing Board Member Disclosure Form (continued)**Conflicts**

1. Indicate whether you, your spouse, or anyone in your immediate family* meets either of the following conditions:

- Is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- Any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

☒ I/we do not know of any such persons.

- Yes

N/A

2. Indicate if you, your spouse, or other immediate family* members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business.

- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Governing Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's Governing Board, or being employed by the School are conflicts for certain issues that should be disclosed.]

☒ None

- Yes. If Yes, please provide additional information.
-
-

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family* member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

☒ I/we do not know of any such persons.

- Yes
-
-

Governing Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or other immediate family* members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- ☒ I/we have no such interest.
- Yes

2. Indicate if you, your spouse, or other immediate family* member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- ☒ I/we do not anticipate conducting any such business.
- Yes

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, Matthew St. Arment, certify to the best of my knowledge and ability that the information I am providing to the Alabama Public Charter School Commission in regard to my application to serve as a member of the Governing Board of Directors of the T.L.M.E. Leadership Academy Charter School is true and correct in every respect.



6/24/26

Signature

Date

*FAMILY MEMBER OF THE PUBLIC OFFICIAL. The spouse, a dependent, an adult child and his or her spouse, a parent, a spouse's parents, a sibling and his or her spouse, of the public official.

Attachment 4: Educational Program Terms and Design Elements

School Name:	<i>T.I.M.E. LEADERSHIP ACADEMY CHARTER SCHOOL</i>
Mission:	TIME Leadership Academy's mission is to prepare students in grades K-8 to become confident leaders and change makers through a rigorous, student-centered learning environment grounded in a strong school culture, career discovery, and whole child/whole leader development. TLA empowers all students, regardless of background or socioeconomic challenges, to discover their unique gifts, develop essential academic and life skills, and pursue purposeful pathways that positively impact their communities and beyond.
Vision:	TIME Leadership Academy's (TLA) vision is to partner with the Dothan community to ensure that all K-8 students and their families thrive academically, socially, and personally within a strong, inclusive school culture that values belonging, purpose, and high expectations. TLA envisions a student-centered, culturally connected learning environment grounded in career discovery and whole child/whole leader development, where students are known, supported, and challenged over time to grow as learners and leaders.
Objectives:	● To create a culture of belonging, self-monitoring, and academic excellence ● To provide students with early, relevant career discovery opportunities ● To provide access to services to support mental and physical well being ● To provide equitable access for all students regardless background.
Goals:	1. Literacy & Math Proficiency By the end of year 3, ACAP proficiency in both ELA and math will exceed the local district proficiency average by 10%. 2. Literacy & Math Growth By the end of Year 1, 80% of students in grades K, one, and five will meet or exceed their i-Ready Reading growth targets in reading and math, as measured by i-Ready Diagnostic results. 3. Culture and Engagement By the end of Year 1, 80% of students and families will report a sense of belonging and support as measured by school climate surveys, reflecting TLA's emphasis on building a culture of high expectations and inclusion. 4. Milestone/Capstone Goals (Capstone will be added when students complete eighth grade)

	By the end of year 1, 80% of TLA students will meet their end of year Milestone goals with a minimum average score of 3 on the scoring rubric. (Milestone goals are stepping stones to completion of the eighth grade Capstone. Milestone and Capstone Goals are aligned to TLA's Portrait of a Graduate.)
Education Program Term #1:	Culture of Excellence
Education Program Term #2:	Career Discovery Experiences
Education Program Term #3:	Whole Child/Whole Leader
Education Program Term #4:	
Education Program Term #5:	
Geographic Area Served:	Dothan, Alabama
Location:	Dothan, Alabama
Grades Served 2027-2028:	Kindergarten, First, Fifth
Grades Served at Capacity:	Kindergarten-8th
Projected Enrollment 2027-2028:	113
Projected Enrollment at Capacity:	405
Educational Service Provider:	N/A

Note: The Education Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Terms should capture the essentials of what students will *experience*.

Attachment 5: Conflict of Interest Policy

Conflict of Interest

Article I – Purpose

The purpose of the conflict-of-interest policy is to protect the interests of TIME Leadership Academy. In the event, TIME Leadership Academy is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of TIME Leadership Academy 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 interests applicable to nonprofit and charitable organizations.

Article II – Definitions

Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. 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 TIME Leadership Academy has a transaction or arrangement,
- b) A compensation arrangement with TIME Leadership Academy or with any entity or individual with which TIME Leadership Academy has a transaction or arrangement, or
- c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which TIME Leadership Academy is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III – Procedures

Section 3.1 Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing Board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing Board or committee meeting while the determination of a conflict of interest is

discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing Board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from TIME Leadership Academy to an organization that is tax-exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

1. Procedures for Addressing a Conflict of Interest

- a) An interested person may make a presentation at the governing Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the governing Board or committee shall determine whether TIME Leadership Academy 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 TIME Leadership Academy'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.

2. 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.

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

The minutes of the governing Board and all committees with Board delegated powers shall contain:

- a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

- b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

- a) A voting member of the governing Board who receives compensation, directly or indirectly, from TIME Leadership Academy for services is precluded from voting on matters pertaining to that member's compensation.
- b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, TIME Leadership Academy for services is precluded from voting on matters pertaining to that member's compensation.
- c) A voting member of the governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TIME Leadership Academy, 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 the School is charitable and that 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 TIME Leadership Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b) Whether partnerships, joint ventures, and arrangements with management organizations conform to TIME Leadership Academy'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 – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, TIME Leadership Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Attachment 6: Education Service Provider (ESP) Contract Guidelines

1. The maximum term of an ESP agreement must not exceed the term of the Charter Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the Charter Contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract School's Governing Board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract School Governing Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of the Contract School. No provision of the ESP agreement shall prohibit the Contract School Governing Board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Alabama laws.
4. An ESP agreement shall not require a Contract School Governing Board to waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract School Governing Board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract School be placed in the Contract School's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: (1) the Contract School Governing Board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract Governing Board; or (2) the Contract Governing Board may advance funds to the ESP for the fees or expenses associated with the Contract School's operation provided that documentation for the fees and expenses are provided for Contract School Governing Board ratification.
7. ESP agreements shall provide that the financial, educational, and student records pertaining to the Contract School are Contract School property and that such records are subject to the provisions of the Alabama Open Records Act. All Contract School records shall be physically or electronically available, upon request, at the Contract School's physical facilities. Except as permitted under the Charter Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract School's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract School will be made available to the Contract School's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract School.
10. If an ESP purchases equipment, materials, and supplies on behalf of or as the agent of the Contract School, the ESP agreement shall provide that such equipment, materials, and supplies shall be and remain the property of the Contract School.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials, and supplies at the request of or on behalf of the Contract School, the ESP shall not include any added fees or charges with the cost of equipment, materials, and supplies purchased from third parties.
12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract School Governing Board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract School owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract School; or (ii) were developed by the ESP at the direction of the Contract School Governing Board with Contract School funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract School's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract School or that are not otherwise dedicated for the specific purpose of developing Contract School curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract School are subject to state disclosure laws and the Open Records Act.
13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract School. If the ESP leases employees to the Contract School, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract School or working on Contract School operations. If the Contract School is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract School Governing Board that the employment structure qualifies as employee leasing.
14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract School Governing Board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the School.
15. Marketing and development costs paid by or charged to the Contract School shall be limited to those costs specific to the Contract School program and shall not include any costs for the marketing and development of the ESP.
16. If the Contract School intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the School.

Attachment 7: Physical Plant

Pursuant to applicable law and the Terms and Conditions of this Charter Contract, the School is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility with students for academic instruction until approved by the Commission and facility has been approved for occupancy by the appropriate state, county, and city departments.

Physical Plan Description

Option A: The property was originally a public school known as Young Jr. High School and has adequate facilities to support a public charter school. The facility has 14 classrooms, a gym, cafeteria and kitchen, bathrooms, offices, and exterior recess/athletics space, including an all-weather field.

Option B: Between the time of application approval and the execution of this contract, TIME's Founder and Governing Board have been presented with a different, and more affordable, option for the facility of the school. The new location, the Cultural Arts Center in Dothan, is located in the same ZIP code as the previous facility and will reach the same target population of students.

The proposed physical plan for TIME Leadership Academy (TLA) at the Cultural Arts Center will transform the existing facility into a safe, engaging, and student-centered learning environment that supports the school's mission of developing leadership, character, resilience, and academic excellence. Based on the existing floor plan, the facility provides 19 classroom spaces, administrative offices, teacher work areas, a library, stage, lunchroom, kitchen, and support rooms that can be repurposed to serve Kindergarten through 8th-grade scholars. The central library and stage area will serve as a flexible gathering space for leadership assemblies, student presentations, performances, and community events, while classrooms will be redesigned to support modern instructional practices, small-group learning, and career exploration opportunities.

Site Plans

Option A: To support facility planning, TIME Leadership Academy has partnered with SS&L Architects of Dothan and New School Facilities Partners, a national charter school facilities advisory organization. SS&L Architects has developed preliminary architectural drawings and site evaluations to assess the building's suitability and identify any improvements necessary to prepare the facility for school use.

Because the building previously operated as a public school, only limited renovations are anticipated, primarily focused on code compliance, classroom preparation, accessibility improvements, and general facility updates. SS&L Architects will assist with final design documents, permitting, and coordination with local building officials. See attached Letter of Intent Exhibit A.

Option B: The site plan for TIME Leadership Academy will focus on creating a welcoming and secure campus that reflects the school's culture and brand. Outdoor improvements will include designated parent drop-off and pick-up areas, staff and visitor parking, student recreation spaces, outdoor learning environments, community gardens, and gathering areas that promote student engagement and wellness. Campus enhancements will also include exterior signage, school branding, safety fencing where appropriate, and

future expansion opportunities for playgrounds, athletic activities, and community programming. The overall design will preserve the historic significance of the Cultural Arts Center while revitalizing the property into a vibrant educational hub that serves scholars, families, and the greater Dothan community.

Floor Plans

Option A: See attached Letter of Intent Exhibit A.

Option B: See attached Floor Plans. Additionally, the Cultural Arts Center has a newly built building in the back that's not included in the drawing. This building has enough classroom/admin space to start year 1, while renovations on the main building occur.

Lease Agreement

Option A: Not available. Will update immediately upon receipt.

Option B: Not available. Will update immediately upon receipt. See attached for Letter of Intent for both the Cultural Arts Center and the Dusy St. building (both owned by the City of Dothan).

Certificate of Use and Occupancy

Option A & B: Not available. Will update immediately upon receipt.

**Charter School
Physical Plant Description**

1. The address and a description of the site and physical plant (the “Site”) of T.I.M.E. Leadership Academy Charter School (the “School”) is as follows:

Address:

Option A: 500 Dusy St,
Dothan, AL 36301

Option B: 909 South Saint Andrews St,
Dothan, AL 36301

Description:

Option A: The property was originally a public school known as Young Jr. High School and has adequate facilities to support a public charter school. The facility has 14 classrooms, a gym, cafeteria and kitchen, bathrooms, offices, and exterior recess/athletics space, including an all-weather field.

Option B: Between the time of application approval and the execution of this contract, TIME’s Founder and Governing Board have been presented with a different, and more affordable, option for the facility of the school. The new location, the Cultural Arts Center in Dothan, is located in the same ZIP code as the previous facility and will reach the same target population of students.

Configuration of Grade Levels: **Option A & B:** Kindergarten, 1st grade, and 5th grade.

Term of Use: **Option A & B:** Term of Charter Contract

2. The following information about this site is provided on the following pages or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Alabama.
 - a. Narrative description of physical plant – **Option A & B:** Provided above.
 - b. Size of building— **Option A & B:** Not yet available. Will update immediately upon receipt.
 - c. Scaled floor plan – **Option A & B:** See below.
 - d. Copy of executed lease or purchase agreement – **Option A & B:** Not yet available. Will update immediately upon receipt.
3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a public charter school in this state until it has obtained the necessary fire, health, and safety approvals for the above-described facilities. These approvals must be provided by the School to the Commission’s Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a public charter school.

4. If the site described above is not used as the physical plant for the School, this Attachment of this Charter Contract between the School and the Commission must be amended pursuant to the Terms and Conditions of the Charter Contract, to designate, describe, and agree upon the School's physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2, and 3 of this Attachment. The School shall not conduct classes as a public charter school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Charter Contract and the amendment regarding the new site has been executed by the Commission or its designee.
5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the site, except as may be permitted with the express permission of the Commission or its designee. Any changes in the configuration of grade levels at the site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Charter Contract set forth above.

Option: A Letter of Intent

LETTER OF INTENT TO LEASE

Whereas: The City of Dothan is the owner of the property at 500 Dusy Street Dothan, AL 36301 and seeks tenants in support of its long term vision of utilizing the property for community and educational purposes.

Whereas: TIME Leadership Academy is preparing an application for a public charter school in Dothan Alabama that, if approved, requires a facility solution for a school that would enroll students in K-8.

<u>Property:</u>	500 Dusy Street, Dothan, AL 36301 The property was originally a public school known as Young Jr High School and has adequate facilities (classrooms, gym, cafeteria, parking, outdoor field, etc.) to support a public charter school.
<u>Lessor/Seller:</u>	City of Dothan
<u>Lessee/Purchaser:</u>	TIME Leadership Academy Inc TIME Leadership Academy is preparing a charter application for approval in May 2026 for a school opening in August 2027.
<u>Premises Description:</u>	Premises are a former public school with approximately 14 classrooms, a gym, cafeteria and kitchen, bathrooms, offices, and exterior recess/athletics space, including an all-weather field. The parties intend to collaborate on site evaluation, potential renovations, and any shared use in compliance with Alabama law. See Exhibit A.
<u>Lease/Purchase Price:</u>	The parties anticipate a multi-year lease and/or purchase with additional option periods. Pricing to be determined by the parties based on necessary renovations, and as public funding may allow.
<u>Intent:</u>	Lessor/Seller is providing a non-exclusive offer to lease and/or purchase. Seller and Lessee/Purchaser express their mutual interest in executing a lease and/or purchase and sale agreement (P&SA) once the school has secured an approved charter.

Subsequent Efforts:

Upon execution of this Letter of Intent, and subsequent execution of a charter contract with an approved Alabama charter school authorizer, Seller and Buyer, in good faith, will use their best efforts to consummate a multi-year lease and/or P&SA to be prepared by the Lessee/Seller. Lessee/Seller understands Lessee/Purchaser will likely require a financing contingency.

This Letter of Intent shall be governed by and construed under the laws of the State of Alabama.

Governing Law:

This Letter of Intent shall be construed according to its fair meaning and not strictly for or against either party. This Letter of Intent does not and is not intended to impose any binding obligations on the parties, except as provided in the paragraph entitled Confidentiality of Negotiations.

Construction:

This Letter of Intent may be executed in several counterparts, each of which shall be deemed to be an original, but all of which shall constitute one and the same instrument.

Counterparts:

THIS LETTER OF INTENT DOES NOT CONTRACTUALLY BIND EITHER PARTY TO THE PROPOSED LEASE/SALE OR PURCHASE AND IS ONLY EXECUTED TO EXPRESS GENERAL TERMS UNDER WHICH THE PARTIES MAY AGREE TO ENTER INTO A FORMAL AND BINDING PURCHASE AND SALE AGREEMENT.

If the terms outlined are acceptable, please indicate acceptance of this Letter of Intent by signing below

Lessee/Purchaser: TIME Leadership Academy Inc

By:
Name:
Founder/Executive Director
Date: February __, 2026

Lessor/Seller:

By: 
Name: RANDALL S. MORRIS
City of Dothan
Date: February 12, 2026

Exhibit A
Description of Property

Include basic drawings showing interior spaces as well as current satellite images.



TIME Leadership Academy
Dothan, AL

Statement of Probable Construction Cost

03/02/26
SSL: 23136

YEAR 1						
Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
Division 1	General Conditions			From below.		300,313.05
1.1	Management/Bonds/Insurance/Trucking/etc.	9.00%	of	2,002,087.00	180,187.83	
1.2	GC Overhead & Profit	6.00%	of	2,002,087.00	120,125.22	
Division 2	Existing Conditions					687,515.00
	Demolition - Existing Stairs	533	SF	50.00		26,650.00
	VCT Demo	10,789	SF	5.00		53,945.00
	Demolition - Existing Breezeway	1,000	SF	50.00		50,000.00
	1.5" Asphalt Overlay	537	TON	150.00		80,550.00
	0"-2" Asphalt Milling	5,965	SY	50.00		298,250.00
	6" Standard Curb	419	LF	30.00		12,570.00
	4" Concrete Sidewalk	737	SY	150.00		110,550.00
	Crack Seal (20% of Asphalt Overlay Amount)	1	LS	20,000.00		20,000.00
	Miscellaneous Valve or Cleanout Adjustment	1	LS	6,000.00		6,000.00
	Concrete Bollards	8	EA	500.00		4,000.00
	Striping	1	LS	15,000.00		15,000.00
	Mobilization	1	LS	10,000.00		10,000.00
Division 3	Concrete					16,170.00
3.1	4" Concrete Slab on Grade w/ backfill	100	SF	15.00		1,500.00
	New Stairs/Ramp	978	SF	15.00		14,670.00
Division 5	Metals					24,600.00
	Handrails	164	LF	150.00		24,600.00
Division 6	Wood, Plastics, and Composites					30,000.00
6.1	Rough Carpentry	1	LS	6,000.00		6,000.00
	Casework w/ Countertops	32	LF	750.00		24,000.00
Division 7	Thermal and Moisture Protection					372,120.45
6.1	Roof Underlayment	13,847	SF	2.50		34,617.50
	Sheet Metal Flashing, Trim, Fascia @ Roof	1,154	LF	15.00		17,310.00
	TPO, Cover Board, R-25 Insulation	13,847	SF	9.85		136,392.95
	Roof Consultant	1	LS	1,700.00		1,700.00
	Conductor Heads	12	EA	175.00		2,100.00
	Metal Wall Panels	14,400	SF	12.50		180,000.00
Division 8	Openings					130,085.00
	Single Wood Door - Vision Lite	15	EA	500.00		7,500.00
	Single Wood Door	11	EA	420.00		4,620.00
	3' x 7' HM Frame	26	EA	420.00		10,920.00
	Door Hardware	41	EA	1,000.00		41,000.00
	Access Control - single card swipe	6	EA	2,540.00		15,240.00
	Storefront/Glazing Replacement	3,387	SF	15.00		50,805.00
Division 9	Finishes					164,042.00
	LVT	7,895	SF	7.00		55,265.00
	Hard Tile - Restroom Floor	554	SF	7.00		3,878.00
	Hard Tile - Restroom Wall	462	SF	7.00		3,234.00
	Rubber Base	658	LF	3.50		2,303.00
	Floor Transition Strips	55	LF	2.25		123.75

Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
	ACT Type I	7,895	SF	6.25		49,343.75
	ACT Type II	554	SF	6.75		3,739.50
	Interior Wall Painting	8,991	SF	5.00		44,955.00
	Exterior Painting	600	SF	2.00		1,200.00
Division 10	Specialties					481,380.00
10.1	Interior Signs	27	EA	175.00		4,725.00
	Exterior Building Signage	2	LS	3,500.00		7,000.00
	Fire Extinguishers and Cabinet	4	EA	650.00		2,600.00
	Toilet Accessories	40	EA	600.00		24,000.00
	Toilet Partition/ Urinal Screen	15	EA	1,500.00		22,500.00
	Aluminum Canopy	3,657	SF	115.00		420,555.00
Division 12	Furnishings					6,000.00
10.1	Rolling Fabric Window Shades	6	EA	1,000.00		6,000.00
Division 16	Electrical					129,450.00
	Electrical - Administration	1,734	SF	50.00		86,700.00
	Electrical - Lighting Only	114	EA	375.00		42,750.00
Division 22	Plumbing					150,350.00
	Break Room Sink	2	EA	4,500.00		9,000.00
	Electric Water Cooler	4	EA	4,500.00		18,000.00
	Siamese FDC Connection	1	EA	2,000.00		2,000.00
	Fire Protection System (unknown connection point)	14,980	SF	7.50		112,350.00
	Plumbing Fixtures	2	EA	4,500.00		9,000.00
Division 23	HVAC					151,935.00
	Test & Balance	14,980	SF	0.75		11,235.00
	VRF/Split System (Classroom, etc.)	6	EA	9,000.00		54,000.00
	HVAC - Administration	1,734	SF	50.00		86,700.00
Division 32	Exterior Improvements					\$10,000.00
	Pressure Wash Exterior	1	LS	10,000.00		10,000.00
Division 33	Utilities					\$51,160.00
	Grate Inlet	1	EA	5,000.00		5,000.00
	Replace Storm Drains/Downspout tie-ins	1,154	LF	40.00		46,160.00
<i>Add nothing below this line</i>						
Sub-Total (Divisions 2 - 33)						\$2,002,087.00
Division 1 (From Above)						300,313.05
Sub-Total - All Divisions						2,302,400.05
Contingency		5.00%	of	2,302,400.05		115,120.00
						Year 1 Total \$2,417,520.05
						Gross Building SF 14,980
						AVG \$/SF \$161

Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
ALTERNATE NO. 1 - YEAR 2						
Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
Division 1	General Conditions			From below.	1%	39,477.30
1.1	Management/Bonds/Insurance/Trucking/etc.	9.00%	of	263,182.00	23,686.38	
1.2	GC Overhead & Profit	6.00%	of	263,182.00	15,790.92	
Division 2	Existing Conditions					22,640.00
	VCT Demo	4,528	SF	5.00		22,640.00
Division 3	Concrete					555.00
3.1	New Stairs	37	SF	15.00		555.00
Division 5	Metals					900.00
	Handrails	6	LF	150.00		900.00
Division 6	Wood, Plastics, and Composites					6,000.00
6.1	Rough Carpentry	1	LS	6,000.00		6,000.00
	Casework w/ Countertops	0	LF	675.00		0.00
Division 7	Thermal and Moisture Protection					0.00
6.1	Roof Underlayment	0	SF	2.50		0.00
	Sheet Metal Flashing, Trim, Fascia @ Roof	0	LF	15.00		0.00
	TPD, Cover Board, R-25 Insulation	0	SF	9.85		0.00
	Roof Consultant	0	LS	1,700.00		0.00
	Conductor Heads	0	EA	175.00		0.00
Division 8	Openings					14,930.00
	Single Wood Door - Vision Lite	4	EA	500.00		2,000.00
	3' x 7' HM Frames	4	EA	420.00		1,680.00
	Door Hardware	4	EA	1,000.00		4,000.00
	Access Control - single card swipe	0	EA	2,540.00		0.00
	Glazing Replacement	580	SF	12.50		7,250.00
Division 9	Finishes					102,901.00
	LVT	4,528	SF	7.00		31,696.00
	Hard Tile - Restroom Floor	0	SF	7.00		0.00
	Hard Tile - Restroom Wall	0	SF	7.00		0.00
	VCT Demo	4,528	SF	5.00		22,640.00
	Rubber Base	378	LF	3.50		1,323.00
	Floor Transition Strips	32	LF	2.25		72.00
	ACT Type I	4,528	SF	6.25		28,300.00
	ACT Type II	0	SF	6.75		0.00
	Interior Wall Painting	3,774	SF	5.00		18,870.00
	Exterior Painting	0	SF	2.00		0.00
Division 10	Specialties					700.00
10.1	Interior Signs	4	EA	175.00		700.00
	Exterior Building Signage	0	LS	3,500.00		0.00
	Fire Extinguishers and Cabinet	0	EA	650.00		0.00
	Toilet Accessories	0	EA	600.00		0.00
	Toilet Partition/ Urinal Screen	0	EA	1,500.00		0.00
Division 12	Furnishings					3,000.00
10.1	Rolling Fabric Window Shades	3	EA	1,000.00		3,000.00
Division 16	Electrical					21,100.00
	Electrical - Lighting Only	44	EA	375.00		16,500.00
	Additional Receptacles	8	EA	350.00		2,800.00
	Additional Voice/Data	8	EA	225.00		1,800.00

Division 22	Plumbing				51,960.00
	Electric Water Cooler	2	EA	4,500.00	9,000.00
	Fire Protection System (unknown connection point)	4,528	SF	7.50	33,960.00
	Plumbing Fixtures	2	EA	4,500.00	9,000.00
Division 23	HVAC				39,396.00
	Test & Balance	4,528	SF	0.75	3,396.00
	VRF/Split System (Classroom, etc.)	4	EA	9,000.00	36,000.00
<i>Add nothing below this line</i>					
Sub-Total (Divisions 2 - 33)					\$263,182.00
Division 1 (From Above)					39,477.30
Sub-Total - All Divisions					302,659.30
Contingency		5.00%	of	302,659.30	15,132.97
					Year 2 Total \$317,792.27
					Year 1 + Year 2 \$2,735,312.32
					Gross Building SF 19,508
					AVG \$/SF \$140

YEAR 3						
Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
Division 1	General Conditions			From below.		119,799.04
1.1	Management/Bonds/Insurance/Trucking/etc.	9.00%	of	798,660.25	71,879.42	
1.2	GC Overhead & Profit	6.00%	of	798,660.25	47,919.62	
Division 2	Existing Conditions					58,885.00
	VCT Demo	11,777	SF	5.00		58,885.00
Division 3	Concrete					0.00
3.1	4" Concrete Slab on Grade w/ backfill	0	SF	15.00		0.00
Division 6	Wood, Plastics, and Composites					6,000.00
6.1	Rough Carpentry	1	LS	6,000.00		6,000.00
	Casework w/ Countertops	0	LF	675.00		0.00
Division 7	Thermal and Moisture Protection					174,525.50
6.1	Roof Underlayment	12,630	SF	2.50		31,575.00
	Sheet Metal Flashing, Trim, Fascia @ Roof	1,053	LF	15.00		15,795.00
	TPO, Cover Board, R-25 Insulation	12,630	SF	9.85		124,405.50
	Roof Consultant	1	LS	1,700.00		1,700.00
	Conductor Heads	6	EA	175.00		1,050.00
Division 8	Openings					34,247.50
	Single Wood Door - Vision Lite	4	EA	500.00		2,000.00
	Single Wood Door	3	EA	420.00		1,260.00
	Double Wood Door	1	EA	650.00		650.00
	Single HM Door	1	EA	700.00		700.00
	3' x 7" HM Frames	6	EA	420.00		2,520.00
	6' x 7" HM Frames	1	EA	750.00		750.00
	Door Hardware	7	EA	1,000.00		7,000.00
	Access Control - single card swipe	2	EA	2,540.00		5,080.00
	Glazing Replacement	1,143	SF	12.50		14,287.50
Division 9	Finishes					209,702.00

Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
	LVT	11,262	SF	7.00		78,834.00
	Hard Tile - Restroom Floor	515	SF	7.00		3,605.00
	Hard Tile - Restroom Wall	430	SF	7.00		3,010.00
	Rubber Base	939	LF	3.50		3,286.50
	Floor Transition Strips	79	LF	2.25		177.75
	ACT Type I	11,262	SF	6.25		70,387.50
	ACT Type II	515	SF	6.75		3,476.25
	Interior Wall Painting	9,385	SF	5.00		46,925.00
Division 10	Specialties					50,015.00
10.1	Interior Signs	7	EA	125.00		875.00
	Exterior Building Signage	0	LS	3,500.00		0.00
	Fire Extinguishers and Cabinet	2	EA	570.00		1,140.00
	Toilet Accessories	10	EA	600.00		6,000.00
	Toilet Partition/ Urinal Screen	28	EA	1,500.00		42,000.00
Division 12	Furnishings					8,000.00
10.1	Rolling Fabric Window Shades	8	EA	1,000.00		8,000.00
Division 16	Electrical					25,125.00
	Electrical - Lighting Only	51	EA	375.00		19,125.00
	Additional Receptacles	12	EA	350.00		4,200.00
	Additional Voice/Data	8	EA	225.00		1,800.00
Division 22	Plumbing					187,327.50
	Break Room Sink	0	EA	4,500.00		0.00
	Electric Water Cooler	2	EA	4,500.00		9,000.00
	Fire Protection System (unknown connection point)	11,777	SF	7.50		88,327.50
	Plumbing Fixtures	20	EA	4,500.00		90,000.00
Division 23	HVAC					44,832.75
	Test & Balance	11,777	SF	0.75		8,832.75
	VRF/Split System (Classroom, etc.)	4	EA	9,000.00		36,000.00
Sub-Total (Divisions 2 - 33)						\$798,660.25
Division 1 (From Above)						119,799.04
Sub-Total - All Divisions						918,459.29
Contingency		5.00%	of		918,459.29	45,922.96
Year 3 Total						\$964,382.25
Year 1 - Year 3						\$3,699,694.57
Gross Building SF						31,285
AVG \$/SF						\$118

YEAR 4						
Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
Division 1	General Conditions			From below.		70,628.51
1.1	Management/Bonds/Insurance/Trucking/etc.	9.00%	of	470,856.70	42,377.10	
1.2	GC Overhead & Profit	6.00%	of	470,856.70	28,251.40	
Division 2	Existing Conditions					20,770.00
	VCT Demo	4,154	SF	5.00		20,770.00
Division 3	Concrete					0.00
3.1	4" Concrete Slab on Grade w/ backfill	0	SF	15.00		0.00

Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
Division 6	Wood, Plastics, and Composites					51,900.00
6.1	Rough Carpentry	1	LS	6,000.00		6,000.00
	Casework w/ Countertops	68	LF	675.00		45,900.00
Division 7	Thermal and Moisture Protection					30,045.20
6.1	Roof Underlayment	2,032	SF	2.50		5,080.00
	Sheet Metal Flashing, Trim, Fascia @ Roof	170	LF	15.00		2,550.00
	TPO, Cover Board, R-25 Insulation	2,032	SF	9.85		20,015.20
	Roof Consultant	1	LS	1,700.00		1,700.00
	Conductor Heads	4	EA	175.00		700.00
Division 8	Openings					18,812.50
	Single Wood Door - Vision Lite	2	EA	500.00		1,000.00
	Single Wood Door	4	EA	420.00		1,680.00
	Double HM Door	1	EA	725.00		725.00
	3' x 7' HM Frames	6	EA	420.00		2,520.00
	6' x 7' HM Frames	1	EA	750.00		750.00
	Door Hardware	7	EA	1,000.00		7,000.00
	Access Control - single card swipe	0	EA	2,540.00		0.00
	Glazing Replacement	411	SF	12.50		5,137.50
Division 9	Finishes					59,406.50
	LVT	1,630	SF	7.00		11,410.00
	Hard Tile - Restroom Floor	276	SF	7.00		1,932.00
	Hard Tile - Restroom Wall	230	SF	7.00		1,610.00
	Hard Tile - Kitchen/Prep Floor	2,248	SF	7.00		15,736.00
	Rubber Base	136	LF	3.50		476.00
	Floor Transition Strips	12	LF	2.25		27.00
	ACT Type I	1,630	SF	6.25		10,187.50
	ACT Type II	276	SF	6.75		1,863.00
	Interior Wall Painting	3,233	SF	5.00		16,165.00
Division 10	Specialties					22,445.00
10.1	Interior Signs	7	EA	125.00		875.00
	Exterior Building Signage	0	LS	3,500.00		0.00
	Fire Extinguishers and Cabinet	1	EA	570.00		570.00
	Toilet Accessories	15	EA	600.00		9,000.00
	Toilet Partition/ Urinal Screen	8	EA	1,500.00		12,000.00
Division 12	Furnishings					47,000.00
10.1	Rolling Fabric Window Shades	2	EA	1,000.00		2,000.00
	Kitchen Appliances	10	EA	4,500.00		45,000.00
Division 16	Electrical					69,207.00
	Electrical - Lighting Only	87	EA	375.00		32,625.00
	Additional Receptacles	4	EA	350.00		1,400.00
	Additional Voice/Data	4	EA	225.00		900.00
	Electrical - Kitchen Upgrade	2,248	SF	15.25		34,282.00
Division 22	Plumbing					130,155.00
	Kitchen Sink	2	EA	4,500.00		9,000.00
	Electric Water Cooler	4	EA	4,500.00		18,000.00
	Siamese FDC Connection	0	EA	2,000.00		0.00
	Fire Protection System (unknown connection point)	4,154	SF	7.50		31,155.00
	Plumbing Fixtures	16	EA	4,500.00		72,000.00
Division 23	HVAC					21,115.50
	Test & Balance	4,154	SF	0.75		3,115.50
	VRF/Split System (Classroom, etc.)	2	EA	9,000.00		18,000.00

Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
Add nothing below this line						
Sub-Total (Divisions 2 - 33)						\$470,856.70
Division 1 (From Above)						70,628.51
Sub-Total - All Divisions						541,485.21
Contingency			5.00%	of	541,485.21	27,074.26
Year 4 Total						\$568,559.47
Year 1 - Year 4						\$4,268,254.03
Gross Building SF						35,439
AVG \$/SF						\$120

YEAR 5

Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total
Division 1 General Conditions						
				From below.		227,000.88
1.1	Management/Bonds/Insurance/Trucking/etc.	9.00%	of	1,513,339.20	136,200.53	
1.2	GC Overhead & Profit	6.00%	of	1,513,339.20	90,800.35	
Division 2 Existing Conditions						
VCT Demo						193,590.00
		4,934	SF	5.00	24,670.00	
Demolition - Existing Stairs/Ramp						25,000.00
		500	SF	50.00		
Gym Flooring Demo						143,920.00
		7,196	SF	20.00		
Division 3 Concrete						
New Stairs/Ramp						7,500.00
3.1		500	SF	15.00		
Division 5 Metals						
Handrails						12,600.00
		84	LF	150.00		
Division 6 Wood, Plastics, and Composites						
Rough Carpentry						6,000.00
6.1		1	LS	6,000.00		
Casework w/ Countertops						60,000.00
		80	LF	750.00		
Division 7 Thermal and Moisture Protection						
Roof Underlayment						37,530.00
6.1		15,012	SF	2.50		
Sheet Metal Flashing, Trim, Fascia @ Roof						18,765.00
		1,251	LF	15.00		
TPO, Cover Board, R-25 Insulation						147,868.20
		15,012	SF	9.85		
Roof Consultant						1,700.00
		1	LS	1,700.00		
Conductor Heads						1,750.00
		10	EA	175.00		
Division 8 Openings						
Single Wood Door - Vision Lite						1,000.00
		2	EA	500.00		
Single Wood Door						3,780.00
		9	EA	420.00		
Double Wood Door - Vision Lite						2,500.00
		4	EA	625.00		
Single HM Door - Vision Lite						700.00
		1	EA	700.00		
Double HM Door						1,450.00
		2	EA	725.00		
3' x 7' HM Frames						5,040.00
		12	EA	420.00		
6' x 7' HM Frames						4,500.00
		6	EA	750.00		
Door Hardware						18,000.00
		18	EA	1,000.00		
Access Control - single card swipe						5,080.00
		2	EA	2,540.00		
Coiling Door						27,000.00
		2	EA	13,500.00		
Storefront/Glazing Replacement						25,600.00
		2,048	SF	12.50		
Division 9 Finishes						
LVT						34,538.00
		4,934	SF	7.00		
Hard Tile - Restroom Floor						5,131.00
		733	SF	7.00		
Hard Tile - Restroom Wall						4,277.00
		611	SF	7.00		
Resilient Athletic Flooring						79,156.00
		7,196	SF	11.00		

Division	Description	Qty	Unit	Unit Cost + Sub OH&P	Extended	Division Total	
	Rubber Base	412	LF	3.50		1,442.00	
	Floor Transition Strips	35	LF	2.25		78.75	
	ACT Type I	4,934	SF	6.25		30,837.50	
	ACT Type II	733	SF	6.75		4,947.75	
	Interior Wall Painting	11,308	SF	5.00		56,540.00	
	Exterior Painting	0	SF	2.00		0.00	
Division 10	Specialties					40,940.00	
10.1	Interior Signs	16	EA	125.00		2,000.00	
	Fire Extinguishers and Cabinet	2	EA	570.00		1,140.00	
	Toilet Accessories	48	EA	600.00		28,800.00	
	Toilet Partition/ Urinal Screen	6	EA	1,500.00		9,000.00	
Division 12	Furnishings					320,000.00	
10.1	Rolling Fabric Window Shades	0	EA	1,000.00		0.00	
	Concession Appliances	10	EA	2,000.00		20,000.00	
	Gym Bleachers	1	LS	300,000.00		300,000.00	
Division 16	Electrical					59,728.25	
	Electrical - Lighting Only	104	EA	375.00		39,000.00	
	Additional Receptacles	6	EA	350.00		2,100.00	
	Additional Voice/Data	6	EA	225.00		1,350.00	
	Electrical - Concessions Upgrade	1,133	SF	15.25		17,278.25	
Division 22	Plumbing					249,472.50	
	Concessions Sink	2	EA	4,500.00		9,000.00	
	Electric Water Cooler	2	EA	4,500.00		9,000.00	
	Siamese FDC Connection	0	EA	4,500.00		0.00	
	Fire Protection System (unknown connection point)	15,863	SF	7.50		118,972.50	
	Plumbing Fixtures	25	EA	4,500.00		112,500.00	
Division 23	HVAC					56,897.25	
	Test & Balance	15,863	SF	0.75		11,897.25	
	VRF/Split System (Classroom, etc.)	5	EA	9,000.00		45,000.00	
Add nothing below this line							
Sub-Total (Divisions 2 - 33)							\$1,513,339.20
Division 1 (From Above)							227,000.88
Sub-Total - All Divisions							1,740,340.08
Contingency		5.00%	of		1,740,340.08	87,017.00	
					Year 5 Total	\$1,827,357.08	
					Year 1 - Year 5	\$6,095,611.12	
					Gross Building SF	51,302	
					AVG \$/SF	\$119	
PROFESSIONAL SERVICES							
	A/E Basic Services	7.8%	of	6,095,611.12		472,409.86	
	Reimbursibles	1	LS	5,000.00		5,000.00	
	Testing & Remediation	1	LS	12,000.00		12,000.00	
	Advertising/Printing/Permitting	1	LS	5,000.00		5,000.00	
					Total Soft Costs	\$494,410	
TOTAL PROJECT COST						\$6,590,020.98	



TIME LEADERSHIP ACADEMY
DOTHAN, AL

DRAWING INDEX	
NO.	DESCRIPTION
1	SCHEMATIC SUBMITTAL
2	SCHEMATIC SUBMITTAL
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ARCHITECTURAL

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NEIGHBORHOOD MAP



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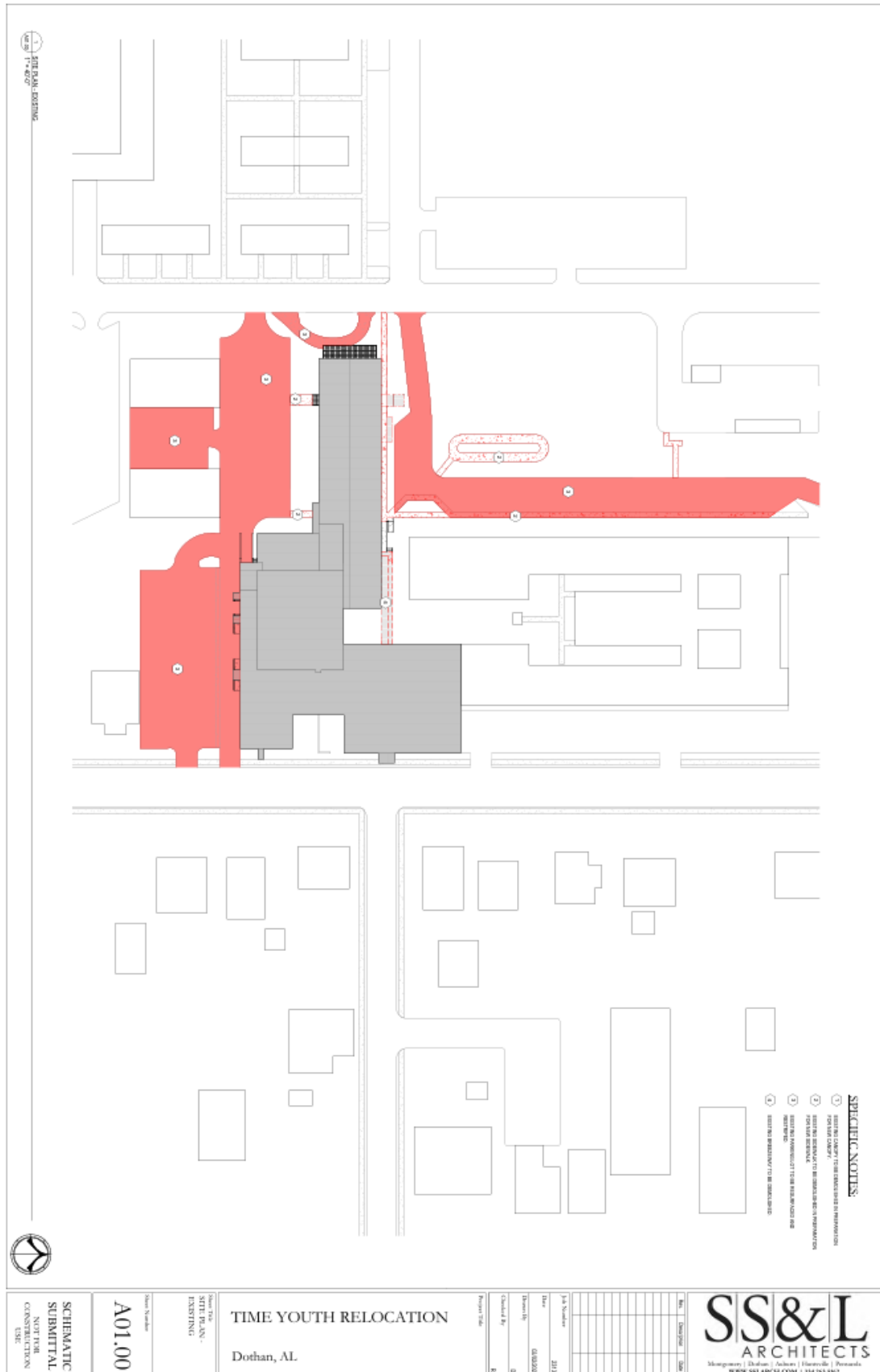
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TIME YOUTH RELOCATION
Dothan, AL

Drawn By: SS&L ARCHITECTS
Drawing Name: TIME YOUTH RELOCATION

Sheet Number: T01.00

SCHEMATIC
SUBMITTAL
NORTH
CONSTRUCTION
T01

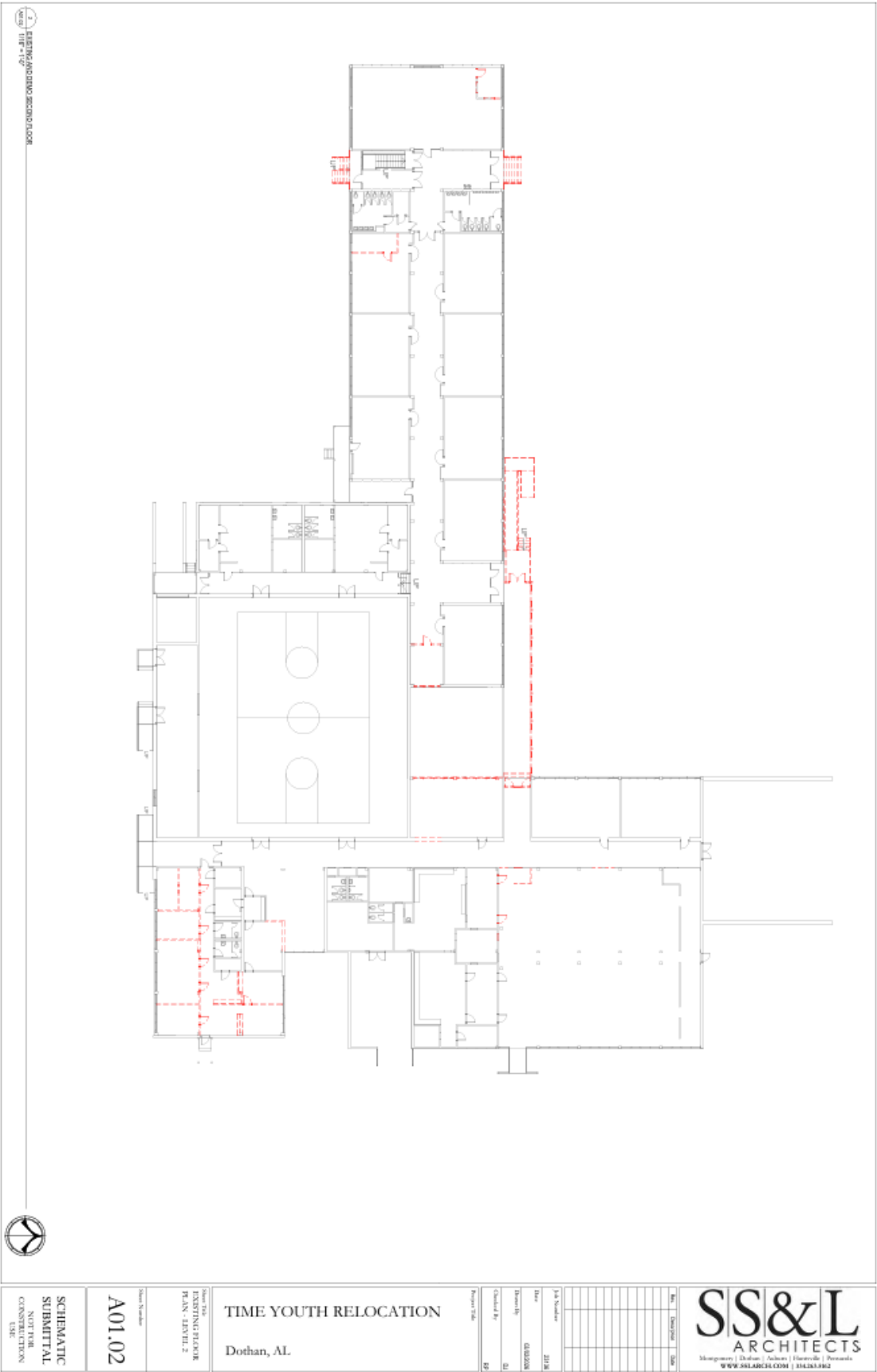


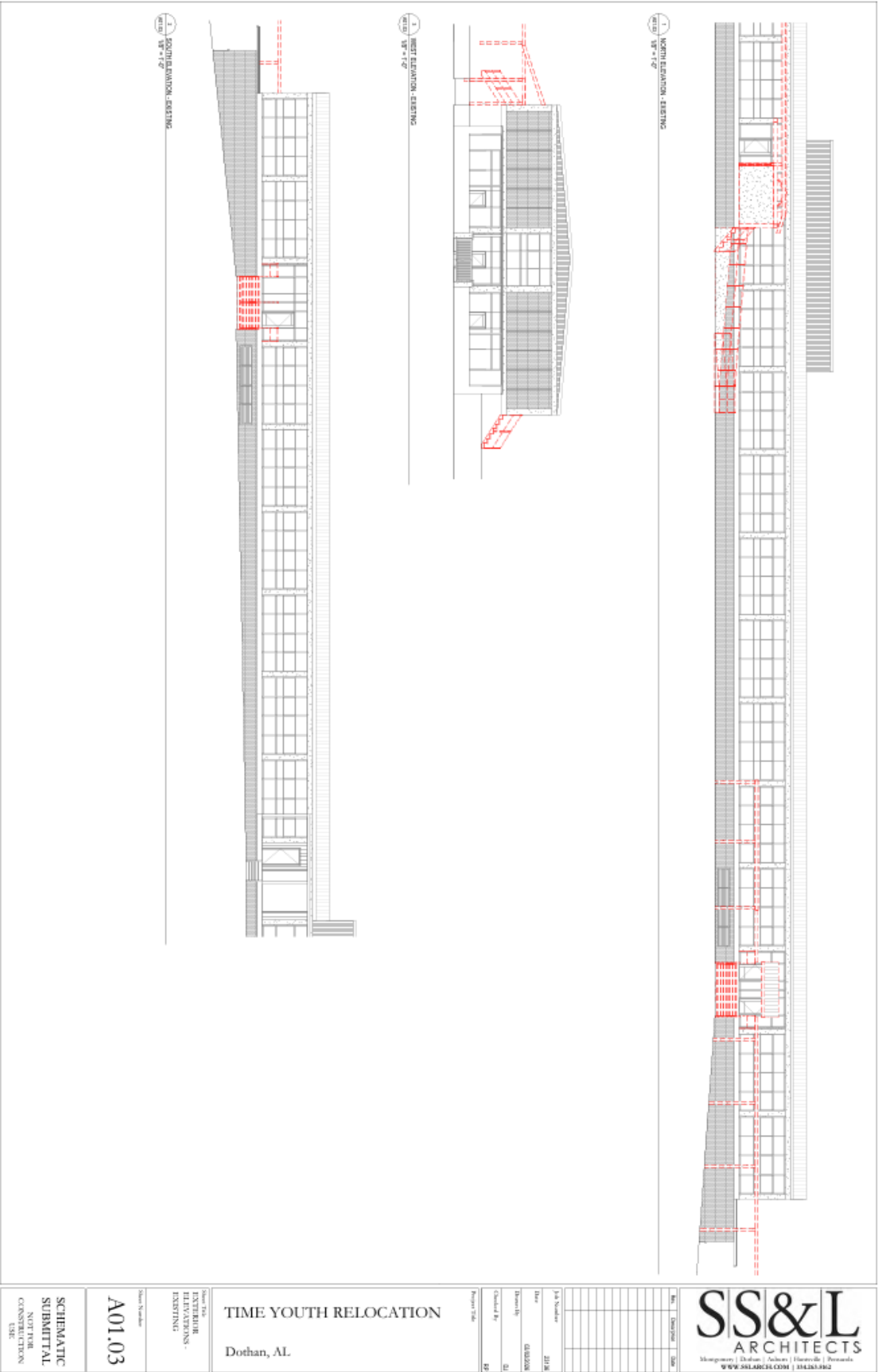
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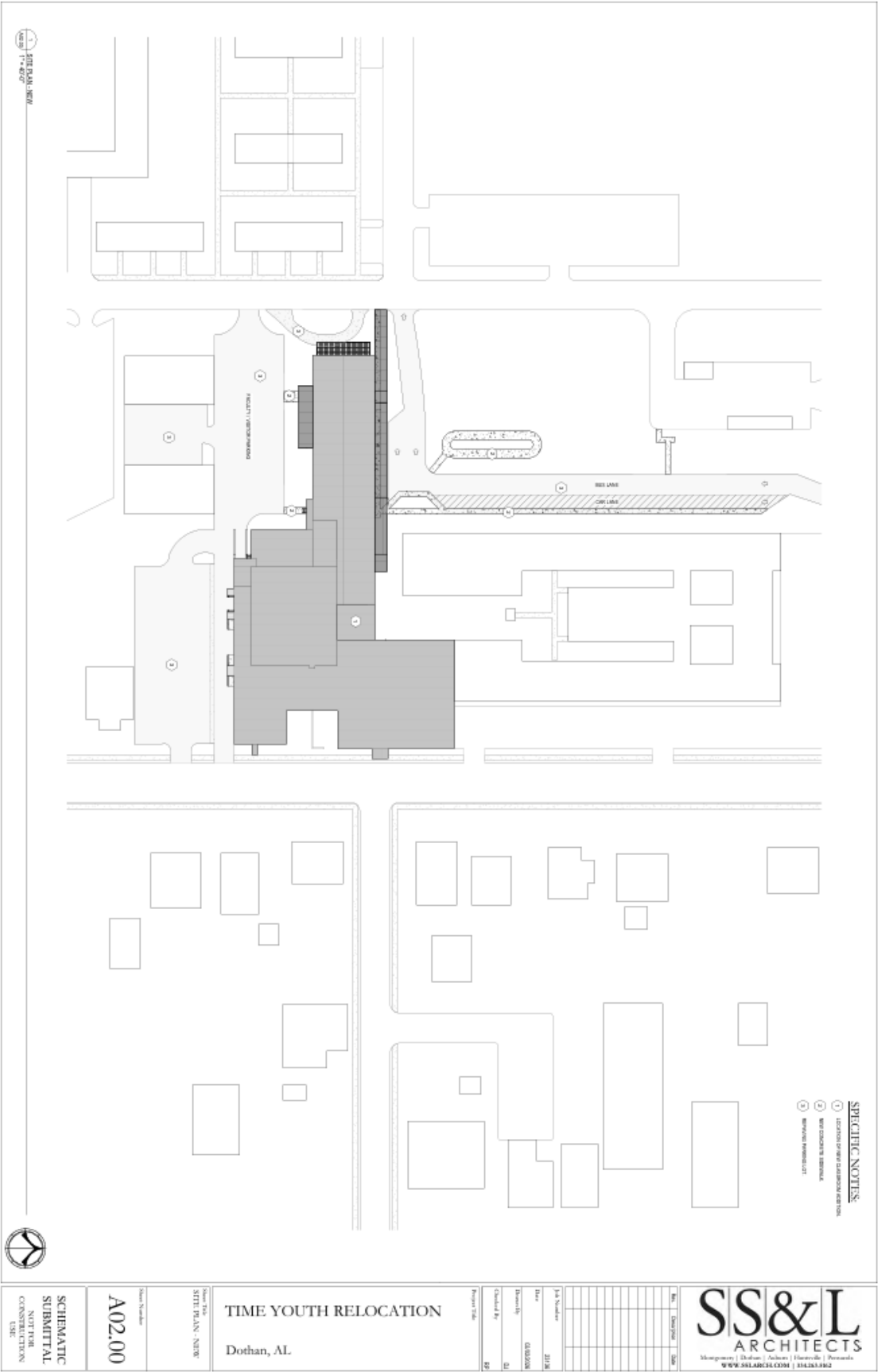
- 1) IDENTIFY THE KEY ELEMENTS OF THE PROBLEM AND PLAN THE APPROACH
- 2) ANALYZE THE GIVEN INFORMATION AND IDENTIFY THE KEYWORDS
- 3) PLAN THE SOLUTION AND IDENTIFY THE KEY STEPS TO FOLLOW
- 4) IDENTIFY THE CONCEPTS AND FORMULAS INVOLVED
- 5) IDENTIFY THE GIVEN DATA AND THE REQUIRED INFORMATION
- 6) IDENTIFY THE KEY STEPS TO FOLLOW AND THE KEY FORMULAS TO USE
- 7) IDENTIFY THE KEY STEPS TO FOLLOW AND THE KEY FORMULAS TO USE
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- 10) IDENTIFY THE KEY STEPS TO FOLLOW AND THE KEY FORMULAS TO USE

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NOT FOR
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1. PHOTO TO PAPER ALGORITHM
2. REPLY CATALAN BOMB
3. PENDING WITH A PENDING REPLY AND REPLY WITH A PENDING
4. REPLY COMMENTS WITH PSEUDO-COMMENT, REPLY TO OTHER
5. PENDING NEW STORY AND PENDING COMMENT CONNECTED TO OTHER
6. REPLY OF A COMMENT IN THE OTHER AREA
7. REPLY VIA NETWORKING
8. ADD A COMMENT TO A COMMENT REPLY
9. REPLY VIA REPLY CATALAN BOMB
10. REPLY CATALAN BOMB

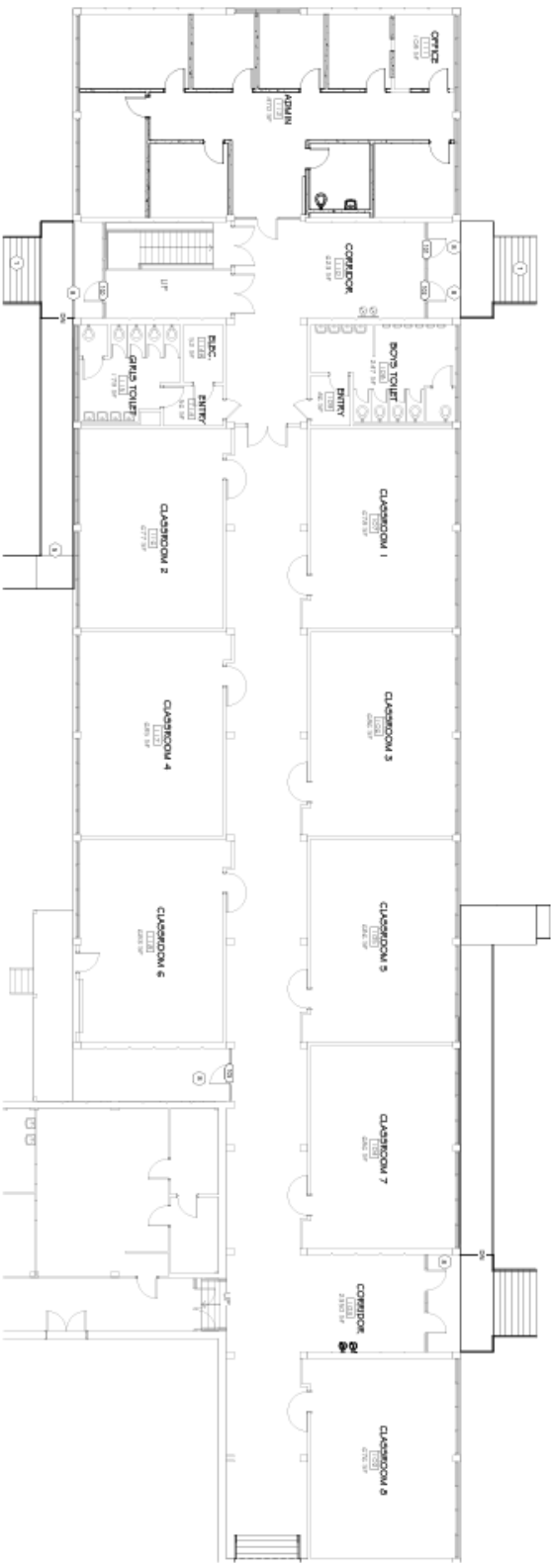

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1
FIRST FLOOR PLAN
18' x 14'

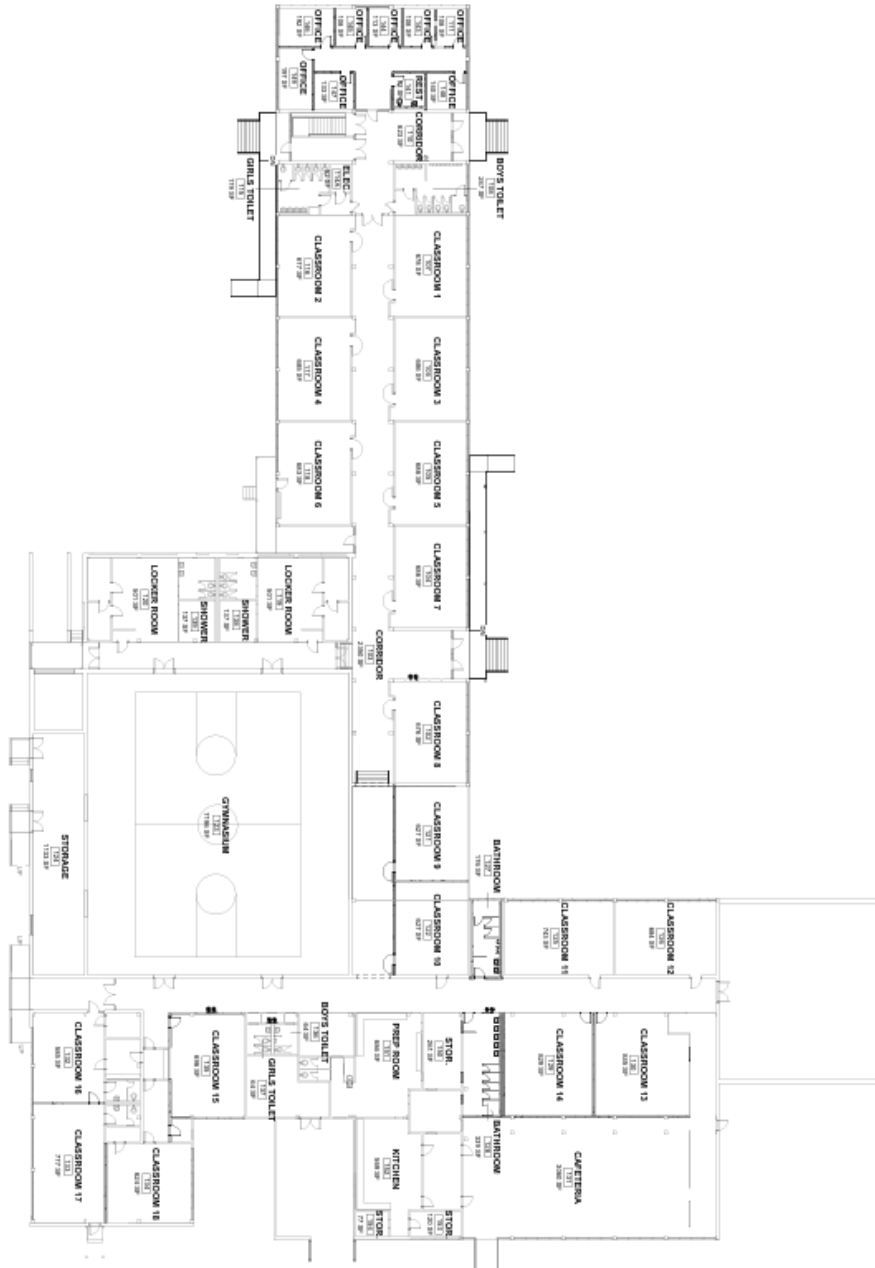
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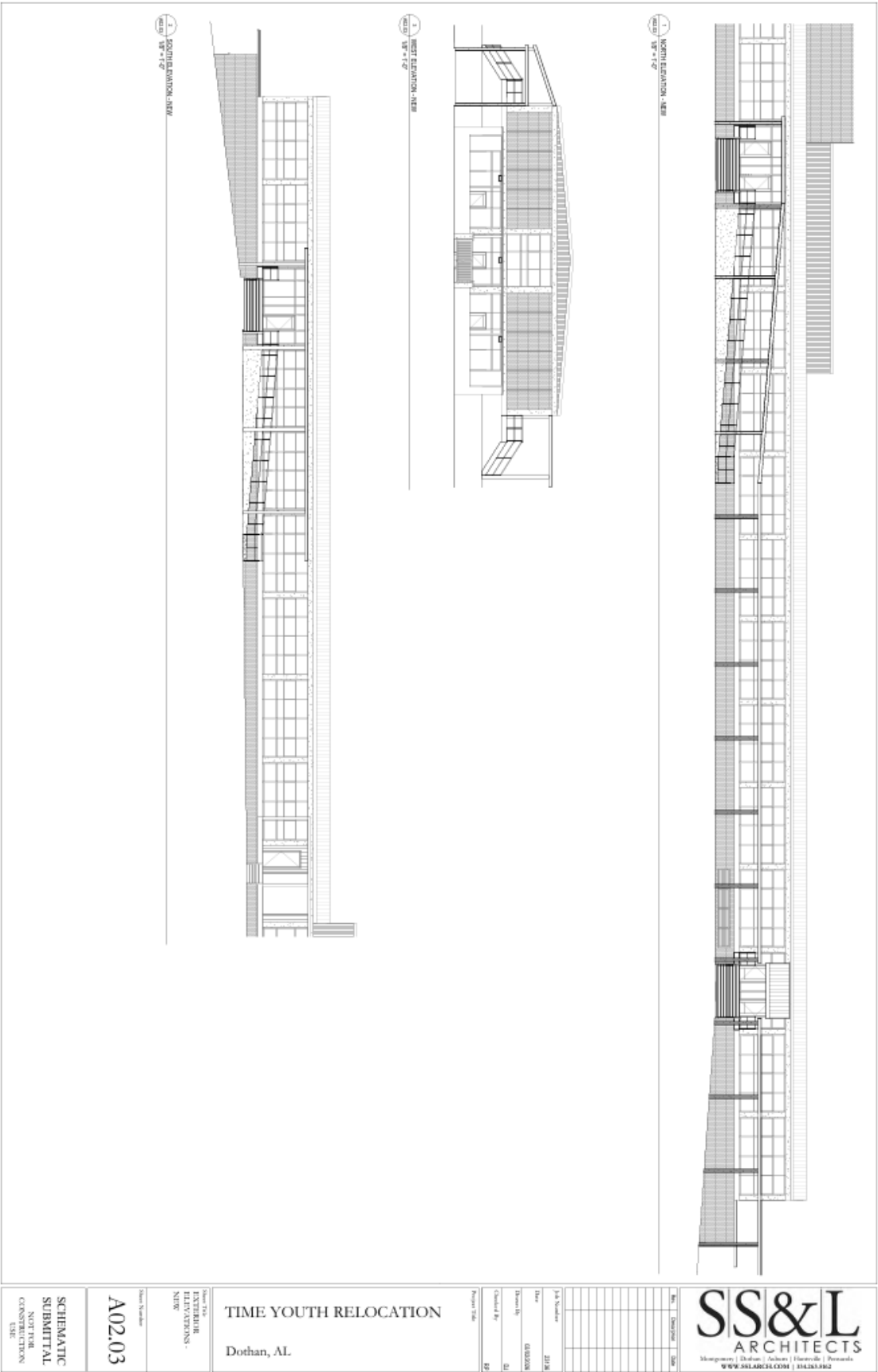
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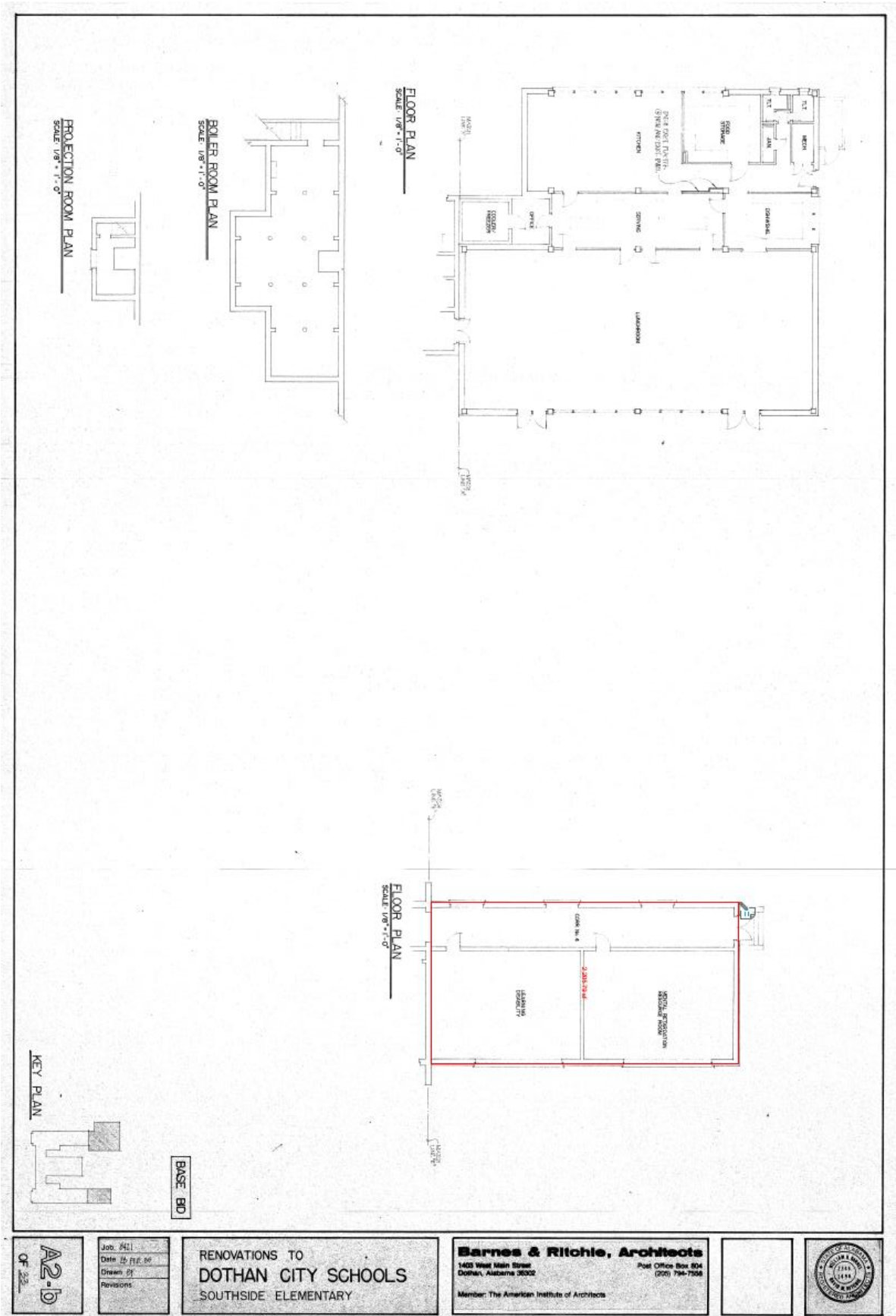


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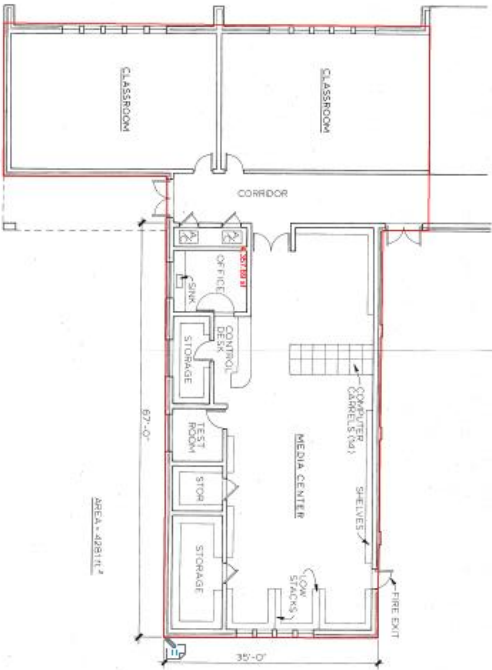
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OF 22

Job No.	641
Date	10/11/00
Drawn by	
Revisions	

RENOVATIONS TO
DOTHAN CITY SCHOOLS
SOUTHSIDE ELEMENTARY

Barnes & Ritchie, Architects
1403 West Main Street
Dothan, Alabama 36002
Post Office Box 604
(205) 794-7558
Member: The American Institute of Architects





Killingsworth
and Associates, Inc.
Architects and Engineers

520 CLOVERLAND RD
SUITE 200
TOLSON, MA 01960
TEL: 978-237-7991

Project: GONNAH CITY
SCHOOL - 100
ATLANTA, GA

Sheet Title:

Issue Date: JULY 24, 2008
Drawings:

Drawn By: MARK FINEY
Checked By:
Project Number: 8827
Sheet Number:

Revised: Marked
of

Option B Letters of Intent

LETTER OF INTENT TO LEASE

Whereas: The City of Dothan is the owner of the property at 901 South Saint Andrews Street, Dothan, Alabama 36301 and 500 Dusy Street, Dothan, Alabama 36301 and seeks tenants in support of its long-term vision of utilizing the properties for community and educational purposes.

Whereas: TIME Leadership Academy, Inc. has an approved application for a public charter school in Dothan Alabama that requires a facility solution for a school that would enroll students in K-8.

<u>Property:</u>	901 South Saint Andrews Street, Dothan, AL 36301 500 Dusy Street, Dothan, AL 36301 The properties were originally public schools and have adequate facilities (classrooms, gym, cafeteria, parking, outdoor field, etc.) to support a public charter school.
<u>Lessor/Seller:</u>	City of Dothan
<u>Lessee/Purchaser:</u>	TIME Leadership Academy Inc TIME Leadership Academy has an approved charter application for a school opening in August 2027.
<u>Premises Description:</u>	Premises are a former public school with classrooms, a gym, cafeteria and kitchen, bathrooms, offices, and exterior recess/athletics space. The parties intend to collaborate on site evaluation, potential renovations, and any shared use in compliance with Alabama law.
<u>Lease/Purchase Price:</u>	The parties anticipate a multi-year lease and/or purchase with additional option periods. Pricing is to be determined by the parties based on necessary renovations, and as public funding may allow.
<u>Intent:</u>	Lessor/Seller is providing a non-exclusive offer to lease and/or purchase. Seller and Lessee/Purchaser express their mutual interest in executing a lease and/or purchase and sale agreement (P&SA).
<u>Confidentiality of Negotiations:</u>	Both Lessor/Seller and Lessee/Purchaser shall use its best efforts to maintain at all times, as confidential information: (i) the fact that it has executed this Letter of Intent, (ii) the terms of this Letter of Intent, and (iii) the existence and content of any negotiations. Purchaser may: (x) inform advisors, counsel and employees whom each party deems necessary or advisable, provided that such persons are advised of the confidential nature of the negotiations; and (y) make

disclosures required by applicable laws. However, it is known and understood by both Lessor/Seller and Lessee/Purchaser that all documents included in a charter application are public documents and subject to public disclosure.

Subsequent Efforts:

Upon execution of this Letter of Intent, and subsequent execution of a charter contract with an approved Alabama charter school authorizer, Seller and Buyer, in good faith, will use their best efforts to consummate a multi-year lease and/or P&SA to be prepared by the Lessee/Seller. Lessee/Seller understands Lessee/Purchaser will likely require a financing contingency.

Governing Law:

This Letter of Intent shall be governed by and construed under the laws of the State of Alabama.

Construction:

This Letter of Intent shall be construed according to its fair meaning and not strictly for or against either party. This Letter of Intent does not and is not intended to impose any binding obligations on the parties, except as provided in the paragraph entitled Confidentiality of Negotiations.

Counterparts:

This Letter of Intent may be executed in several counterparts, each of which shall be deemed to be an original, but all of which shall constitute one and the same instrument.

THIS LETTER OF INTENT DOES NOT CONTRACTUALLY BIND EITHER PARTY TO THE PROPOSED LEASE/SALE OR PURCHASE AND IS ONLY EXECUTED TO EXPRESS GENERAL TERMS UNDER WHICH THE PARTIES MAY AGREE TO ENTER INTO A FORMAL AND BINDING LEASE AND/OR SALE AGREEMENT.

If the terms outlined are acceptable, please indicate acceptance of this Letter of Intent by signing below

Lessee/Purchaser: TIME Leadership Academy, Inc.

By: *Nathan Patterson*

Name: Nathan Patterson

Founder/Executive Director

Date: June 30, 2026

Lessor/Seller:

By: *Randall S. Morris*

Name: Randall S. Morris, P.E.

City Manager

City of Dothan

Date: June 30, 2026

Attachment 8: Statement of Assurances

STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school applicant and submitted with the application for a charter school.

As the duly authorized representative of the School, I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of T.I.M.E Leadership Academy Charter School are accurate and true to the best of my knowledge and belief; and further, I certify and assure that, if awarded a charter:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized by the Act.
2. The School has tax exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Sec. 501(c)(3)), is not to be a sectarian or religious organization, and shall be operated according to the terms of a charter contract executed with the Alabama Public Charter School Commission.
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the Individuals with Disabilities Education Improvement Act (IDEA, 20 U.S.C. Sec. 1401 *et seq.*).
 - b. Compliance with the Federal Educational Rights and Privacy Act (FERPA, 20 U.S.C. Sec. 1232g).
 - c. Compliance with the Elementary and Secondary Education Act (ESEA, 20 U.S.C. Sec. 6301 *et seq.*).
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law.
 - e. Compliance with the *Every Student Succeeds Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments.
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681).
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794).
 - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).

4. The School shall hire, manage, and discharge any charter school employee in accordance with state laws and the School's charter contract.
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school.
6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's governing board maintains oversight authority over the charter school.
7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations.
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed.
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received.
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state.
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt.
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate state laws.
13. The School shall issue diplomas to students who meet state high school graduation requirements established by the Department even though the charter school governing board may establish additional graduation requirements.
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain.
15. The School shall operate according to the terms of its charter contract and the Act.

16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts.
17. The School shall provide basic education, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system.
18. The School shall employ certificated instructional staff as required by Federal program regulations.
19. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Department, including annual audits for legal and fiscal compliance.
20. The School shall comply with the open public meetings act and public records requirements.
21. The School shall be subject to and comply with all legislation governing the operation and management of charter schools.
22. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract.
23. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations.
24. The School shall be subject to the supervision of the State Superintendent and the State Board of Education, including accountability measures, to the same extent as non-charter public schools, except as otherwise expressly provided by law.
25. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any Alabama student regardless of his or her location of residence.
26. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do non-charter public schools.
27. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery as provided in the Act.
28. The School's Governing Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility.

29. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property.
30. The School has disclosed any real, potential, or perceived conflicts of interest that could impact the approval or operation of the School.
31. The School shall, within sixty days of approval of its charter application, execute a charter contract with the Commission, containing the terms set forth by the Commission and the terms required by the Act, as well as future rules adopted by the Commission.
32. The School shall meet any reasonable preopening requirements or conditions imposed by the Commission, including, but not limited to, requirements or conditions to monitor the start-up progress of the School, to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening.
33. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action.
34. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission.
35. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law.
36. The School shall comply with any nonrenewal of termination actions imposed by the Commission.
37. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools.
38. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics.
39. The School shall, at all times, maintain all necessary and appropriate insurance coverage.
40. The School shall indemnify and hold harmless the Commission and its officers, directors, agents, and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation.
41. The School's governing body has adopted a resolution or motion that authorizes the submission of the School's Charter School Application, including all understandings and assurances contained herein, directing and authorizing the School's designated representative to act in connection with the application and to provide such additional information as may be required by the Commission.

42. The School understands that the Commission will not reimburse the School for any costs incurred in the preparation of this application. All applications and associated materials become the property of the Commission, and the School claims no proprietary right to the ideas, writings, items, or samples, unless so stated in the application.
43. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if its application is approved the specific terms and provisions of the contract will be negotiated.
44. The School grants the Commission, or its representatives, the right to contact references and others who may have pertinent information regarding the ability of the School, its Governing Board members, proposed management, and lead staff to perform the services contemplated by the application.
45. The School grants the Commission, or its representatives, the right to conduct criminal background checks as part of the evaluation process. Signed consent forms from each of the impacted individuals are attached.
46. The School is submitting proposed Contract exceptions or changes: ☐ Yes ☐ No
If Contract exceptions are being submitted, the School has attached them to this form.
47. The School affirms that it shall in all respects comply with the requirements of *Ala. Code* § 41-1-91, et seq.
48. All of the information submitted in the Application is true, correct, complete, and in compliance with Alabama laws.
49. All of the information contained in the Application reflects the work of the applicant; no portion of the application was plagiarized.

T.I.M.E. Leadership Academy Charter School

NAME OF SCHOOL

Nathan Patterson

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

6/23/2026

DATE

Nathan Patterson

NAME OF DULY AUTHORIZED REPRESENTATIVE

Attachment 9: Identification of Documentation Required for Annual Performance Report

The Commission will require submission of or access to materials or data from the School for oversight and accountability of the school.

I. Academic Framework

The academic framework captures the impact a school has (or does not have) on its primary stakeholder - students. It is the centerpiece in the balance between accountability and autonomy. The academic performance of the school includes state measures as well as mission specific outcomes that define the success of the school. In this section only, a school can earn a rating of “Exceeds” expectations. This portion is divided into district level and individual school level performance.

This section includes measures to meet performance standards referenced in the School Choice and Student Opportunity Act. These measures provide a base-level evaluation and continuity between differing schools in the portfolio and across the state. This is the space also where *your mission* can shine with the inclusion of metrics that go beyond the baseline and help define success of your school model. While mission specific academic measures are not required, they are strongly encouraged.

A. District Level Comparison

The comparison data at the district level is the overall Alabama State averages and the averages for the district in which the charter school resides. Additional district-level comparison data may be used.

If appropriate for your school, you can include additional district-level comparisons and modify the benchmarks appropriately. These changes will need to be agreed upon by APCSC. You can also add mission specific measures for each indicator which would require some adjustment to the overall ratings criteria logic model. Such changes will need to be agreed upon by APCSC.

i. State and Federal Accountability				
Measure	Metric	Comparative Data	Benchmarks	Rating
Overall Score (aka report card grade)			Exceeds: 90-100 (aka “A”) Meets: 70-89 (aka “B” or “C”) Approaches: 60-69 (aka “D”)	
Academic Achievement	Your school’s district level	State: Local:	Exceeds: Higher than both the state and local comparative data.	

	data goes here		Meets: Higher than the average of state and local comparative data. Approaches: Above the minimum of state and local comparative data.	
Academic Growth		State: Local:	See benchmarks for Academic Achievement given above.	
Chronic Absenteeism		State: Local:	Exceeds: below both the state and local comparative data. Meets: below the average of state and local comparative data. Approaches: below the maximum of the state and local comparative data.	
Overall Rating:	Your school's overall rating goes here			

Overall Rating Criteria: To obtain an “Exceeds” expectations rating, the overall score or academic achievement score needs to be “Exceeds” with a “Meets” or higher in all other measures. A “Meets” rating means either the overall score or academic achievement score is “Meets” or higher with either academic growth or chronic absenteeism at “Approaches” or higher; OR the overall score and academic achievement ratings are “Approaches” or higher with the academic growth score and chronic absenteeism at “Meets” or higher. Ratings of “Approaches” or higher in three or more measures earns an “Approaches” rating. All other cases are “Does Not Meet.”

ii. Academic Proficiency				
Measure	Metric	Comparative Data	Benchmarks	Rating
ELA proficiency (Overall)	Your school's district level data goes here	State: Local:	Exceeds: Higher than both the state and local comparative data. Meets: Higher than the average of state and local comparative data. Approaches: Above the minimum of state and local comparative data.	

Math proficiency (Overall)		State: Local:	<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Science proficiency (Overall)		State: Local:	<i>See benchmarks for ELA proficiency (overall) given above.</i>	
ELA proficiency (Largest subpopulation)		State: Local:	<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Math proficiency (Largest subpopulation)		State: Local:	<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Science proficiency (Largest subpopulation)		State: Local:	<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Overall Rating:				

Overall Rating Criteria: To earn an “Exceeds” rating, the school should have “Exceeds” in at least two measures and “Meets” or higher in all others. To have a “Meets” rating, the school needs a “Meets” or higher in each subject either overall or in the largest subpopulation, with at least “Approaches” in all other measures. A school has an “Approaches” expectations rating with an “Approaches” or higher rating in at least two subjects either overall or in the largest subpopulation. All other cases are “Does Not Meet.”

iii. Academic Growth				
Measure	Metric	Growth Base	Benchmarks	Rating
ELA proficiency growth (Overall)	Your school's district level data goes here	Your school's district level data from last year goes here	Exceeds: Growth of 10% or higher from one year to the next. Meets: Growth of at least 5% from one year to the next. Approaches: Growth from one year to the next.	

Math proficiency growth (Overall)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Science proficiency growth (Overall)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
ELA proficiency growth (Largest subpopulation)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Math proficiency growth (Largest subpopulation)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Science proficiency growth (Largest subpopulation)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Overall Rating:				

Overall Rating Criteria: To earn an “Exceeds” rating, the school should have “Exceeds” in at least two measures and “Meets” or higher in all others. To have a “Meets” rating, the school needs a “Meets” or higher in each subject either overall or in the largest subpopulation, with at least “Approaches” in all other measures. A school has an “Approaches” expectations rating with an “Approaches” or higher rating in at least two subjects either overall or in the largest subpopulation. All other cases are “Does Not Meet.”

v. Mission Specific Measures			
Measure	Metric	Benchmarks	Rating
Culture and Engagement	Your school's	By the end of Year 1, students and families will report a sense of belonging and support as measured by school climate surveys,	

	district level data goes here	reflecting TLA's emphasis on building a culture of high expectations and inclusion Exceeds: Describe your "Exceeds" benchmark here. 90% Meets: Describe the benchmark 80% Approaches: Describe the benchmark 70%	
Milestone Goals		By the end of year 1, TLA students will meet their end of year Milestone goals with a minimum average score of 3 on the scoring rubric. (Milestone goals are stepping stones to completion of the eighth grade Capstone. Milestone and Capstone Goals are aligned to TLA's Portrait of a Graduate.) Exceeds: Describe your "Exceeds" benchmark here. 90% Meets: Describe the benchmark 80% Approaches: Describe the benchmark 70%	
Overall Rating:	Your school's overall rating goes here		

Overall Rating Criteria: Describe how the overall rating is determined by the ratings for each measure. The overall rating is the minimum of the ratings for each measure.

B. School Level Comparison

The academic performance of each individual school operated under the charter contract is evaluated in this section. Here "school" is defined by the ALSDE in the divisions set forth in the report card data. Typically, the split is by cost center into categories like primary, elementary, middle school, etc.

You will need to copy and paste the following pieces of the academic framework for each of your schools to include below. For each school, you and APCSC will need to determine a comparison school group and comparative data definition as described in the table below.

School Name:	Individual school name	Grades Served:	Within this school
Principal/Leader:	School level leader	Enrollment:	For this school
Comparison School Group: All Dothan City Schools.			

Comparative Data Definition: a weighted average of the comparison schools' scores with the weights determined by the comparison schools' enrollments.

i.State and Federal Accountability				
Measure	Metric	Comparative Data	Benchmarks	Rating
Overall Score (aka report card grade)			Exceeds: 90-100 (aka "A") Meets: 70-89 (aka "B" or "C") Approaches: 60-69 (aka "D")	
Academic Achievement	Your school's data goes here	Comparative data goes here	Exceeds: At least five percentage points more than the comparative data. Meets: Higher than the comparative data. Approaches: Within five percentage points of the comparative data.	
Academic Growth			<i>See benchmarks for Academic Achievement given above.</i>	
Chronic Absenteeism			Exceeds: 80% or less of the comparative data. (0.8 multiplier) Meets: Below the comparative data Approaches: At most 120% of the comparative data. (1.2 multiplier)	
Overall Rating:	Your school's overall rating goes here			

Overall Rating Criteria: To obtain an "Exceeds" expectations rating, the overall score or academic achievement score needs to be "Exceeds" with a "Meets" or higher in all other measures. A "Meets" rating means either the overall score or academic achievement score is "Meets" or higher with either academic growth or chronic absenteeism at "Approaches" or higher; OR the overall score and academic achievement ratings are "Approaches" or higher with the academic growth score and chronic absenteeism at "Meets" or higher. Ratings of "Approaches" or higher in three or more measures earns an "Approaches" rating. All other cases are "Does Not Meet."

ii. Academic Proficiency				
Measure	Metric	Comparative Data	Benchmarks	Rating
ELA proficiency (Overall)			Exceeds: At least five percentage points more than the comparative data. Meets: Higher than the comparative data. Approaches: Within five percentage points of the comparative data.	
Math proficiency (Overall)			<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Science proficiency (Overall)			<i>See benchmarks for ELA proficiency (overall) given above.</i>	
ELA proficiency (Largest subpopulation)			<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Math proficiency (Largest subpopulation)			<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Science proficiency (Largest subpopulation)			<i>See benchmarks for ELA proficiency (overall) given above.</i>	
Overall Rating:				

Overall Rating Criteria: To earn an “Exceeds” rating, the school should have “Exceeds” in at least two measures and “Meets” or higher in all others. To have a “Meets” rating, the school needs a “Meets” or higher in each subject either overall or in the largest subpopulation, with at least “Approaches” in all other measures. A school has an “Approaches” expectations rating with an “Approaches” or higher rating in at least two subjects either overall or in the largest subpopulation. All other cases are “Does Not Meet.”

iii. Academic Growth				
Measure	Metric	Growth Base	Benchmarks	Rating
ELA proficiency growth (Overall)	Your school's data goes here	Your school's data from last year goes here	Exceeds: Growth of 10% or higher from one year to the next. Meets: Growth of at least 5% from one year to the next. Approaches: Growth from one year to the next.	
Math proficiency growth (Overall)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Science proficiency growth (Overall)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
ELA proficiency growth (Largest subpopulation)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Math proficiency growth (Largest subpopulation)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Science proficiency growth (Largest subpopulation)			<i>See benchmarks for ELA proficiency growth (overall) given above.</i>	
Overall Rating:				

Overall Rating Criteria: To earn an “Exceeds” rating, the school should have “Exceeds” in at least two measures and “Meets” or higher in all others. To have a “Meets” rating, the school needs a “Meets” or higher in each subject either overall or in the largest subpopulation, with at least “Approaches” in all other measures. A school has an “Approaches” expectations rating with an “Approaches” or higher rating in at least two subjects either overall or in the largest subpopulation. All other cases are “Does Not Meet.”

The section below is intended for mission specific measures that do not fit naturally into one of the other categories and/or need to be tabulated by the school. If appropriate for your school model, you can add indicators and partition your measures appropriately.

v. Mission Specific Measures			
Measure	Metric	Benchmarks	Rating
Culture and Engagement	Your school's data goes here	By the end of Year 1, students and families will report a sense of belonging and support as measured by school climate surveys, reflecting TLA's emphasis on building a culture of high expectations and inclusion Exceeds: Describe your “Exceeds” benchmark here. 90% Meets: Describe the benchmark 80% Approaches: Describe the benchmark 70%	
Milestone Goals		By the end of year 1, TLA students will meet their end of year Milestone goals with a minimum average score of 3 on the scoring rubric. (Milestone goals are stepping stones to completion of the eighth grade Capstone. Milestone and Capstone Goals are aligned to TLA's Portrait of a Graduate.) Exceeds: Describe your “Exceeds” benchmark here. 90% Meets: Describe the benchmark 80% Approaches: Describe the benchmark 70%	
Overall Rating:	Your school's overall rating goes here		

Overall Rating Criteria: Describe how the overall rating is determined by the ratings for each measure.

II. Financial Framework

The financial framework provides an overview of the financial performance of the school over the past year. Details on the definitions, calculation and rationale for each indicator, measure and benchmark are given elsewhere and are not included here for the sake of brevity. Please see the APCSC Financial Indicators Guidebook for more information.

I. Near-Term Financial Health				
Measure	Calculation	Meets Expectations Benchmark	Approaches Expectations Benchmark	Rating
Current Ratio	Your	$1.1 \leq CR$	$0.9 \leq CR < 1.1$	Ratings
Days Cash	school's	60+ Days	$30 \leq \text{Days Cash} < 60$	go here
Debt Default	numbers	No	Not Available	
Revenue to Budget Ratio	go here	Informational		
Expense to Budget Ratio		Informational		
Overall Rating	Your school's overall rating goes here			

Overall Ratings Criteria: Having a debt default automatically generates a “Does Not Meet” rating. Assuming a “No” for debt default, a days cash of 60 or more days generates a “Meets” rating. If days cash is 30-60 days and current ratio is 1.1 or above, then the overall rating is “Meets.” If days cash is 30-60 with a current ratio between 0.9 and 1.1, then the rating is “Approaches.” If days cash is between 15 and 30 with a current ratio above 10, then the rating is “Approaches.” All other cases produce “Does Not Meet.”

II. Financial Sustainability				
Measure	Calculation	Meets Expectations Benchmark	Approaches Expectations Benchmark	Rating
Current Net		<i>Informational</i>		
Carry-Over		<i>Informational</i>		
Total Margin		$0.02 \leq TM$	$-0.02 \leq TM < 0.02$	

Aggregated 3-yr Margin		$0.02 \leq TM$	$-0.02 \leq TM < 0.02$	
Debt-to-Asset Ratio		$DAR \leq 0.9$	$0.9 < DAR < 1.0$	
Net per Student		<i>Informational</i>		
Carry-over per Student		$\$5,000 \leq CpS$	$\$2000 \leq CpS < \5000	
Overall Rating	Your school's overall rating goes here			

Overall Ratings Criteria: Having a total margin above 2% with a debt-to-asset ratio below 0.9 produces a “Meets” rating. If the aggregated 3-yr margin is above 2% and the debt-to-asset ratio is below 0.9, then the rating is “Meets.” If both the total margin and the aggregated 3-yr margin are above zero with a debt-to-asset ratio below 0.7, then the rating is “Meets.” If both the total margin and the aggregated 3-yr margin are above -2% with a debt-to-asset ratio below 0.9 and carry-over-per-student above \$5000, then the rating is “Meets.” If both total margin and aggregated 3-yr margin are above -2% with a debt-to-asset ratio below 1.0, then the rating is “approaches.” All other cases produce a “Does Not Meet” rating.

III. Financial Flexibility			
Measure	Calculation	Meets Expectations Benchmark	Rating
State & Federal Funding Percent		$AFFP \leq 90\%$	
Overall Rating	Your school's overall rating goes here		

Overall Ratings Criteria: Having a state and federal funding percentage below 90% is a “Meets” rating. A state and federal funding percent above 90% is an “Approaches” rating.

IV. Financial Management & Oversight			
Measure	Meets Expectations Benchmark	Approaches Expectations Benchmark	Rating
Governance	Over the past year, every monthly financial packet was presented and discussed at a board meeting. The board approved the FY budget. All significant financial commitments (\$10K+) were discussed and voted upon by the board. Evidence is documented in the publicly available board meeting minutes with all meeting minutes available. APCSC	Over the past year, the majority of monthly financial packets were presented and discussed at a board meeting. The board approved the FY budget. All significant financial commitments (\$10K+) were discussed and voted upon by the board. Evidence is documented in the publicly available	

	board meeting observations record board engagement with the financial report.	board meeting minutes with at least 2/3 of meeting minutes available.	
Financial Policies	Financial policies are publicly available and follow GAAP. At least two school employees have access to financial information and provide oversight. No audit findings on financial policies and no ALSDE compliance monitoring findings on financial policies.	Financial policies are publicly available and follow GAAP. At least two school employees have access to financial information and provide oversight. Any audit findings or ALSDE compliance monitoring findings have a corrective action plan in place.	
Financial Reporting	Complete financial information is available on the website for all months of the performance period. No audit findings on financial reporting in the most recent audit. No ALSDE compliance monitoring findings during the reporting period on financial reporting.	Complete financial information is available on the website for all months of the performance period. Any audit findings on financial reporting or ALSDE compliance monitoring findings during the reporting period on financial reporting have a corrective action plan in place.	
Audit Findings	The most recent audit available is at most 16 months old. That audit is unmodified with no findings.	The most recent audit available is at most 20 months old. That audit is unmodified. Any findings have a corrective action plan in place.	
Overall Rating	Your school's overall rating goes here		

Overall Ratings Criteria: All metrics need to be “Meets” for the overall rating to be “Meets.” If at least two metrics are “Meets” with the other two as “Approaches” or “Meets” then the overall rating is “Approaches.” In all other cases the overall rating is “Does Not Meet.” Please note one “Does Not Meet” in *any* category implies a “Does Not Meet” for the overall rating.

III. Organizational Framework

The organizational framework provides an overview of the organizational performance of the school over the past year. Details on the definitions for each indicator, measure and the benchmarks are given elsewhere and are not included here for the sake of brevity. Please refer to the APCSC Organizational Indicator Guidebook for more information.

For this section, the overall ratings are based upon a sum of the individual measures. A measure that “Meets” expectations is worth +1, a measure that “Approaches” expectations is worth -1, and a “Does Not

Meet” expectations is worth -2. A measure that is “Not Available” counts as 0. As many of these measures are critical to the operation of a high-quality charter school, the expectation is to have well above the majority of the measures as “Meets” to obtain a “Meets” expectation for the indicator.

You may want to include mission specific organizational metrics in the appropriate sections. APCSC welcomes all measures that are instrumental in evaluating the success of your school.

I. Governing in the Public Interest	
Measure	Rating
Board Composition	
Mission & Vision	
Board Governing Documents	
Open Meetings Act	
Leadership Accountability	
Recruitment & Enrollment	
Disclosures	
Affiliated Organizations – this may be required	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be at least one ($\text{Sum} \geq 1$). A sum between -3 and 1 earns a “Approaches” rating ($-3 \leq \text{Sum} < 1$). A sum below -3 is “Does Not Meet.” ($\text{Sum} < -3$).

If your school is tied to another entity that affects the membership, deliberations or oversight duties of the governing board, you are encouraged to include a measure with appropriate benchmarks to reflect the performance of that relationship. Depending on the nature of the connection, this may be required by APCSC.

II. Creating Great Places to Work	
Measure	Rating
Employee Rights	

Background Checks	
Equitable Compensation	
Professional Development	
Staff Training	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be at least three (Sum ≥ 3). A sum between 0 and 3 earns a “Approaches” rating ($0 \leq \text{Sum} < 3$). A sum below zero is “Does Not Meet.” (Sum < 0).

III. Supporting Students & Protecting Students’ Rights	
Measure	Rating
Recruitment & Onboarding	
Student Records	
Grievance Policy	
Discipline Policy	
Student Handbook	
Counseling & Guidance	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be four or more (Sum ≥ 4). A sum between 2 and 4 earns a “Approaches” rating ($2 \leq \text{Sum} < 4$). A sum below 2 is “Does Not Meet.” (Sum < 2).

III. Supporting Students & Protecting Students’ Rights	
Measure	Rating
Recruitment & Onboarding	
Student Records	

Grievance Policy	
Discipline Policy	
Student Handbook	
Counseling & Guidance	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be four or more ($\text{Sum} \geq 4$). A sum between 2 and 4 earns a “Approaches” rating ($2 \leq \text{Sum} < 4$). A sum below 2 is “Does Not Meet.” ($\text{Sum} < 2$).

IV. Delivering the Educational Program	
Measure	Rating
School Calendar & Schedule	
Graduation & Promotion	
Content Standards	
Career Tech – Include this if you have a career tech program	
Staff Qualifications	
Instructional Environment	
Instructional Materials	
Instructional Support	
Data-driven Instruction	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be five or more ($\text{Sum} \geq 5$). A sum between 3 and 5 earns a “Approaches” rating ($3 \leq \text{Sum} < 5$). A sum below 3 is “Does Not Meet.” ($\text{Sum} < 3$).

V. Providing for Special Populations

Measure	Rating
Policies & Procedures	
Personnel Certification	
SPED population	
ELL population	
Parent Outreach	
Least Restrictive Environment	
Equitable Access	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be five or more ($\text{Sum} \geq 5$). A sum between 3 and 5 earns a “Approaches” rating ($3 \leq \text{Sum} < 5$). A sum below 3 is “Does Not Meet.” ($\text{Sum} < 3$).

VI. Providing a Safe & Positive Learning Environment	
Measure	Rating
Child Nutrition Plan	
Crisis Management Plan	
Prevention & Support	
Health Services	
Facility Security	
Fire Safety	
Secure in Place	
School Facility	
Transportation	

Insurance Coverage	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be six or more ($\text{Sum} \geq 6$). A sum between 3 and 6 earns a “Approaches” rating ($3 \leq \text{Sum} < 6$). A sum below 3 is “Does Not Meet.” ($\text{Sum} < 3$).

VII. Meeting Reporting Requirements	
Measure	Rating
Commission Reporting	
Reporting Required by Law	
Overall Rating	Overall Rating Here

Overall Ratings Criteria: To obtain a “Meets” expectations rating, the total sum of all measures must be two or more ($\text{Sum} \geq 2$). A sum between 0 and 2 earns a “Approaches” rating ($0 \leq \text{Sum} < 2$). A sum below zero is “Does Not Meet.” ($\text{Sum} < 0$).

Mission-Specific Organizational Performance Goals

In addition to the Commission-established organizational indicators in the performance framework, TIME Leadership Academy (TLA) will monitor several mission-specific organizational goals that measure the successful implementation of the school’s culture, student engagement model, and leadership development framework.

Culture and Engagement

By the end of Year 1, 99% of students and families will report a sense of belonging and support as measured by school climate surveys, reflecting TLA’s emphasis on building a culture of high expectations and inclusion.

Milestone Goals (Capstone will be added when students complete eighth grade)

By the end of Year 1, 95% of TLA students will successfully complete their end-of-year Milestone goals with a minimum average score of 3 on the scoring rubric. Milestone goals serve as developmental checkpoints aligned to TLA’s Portrait of a Graduate and function as stepping stones toward completion of the eighth-grade Capstone project.

TLA will use the Alabama Charter Commission's framework.

Specific and Measurable Goals

1. Literacy & Math Proficiency

- By the end of year 3, ACAP proficiency in both ELA and math will exceed the local district proficiency average by 10%.

2. Literacy & Math Growth

- By the end of Year 1, 80% of students in grades K, one, and five will meet or exceed their i-Ready growth targets in reading and math, as measured by i-Ready Diagnostic results.

Mission-Specific Organizational Performance Goals

In addition to the Commission-established organizational indicators in the performance framework, TIME Leadership Academy (TLA) will monitor several mission-specific organizational goals that measure the successful implementation of the school's culture, student engagement model, and leadership development framework.

3. Culture and Engagement

- By the end of Year 1, 99% of students and families will report a sense of belonging and support as measured by school climate surveys, reflecting TLA's emphasis on building a culture of high expectations and inclusion

4. Milestone Goals (Capstone will be added when students complete eighth grade)

- By the end of Year 1, 95% of TLA students will successfully complete their end-of-year Milestone goals with a minimum average

Measuring Organizational Success

TIME Leadership Academy (TLA) will monitor mission-specific organizational performance through clearly defined measures aligned to the school's culture, engagement model, and leadership development framework. These measures provide both quantitative and qualitative indicators of how effectively the school is implementing its mission and vision. To measure culture and engagement, TLA will administer annual school climate surveys to students and families that assess belonging, safety, support, and overall school experience. Success will be defined by 99% of students and families reporting a positive sense of belonging and support, reflecting the school's commitment to building strong relationships and a culture of high expectations and inclusion. TLA will also measure the successful implementation of its leadership and student development model through Milestone goals, which serve as developmental checkpoints aligned to the school's Portrait of a Graduate. Students will complete Milestone projects and experiences evaluated using a standardized rubric measuring competencies such as leadership, collaboration, communication, and responsibility. Success will be defined as 95% of students earning an average score of 3 or higher on the Milestone rubric by the end of each year. These Milestones provide structured opportunities for students to demonstrate growth in real-world skills and serve as stepping stones toward the eighth-grade Capstone project.

Together, these measures allow TLA to track the strength of its school culture, student engagement, and leadership development model—organizational elements that are central to the school’s mission and that enhance the overall educational experience for students.

Performance Review and Ongoing Oversight

The School must also provide any documents, data, or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

Attachment 10: Enrollment Policy

TIME Leadership Academy (TLA) Enrollment and Admissions Policy

(Pending Board-Approval Draft for Charter Application)

1. Purpose and Commitment to Open Access

TIME Leadership Academy (TLA) is a public charter school committed to providing all students with equitable access to a high-quality educational program. In accordance with the Alabama School Choice and Student Opportunity Act (Act 2015-3), TLA will maintain an open enrollment process and will admit students in a fair, transparent, and non-discriminatory manner.

TLA is open to all students who are eligible to attend public schools in Alabama within the grade levels served by the school.

2. Grade Levels Served

TIME Leadership Academy will serve students in grades **K–8**.

Enrollment is offered by grade level based on available capacity.

3. Eligibility Requirements

Any student who meets the following requirements may apply for admission:

- The student is eligible to attend a public school in the state of Alabama
- The student meets age requirements for the grade level, including Alabama kindergarten entry requirements
- The student submits a completed enrollment application during the open enrollment period

TLA does not require academic records, test scores, behavior history, interviews, or recommendations as a condition of enrollment.

4. Non-Discrimination Assurance

TIME Leadership Academy will not discriminate in enrollment or admission on the basis of:

- Race or ethnicity
- Color
- National origin
- Religion
- Sex or gender
- Disability
- English learner status
- Academic achievement or ability
- Socioeconomic status
- Housing status
- Any other protected characteristic under state or federal law

TLA will comply fully with all applicable laws, including IDEA, Section 504, Title VI, and Title IX.

5. Recruitment and Community Outreach

TLA will implement targeted outreach to ensure that families across the community are informed of enrollment opportunities, with particular emphasis on underserved neighborhoods within the school's intended enrollment area, including ZIP Code 36301.

Recruitment strategies will include:

- Public information sessions and community meetings
- Outreach through local housing communities and community organizations
- Distribution of enrollment materials in accessible community locations
- Website-based and in-person application availability
- Communication supports for families who may require assistance completing applications

TLA's recruitment efforts will reflect the school's mission to serve a diverse student population with significant educational and non-academic needs.

6. Application Process

Families may apply during the school's annual open enrollment window.

Applications will be available:

- Online through the school's website
- In person at the school office
- At designated community outreach events

Applications will request only information necessary to complete enrollment and lottery procedures, such as:

- Student name and grade level
- Parent/guardian contact information
- Residency information (if applicable for enrollment preferences)

Assistance will be provided to families who need support completing the application.

7. Lottery Procedures (If Oversubscribed)

If the number of eligible applicants exceeds the number of available seats in any grade level, TLA will conduct a random, public lottery in accordance with Alabama charter law.

Lottery procedures will include:

- A publicly announced date, time, and location
- Random selection conducted in a transparent manner
- Written notification to families regarding lottery outcomes
- A waitlist maintained for students not initially selected

No student will be admitted based on academic performance, ability, or other selective criteria.

8. Enrollment Preferences

To the extent permitted by Alabama law, TIME Leadership Academy will apply the following enrollment preferences in order of priority:

1. Students who reside within the Dothan City Schools district
2. Siblings of currently enrolled students (beginning after the first year of operation)

3. Children of school founders, governing board members, or full-time staff, not to exceed 10% of total enrollment
4. Students who reside outside the Dothan City Schools district, if space is available

All preferences will be applied only through the lottery process when applicable and will be implemented in compliance with state law.

9. Waitlist Policy

Students not selected through the lottery will be placed on a waitlist by grade level in the order drawn.

The waitlist will remain active for the duration of the school year. As seats become available, students will be offered admission in waitlist order.

Waitlists do not automatically carry over from one school year to the next; families must reapply annually.

10. Enrollment of Students with Disabilities and English Learners

TLA will serve students with disabilities and multilingual learners in accordance with all federal and state requirements.

The school will:

- Provide appropriate services and accommodations as required by IEPs and 504 Plans
- Ensure access to the general education curriculum
- Deliver language supports for English learners as needed
- Collaborate with families and service providers to meet student needs

Admission will not be limited or denied based on disability status or service needs.

11. Enrollment Verification and Required Documentation

Once admitted, families will complete registration and provide required documentation, which may include:

- Proof of residency
- Birth certificate or other proof of age
- Immunization records
- Withdrawal documentation from the previous school (if applicable)

TLA will work with families experiencing homelessness or housing instability to ensure enrollment is not delayed due to documentation barriers, consistent with the **McKinney-Vento Homeless Assistance Act**.

12. Withdrawal and Transfers

Parents/guardians may withdraw a student at any time by submitting written notice to the school.

Upon withdrawal, TLA will:

- Provide student records promptly to the receiving school
 - Update enrollment records in accordance with state reporting requirements
-

13. Policy Availability and Review

This Enrollment and Admissions Policy will be:

- Publicly available on the school's website
- Available in the school office upon request
- Reviewed annually by the governing board to ensure compliance with applicable laws and authorizer requirements

Attachment 11: Request for Proposals for Service Providers

N/A.

Attachment 12: Public Charter School Application

See attached.

[Charter application final with attachments](#)